



# Engaging Campus Men Toolkit

*Developed by Futures Without Violence, Latinos United for Peace and Equity, and Aid to Victims of Domestic Abuse Inc., and in partnership with the Office on Violence Against Women, this toolkit draws on lessons & collaboration following five years of lessons & work with 300+ campuses.*

## WHAT

**This toolkit identifies the concepts, skills, and tools needed to build a leadership pipeline for campus men to advocate against violence and for gender equity.**

.....

## WHY

**Our world needs more men to be agents of positive change.**

*The burden of advocating for communities to be free from violence has been carried by women, trans, and non-binary people for too long.*

*We must shift the difficult reality that all men play a role in enabling violence to one that incites the opportunity all men have to stop it.*

*We must connect how the rigid gender roles contribute to relationship abuse and gender inequity also hurt men.*

.....

## WHO

**This toolkit is intended for those who coordinate efforts across college campuses that promote healthy, safe cultures free from gender-based violence.**

# The Toolkit includes four sections that build, sequentially:

- 1 **Gender Concepts** ..... What's masculinity got to do with it?
- 2 **Planning & Best Practices** ..... I know engaging men is important. Where do I start?
- 3 **Initiative Growth** ..... How do we sustain and grow our men's engagement efforts?
- 4 **Workshop Toolbox** ..... What resources can we use to build our programming?

.....

**For more resources, opportunities to connect with other campuses, and training:**



**VISIT OUR WEBSITE**

**EMAIL US**

# DEVELOPED BY

**Jesse Mahler**

*Futures Without Violence*

**Kamaile Patton**

*Futures Without Violence*

**Nivea Castaneda**

*Latinos United for Peace and Equity*

**Jennifer Rey**

*Aid to Victims of Domestic Abuse, Inc.*

## ACKNOWLEDGEMENTS

This Toolkit was born from a collective effort, though, that included guidance from many college and university staff as well as the dedication of designers, proofreaders, and other supporters. To this end, we'd like to recognize Silali Banerjee, Ali Brokaw, Kyle Coleman, Colette Cummings, Darcie Folsom, Danny Fong, Leslie Higgins, Latinisha Lewis, Maria Lewis, Alberto Lorenzo, Veronika Murrut, and Brian O'Connor.



Copyright © 2024 Futures Without Violence. All rights reserved.

*This product is supported by Grant No. 5JOVW-22-GK-03993-CAMP, awarded by the Office on Violence Against Women, U.S. Department of Justice. The opinions, findings, conclusions, and recommendations expressed in this document are those of the author(s) and do not necessarily reflect the views of the Department of Justice, Office on Violence Against Women.*



# Section 1:

# Gender Concepts

## What's masculinity got to do with it?

In order for our Engaging Men initiatives to be meaningful, we—as organizers and educators—need to be clear on our goals:

- What attitudes and behaviors are we looking to uplift and change?
- What topics should our programming address?
- How do we know that what we are doing is working?

In order for us to define the goals of our education and engagement, we must have a clear understanding of “What’s gender & masculinity got to do with it?”

**The following tools help define key concepts and frameworks around masculinity:**

- a Dominant & Counter Narratives of Masculinity**
- b Making the Connections: Masculinity, Power, and Inequity**
- c Utilizing the Social Ecological Model to Engage Men in Violence Prevention**
- d Culture & Intersectionality in Engaging Men Approaches**





# Dominant & Counter-Narratives of Masculinity

In order for our Engaging Men initiatives to be meaningful, we—as organizers and educators—need to be clear on our goals:

- 1 What attitudes and behaviors are we looking to change?
- 2 What topics should our programming address?
- 3 How do we know that what we are doing is working?

To answer these questions, we need to define the Dominant-Narratives that men receive about what the “ideal” man looks like.

Equimundo’s 2017 “The Man Box” study defines the ideal man through seven pillars:

1. Self-Sufficiency
2. Acting Tough
3. Physical Attractiveness
4. Rigid Masculine Gender Roles
5. Heterosexuality & Homophobia
6. Hypersexuality
7. Aggression & Control

These seven pillars—and their “counter-pillars” which describe seven corresponding characteristics of healthy, connected, equitable manhood that we seek to promote—are detailed on pages 2 and 3.



1

## Self-Sufficiency

A man who talks a lot about his worries, fears, and problems shouldn't really get respect. Men should figure out their personal problems on their own without asking others for help.

2

## Acting Tough

A guy who doesn't fight back when others push him around is weak. A willingness to defend your reputation, using physical force if necessary. Guys should act strong even if they feel scared or nervous inside.

3

## Physical Attractiveness

Women don't go for guys who fuss too much about their clothes, hair, and skin. Don't try "too hard" or caring "too much," lest you be seen as vain or too feminine. A guy who spends a lot of time on his looks isn't very manly.

4

## Rigid Masculine Gender Roles

It is not good for a boy to be taught how to cook, sew, clean the house, and take care of younger children. Women's role is household chores and childcare; men should provide financially for their families.

5

## Heterosexuality & Homophobia

"Real men" have to be straight and have to be affronted at the idea of even possibly being anything else. A gay guy is not a "real man." Straight men can't be friends with gay men.

6

## Hypersexuality

A "real man" should have as many sexual partners as he can. A "real man" would never say no to sex. "Real men" should always want sex, always be ready for sex, and always wanting more. Women are seen as objects for sexual conquest.

7

## Aggression & Control

Men should use violence to get respect, if necessary. They should be confident and have the final say about decisions in his relationship. If a guy has a girlfriend or wife, he deserves to know where she is all the time.



1

### Interdependence

Men recognize the need for support, ask for help, rely on others in times of need, and seek medical and emotional health services. Men support other men when they ask for help.

2

### Vulnerability & Range of Emotion

Men express a full range of emotions beyond anger, such as joy, love, admiration, fear, sadness, anxiety, and insecurity. Men have communication skills to express anger in a nonviolent manner and acknowledge that strength never equals violence.

3

### Worth from Values, not Attractiveness

Men are included, valued, and respected no matter what they wear or how they look. Taking care of your appearance not shamed as “unmanly”; it can build confidence and comfort in oneself.

4

### Equitable Engagement in Relationships

Men contribute to the family beyond societally expected ways. Men are encouraged and supported to nurture children. Men participate in all household responsibilities, as they need attention or through fair negotiation with their partner.

5

### Gender & Sexuality-Affirming

Men feel safe—and are not shamed by others—to engage in romantic relationships with people of all genders. Men connect with and support each other regardless of sexual orientation.

6

### Worth from Connection, not Sexual Conquest

Men are supported to engage in intimate relationships when they are ready. Men have interest in women and girls outside of sexual conquest. Men prioritize sexual health and enthusiastic consent in sexual relationships. Men are taught they have the right to say “no” to sex at any time.

7

### Power With, Not Over

Men value the lives of women and girls, listening to their experiences with empathy. Men have communication skills to get their needs met rather than using violence and control. Men share power, rather than wielding power over others.

# Making the Connections: Masculinity, Power, and Inequity

Where the “Man Box” represents the expectations placed on men, using a framework of “oppression” helps to understand how manhood expectations contribute to from sexual assault to broader gender inequities.

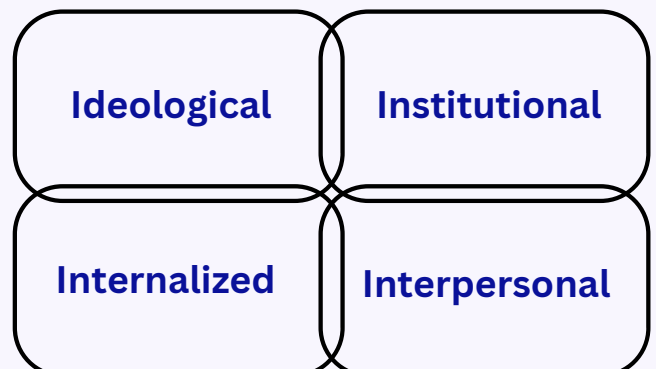
**While “oppression” is a buzzword  
and may be intimidating, it is ‘just’ a way of describing power:  
Who has it? How do we use it? And why?**

The concept of “oppression” helps us understand the roots of violence and how to build a safer, more equitable world.

**Oppression refers to:** Organized patterns of culture, society, and law that mistreat and exploit one category of people (oppressed) in order to bestow power, benefits, and resources to another (privileged group) ([National Museum of African American History & Culture](#)).

**Gender Oppression (Sexism) refers to:** Patterns of culture, society, and laws that mistreat and exploit women, non-binary, and transgender people in order to bestow power, benefits, resources to men and cisgender people.

**There are four interconnected levels of oppression represented by four “I’s”:**



Level of Oppression	Examples	Positive Change Examples
<p><b>Ideological</b></p> <p>The ideas that underpin mistreatment: One group is more intelligent, deserving, and superior; the other is lazy, weak, and inferior. Ideas become “natural” and unquestioned.</p>	<ul style="list-style-type: none"> <li>• Idea that women’s “natural” role is to raise children and fulfill domestic responsibilities.</li> <li>• Idea that men’s “natural” role is to provide, make decisions, and control finances.</li> <li>• Idea that women cannot lead or hold public office because they are “irrational” or “too emotional.”</li> <li>• Idea that sexual violence by men is inevitable due to male biology (e.g., “boys will be boys”).</li> </ul>	<ul style="list-style-type: none"> <li>• Normalize men’s more substantial roles in raising children and domestic responsibilities.</li> <li>• Shift towards valuing feminine leadership qualities as strengths (e.g., emotional awareness).</li> <li>• Shift towards the idea that violence and gender norms are socially constructed. All men can act responsibly.</li> </ul>
<p><b>Interpersonal</b></p> <p>The idea that one group is better than and has the right to control another group, which gets structured into institutions, gives permission and teaches members of the dominant group to mistreat the oppressed group through language and actions.</p> <p><i>*Note: Oppressive language can be unintentional/unconscious.</i></p>	<ul style="list-style-type: none"> <li>• Sexist language, harassment, or insults. 81% of women experience sexual assault and/or harassment, compared to 43% of men [<a href="#">Equimundo</a>].</li> <li>• Telling victims of sexual assault that they “deserved it” or “asked for it” due to their behavior or clothing.</li> <li>• A hiring manager’s prejudice (or unconscious bias) against a pregnant employee or parent.</li> </ul>	<ul style="list-style-type: none"> <li>• Men speak out against instances of sexual harassment (e.g., cat calling) or degrading language.</li> <li>• Educational efforts that promote practices that support survivors of sexual and domestic violence.</li> <li>• Employees and managers always advocating against bias and for equitable policies in hiring decisions.</li> </ul>

Level of Oppression	Examples	Positive Change Examples
<p><b>Institutional</b></p> <p>Ideas of superiority/inferiority become embedded in society's institutions such as laws, education, housing, hiring, media, and political power. By reinforcing existing disparities in power, these institutional practices further justify the ideas that these disparities are "natural."</p>	<ul style="list-style-type: none"> <li>• In the U.S., on average, women earn 18% less than men [Pew].</li> <li>• In U.S. congress, there are 3 male representatives for every 1 woman [Brookings]</li> <li>• Women are disproportionately responsible for household labor [Equimundo].</li> <li>• Most abortions are banned in 14 states despite a 61% of Americans belief that most/all abortion should be legal [Pew].</li> <li>• Rape was legal in marriages until 1976 in the U.S.</li> </ul>	<ul style="list-style-type: none"> <li>• Policies hold employers accountable to equitable pay.</li> <li>• More women hold public office. Institutional efforts to support female candidates.</li> <li>• Ensure affordable access to all forms of healthcare and childcare, including reproductive healthcare.</li> </ul>
<p><b>Internalized</b></p> <p>People who experience oppression from individuals and institutions can come to believe harmful ideas about themselves. Those who benefit from oppression come to believe these false ideas about the oppressed group and superiority/correctness of themselves.</p>	<ul style="list-style-type: none"> <li>• <u>Studies</u> have shown that sexist stereotypes affect academic performance.</li> <li>• Disordered eating caused by comparisons with harmful beauty standards.</li> <li>• Self-policing from women, for example saying "I'm being crazy."</li> <li>• Men (from a dominant position) or women (from an oppressed position) not believing, or denying, that oppression exists.</li> </ul>	<ul style="list-style-type: none"> <li>• Change in public messaging and images over time to prevent harmful ideas around body image from being internalized.</li> <li>• Women don't shame each other for what they wear or their sexual choices.</li> <li>• Men learn how they are harmed by oppression, heal from trauma, and believe in equity.</li> </ul>



How power is used can either maintain oppression or enable freedom.

To create gender equity and communities safe from sexual violence,  
we need men to leverage their roles and power to create individual, interpersonal,  
institutional, and ideological change.



## Our Engaging Men efforts should strive to:

- 1 Address the ideological roots of oppression by challenging rigid gender roles and promoting the “counter-pillars” of the man box.
- 2 Educate on the institutional nature of gender-based violence and promote systems-level advocacy for gender equity.
- 3 Promote attitudinal and behavioral change on the interpersonal level towards healthy leadership and positive bystander intervention.
- 4 Meet men where they have internalized harmful gender attitudes through self-reflection and healing-based approaches.



## References

- Aragão, Carolina. “Gender Pay Gap in U.S. Hasn’t Changed Much in Two Decades.” Pew Research Center, 1 Mar. 2023, [www.pewresearch.org/short-reads/2023/03/01/gender-pay-gap-facts/#:~:text=The%20gender%20gap%20in%20pay](https://www.pewresearch.org/short-reads/2023/03/01/gender-pay-gap-facts/#:~:text=The%20gender%20gap%20in%20pay).
- Hartig, H. (2022, June 13). About six-in-ten Americans say abortion should be legal in all or most cases. Pew Research Center. <https://www.pewresearch.org/short-reads/2022/06/13/about-six-in-ten-americans-say-abortion-should-be-legal-in-all-or-most-cases-2/>
- Promundo-US (2019). *So, You Want to be a Male Ally for Gender Equality? (And You Should): Results from a National Survey, and a Few Things You Should Know*. Washington, DC: Promundo.
- Reeves, Richard. “100 Years On, Politics Is Where the U.S. Lags the Most on Gender Equality.” Brookings, June 2020, [www.brookings.edu/articles/100-years-on-politics-is-where-the-u-s-lags-most-on-gender-equality/](https://www.brookings.edu/articles/100-years-on-politics-is-where-the-u-s-lags-most-on-gender-equality/).
- Social identities and systems of oppression*. National Museum of African American History and Culture. (2021, December 28). <https://nmaahc.si.edu/learn/talking-about-race/topics/social-identities-and-systems-oppression>



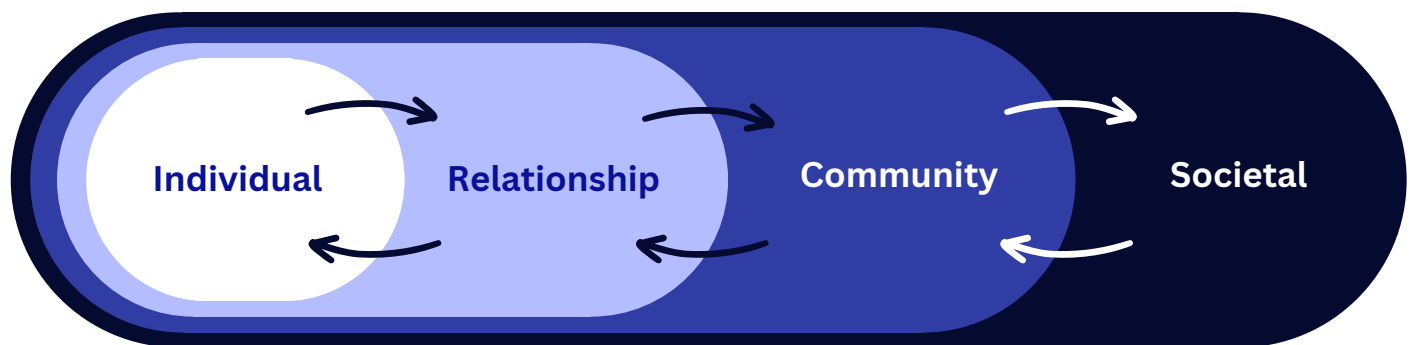
Level of Oppression	Examples	Positive Change Examples
Institutional		
Institutional		
Institutional		
Institutional		





# Utilizing the Social-Ecological Model to Engage Men in Prevention

The Centers for Disease Control and Prevention (CDC) uses the four-level social-ecological model to better understand violence and the effect of potential prevention strategies. The overlapping rings illustrate how factors at one level influence factors at another level.



Strategies must engage with and educate on all levels of the model to be effective.

When thinking about who to engage and how, the social-ecological model can serve as an organizational model for campuses to plan out engaging men goals, indicators of change, and activities when we view the campus as the ‘society.’

## References:

CDC (<https://www.cdc.gov/violenceprevention/about/social-ecologicalmodel.html>)

Virginia Domestic and Sexual Violence Action Alliance (<https://vsdvalliance.org/change-culture/prevention-in-virginia/>)



## INDIVIDUAL

### Goal for Engaging Men for this Level

### Example Campus Outcome

Identifies the biological and personal history factors that increase the likelihood of becoming a victim or perpetrator of violence (e.g., previously witnessing or experiencing domestic violence).

Promote healthy attitudes, beliefs, and behaviors amongst men about gender-based violence.

Men on campus report an increase in ability to identify between healthy and unhealthy relationships.



### Example Initiative for this Level

Safe dating and healthy relationship skills programming for men on campus.

## RELATIONSHIP

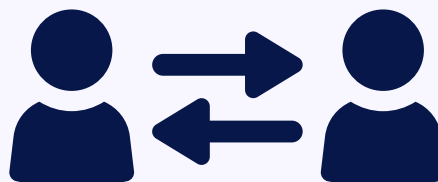
### Goal for Engaging Men for this Level

### Example Campus Outcome

Examines close relationships men have with peers, partners, family members, and/or campus faculty that impact their attitudes, beliefs, and behaviors on gender-based violence (e.g., peer groups that joke about sexual activity with someone under the influence of alcohol).

Increase the skills of men on campus to promote healthy gender-based attitudes, beliefs, and behaviors amongst their peers, colleagues, and students.

Men on campus report connectedness to a peer or campus faculty member they can rely on for support.



### Example Initiative for this Level

Mentoring and peer programs that promote positive social norms, healthy masculinity, and safe, respectful interpersonal relationships.

## COMMUNITY

Explores the settings, such as workplaces and or campus, in which social relationships occur and seeks to identify the characteristics of these settings that are associated with violence (e.g., Student groups don't have policy or education related to gender-based violence).

### Goal for Engaging Men for this Level

Improve the social and cultural environments of men around campus by increasing protective factors (e.g., education) and reducing risk factors (e.g., binge drinking) for gender-based violence.



### Example Campus Outcome

Climate survey results show an increase in men's ability to identify abusive relationship behaviors and intervene when witnessing abuse.

### Example Initiative for this Level

Multi-session education with fraternity on alcohol's role in sexual assault, combined with a policy of bystander intervention training for all fraternity leaders.

## SOCIETAL

Examines systemic factors that help create a climate in which gender-based violence is encouraged or inhibited. Factors include the health, economic, educational, and social policies that help to maintain economic or social inequalities (e.g., harmful representations of men in media such as music and movies).

### Goal for Engaging Men for this Level

Campuses don't operate at the societal level, but they can still work to institutionalize policies, education, and social norms that protect against gender-based violence (e.g., initiatives that engage men) and in-turn, contribute to positive societal change



### Example Campus Outcome

Campus initiatives and policies become a beacon for change, providing an example for other campuses on how to cultivate male role models and prevent gender-based violence.

### Example Initiative for this Level

Media campaign to end the stigma around men who are survivors of sexual assault or stalking.



# Culture & Intersectionality in Engaging Men Approaches

## Defining “Culture”

Culture is often presented as a neat bundle of values, customs, beliefs, and traditions that a particular group of people share that get reproduced through generations without much change or nuance in between.

Additionally, when individuals think of culture, they often immediately use races and ethnicities as examples of cultures. However, it is important to note that **culture goes far beyond racial and ethnic identities. In fact, culture is a complex system of socially constructed world views, beliefs, values, and attitudes that can be passed down from one cultural generation to another. Since culture is socially constructed**, members of a group, therefore, participate in the (re)creation and circulate their set of meanings that make up their culture.

## Culture is...

- **SOCIAL** – Created and reinforced by people; adaptable; shared language and familiarity
- **HISTORICAL** – A response to economic, political, social conditions
- **POLITICAL** – Related to power; actions and beliefs deemed acceptable or not; how decisions are made; in vs. out groups



## Why Does Culture Matter in Engaging Men Conversations on Campus?

**Because culture is social, historical, political, and a set of meanings that are socially constructed and adaptable, it impacts our Engaging Men efforts in the following ways:**

### **1 Dominant notions of masculinity (the “Man Box”) can be changed.**

By responding to the current historical conditions and cultural norms, working to promote healthy cultural notions of masculinity, and drawing connections between masculinity and power, we can create positive change. We can create a pipeline of opportunities and leaders to create, recreate, and disseminate new meanings of what it means for men to be advocates for respect, healthy relationships, nonviolence, and equity.

### **2 Men are not a monolith and must be engaged in culturally-relevant ways.**

It is important to consider how communities on campus receive and comprehend particular messaging based on their cultural experiences. Understanding the cultures of diverse men—whether based on social identities like ethnicity or sexuality, student group affiliations like fraternities or video gaming, or regional cultural experiences—allows us to build authentic relationships and to craft relevant and meaningful campaigns, programs, and initiatives.



## What does it mean to engage men in “culturally-relevant” ways?

- 1 Seek to understand the diversity and nuances of men’s experiences and identities with cultural humility.

When attempting to center culture in our initiatives and programming, a common question is:

*“What is the culture of the people we want to center and what are the elements of their culture we need to keep in mind?”*

This line of questioning typically reflects the desire to build cultural competence.



Ideally, however, rather than prioritizing cultural competence and asking outward questions, cultural humility asks us to go inward and make the commitment to self-reflect about:

Our own culture;

How we conceptualize and implement our power and privilege;

The way in which we see the world, and the manner in which we impact the world.





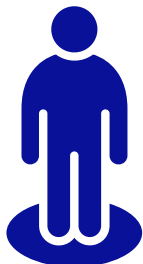
**Cultural humility in relation to Engaging Men efforts is crucial** because this practice allows for the creation of authentic and rich relationships, insights, and programs. When we practice cultural humility we build programs that not only understand men, but programs that see men that come from and are influenced by a variety of cultures.

**Cultural humility “means entering a relationship with another person with the intention of honoring their beliefs, customs, and values. It means acknowledging differences and accepting that person for who they are.”**

*(Foronda, Cynthia & Baptiste, Diana & Reinholdt, Maren & Ousman, Kevin. (2015). Cultural Humility: A Concept Analysis. Journal of Transcultural Nursing. 27. 10.1177/1043659615592677)*

**Consider the following question to ask yourself and your team to work towards cultural humility in your approach to Engaging Men:**

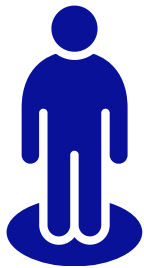
### QUESTIONS FOR INDIVIDUALS



- 1** What biases do I hold about men relating to gender based violence?
- 2** What story brought me to this work and how does that story impact the manner in which I view men as agents of change?
- 3** What types of privileges (race, class, sexuality, ability) do I have? How do these privileges impact the manner in which I engage men?



### QUESTIONS FOR INDIVIDUALS (CONT.)



- 4 Am I the right person to lead/facilitate this Engaging Men program, event, or session?
- 5 How can I create opportunities for others to lead?
- 6 Do I have anyone who will tell me if my behavior or comments are not inclusive or equitable?



### QUESTIONS FOR GROUPS



- 1 Does our group include and represent the voices and cultures (including race, sexuality, and interests) of men we are trying to reach?
- 2 Does our group feel comfortable naming our biases transparently and addressing problematic behaviors or comments?
- 3 How are we creating opportunities for our men and our communities to tell us what they need?
- 4 Should our collective be leading this work? Should we make space for culturally-specific organizations/clubs to lead these Engaging Men initiatives while we take more of a supporting role?





## What does it mean to engage men in “culturally-relevant” ways?

### 2 Ensure program development, messaging, and facilitation reflect principles of equity and cultural-relevance.

Culturally-relevant programming relies on the **best practice of “nothing about us, without us.”** The process of program development and the programming itself are equally important.

**Leveraging the voices of men in the community, existing cultural structures, and cultural concepts are key for meaningful programming.**

.....

**To develop programming that is culturally-relevant, consider:**

- a** How do cultures—whether based in ethnicity, activities like athletics, or otherwise—define what “manly” means? What does it mean to be accomplished or cool? Or not?
- b** What cultural structures or places of connection can be leveraged to promote positive change (e.g., rituals, holidays, activities)?
- c** What influential figures exist amongst different groups or cultures of men and how can they be engaged for positive change?



## EXAMPLE: MACHISMO

While masculinity is a universal construct around the world, the performance of masculinity shows up differently in the United States, in different regions, in diverse ethnic communities, and on campuses. **Let's explore, for example, how Latine communities understand masculinity, referred to as machismo.**

**MACHISMO  
VALUES**

- Be brave and protect the physical safety of the family.
- Provide financial stability to the family.
- Be honorable by keeping your word (palabra).
- Have high authority and dominance within the family.
- Be physically protective but not emotionally nurturing.
- Repress emotions unless it is anger.
- Rely on spouse for household tasks
- Be heteronormative and encourage others to perform their gender appropriately, often stemming from traditional Catholicism.

## LET'S PAUSE AND REFLECT!

- So, let's say that you are trying to work with Latino men on campus for your next listening session. Now that we have a sense of some of the values within machismo, **How would you adapt your approach to engage men who identify as Latino?**
- Without the larger cultural context of familismo, which is the family system in which machismo exists, it is difficult to see machismo in a positive light. Machismo has mostly been seen for its toxic qualities. However, drawing on the strengths that the protective factors of machismo brings can be incredibly fruitful. **How can you develop programming that draws on possible strengths of machismo to engage Latino men on campus?**
- Having individuals on your team that look and experience life like the men you are targeting is not just recommended, but needed. **Does your team have someone that has experienced machismo first hand?**



## OTHER EXAMPLES OF CENTERING CULTURE IN ENGAGING MEN PROGRAMMING:

### LISTENING SESSIONS

Frame questions to be culturally relevant and use questions that can help you gather cultural dynamics within the group. *Examples:*

- “Ideals of what it means to be a man show up differently in different cultures. What are the characteristics of ideal manhood in your culture?” Follow-Up: “How can programming address any of these harmful ideals in your culture?”
- “Think about a time when an important man in your life, whether it was a teacher, a coach, a father, an uncle, gave you advice about ‘being a man.’ Why do you think that message has stuck with you for so long? How has it influenced how you define what it means to be a man?”

### DEVELOPING MESSAGING

Identify shared values and current trends within a cultural group to create buy-in to attend an Engaging Men event. *Examples:*

- At a catholic university, titling a workshop to be relevant to scripture, the religious roles of men, or the university’s motto. Also, engaging pastors who lead existing spaces of learning.
- Using culturally-specific language or concepts, such as an event to reach Latino men titled: The Power of Protection and Palabra.



## OTHER EXAMPLES OF CENTERING CULTURE IN ENGAGING MEN PROGRAMMING:

### PROGRAMMING

Ensure that the presenters represent the audience you are trying to reach and that you are using images of culturally-specific content or celebrities. Example:

- During a session with a Black fraternity, when speaking to and about stigma around crying and emotional expression, show a video clip like that of Caleb Williams, the USC football quarterback, and his emotional exchange with his mother after a tough loss. Then explore and unpack the comments at the end of this article, or ESPN's Instagram post. What master and counter narratives surrounding Black masculinity are present in these comments?



# Section 2:

## Planning & Best Practices

**I know engaging men is important. Where do I start?**

No two campuses are the same—whether rural, urban, faith-based, commuter-based, or serving historically marginalized students. Every single one needs a tailored strategy for Engaging Men.

However, every successful initiative is founded upon core skills and strategic approaches.

**The following two sections detail best practices, skills, examples, and tools that will lay the foundation for effective men’s engagement on any campus:**

### Part 1: Relationships

- a** Tenets of Engagement and Messaging
- b** Identifying & Cultivating Partnerships
- c** Leveraging One-to-One Meetings
- d** Listening Session Guide & Sample Questions

### Part 2: Building Your Plan

- e** Example Initiatives: Phases, Goals, and Activities
- f** Developing Leadership and Organizing Structure
- g** Guide for Developing Public Education Campaigns
- h** Public Campaign Examples
- i** Storytelling as Strategy for Engaging Men
- j** Sample Checklist for Engaging Men Strategies

# Tenets of Engagement & Messaging for Men's Engagement Initiatives

TENET	DESCRIPTION	EXAMPLES
1 <b>Invite, Not Indict</b> (By Identifying Shared Interests)	How can men make a difference; targeting everyone (men not singled out); recognizing male victimization, socialization, and “wholeness”; avoid resistance	Ask: “What are you already doing to make your group safe and respectful?” instead of “Why isn’t your group doing more to address sexual assault?”
2 <b>Tailor with Every Audience, Including for Socio-Cultural Relevance</b>	Appealing to men’s interests and acknowledging different forms of masculinity in terms of gender, sexuality, race, and culture is key to building authentic relationships and ownership.	Barbershop Discussion Series; Mardi Gras Violence Prevention Events; Listening Sessions with Male Athletes
3 <b>Nothing About Us Without Us</b>	Students, staff, and faculty need to see themselves represented in prevention efforts to feel bought in. Moving forward without consultation (or partnership) builds distrust, especially with men who often feel attacked.	Intentional Recruitment of Male Peer Educators; Male Representation on CCRT; Ongoing Listening Sessions & Working Groups; Leveraging storytelling.
4 <b>Encourage Risk-Taking, Courage, and Empowerment</b>	Vulnerability begets vulnerability. Due to male socialization, men often need permission & clear opportunities to speak up and take action in small or large ways.	Providing images & representation of men taking action (e.g., through quotes or video); Always including an “ask” of men at events (e.g., “Can we get a quote from you?” or “Would you attend our next planning session?”)

	TENET	DESCRIPTION	EXAMPLES
5	<b>Work Through Discussion, Facilitation, &amp; Relationships, not “Talking At”</b>	Initiating engagement by telling men what “to do” or “not to do” provokes resistance. An approach that seeks to shift gender and cultural norms requires learning about people’s stories and facilitating critical reflection.	During a required training on Title IX for male athletics, create opportunities for peer discussion instead of one hour of PowerPoint presentation. Use statistics sparingly.
6	<b>Identify and Leverage Appropriate Messengers (Champions)</b>	Social currency and relationships are a key factor in determining the effectiveness of messaging with men. Identify and leverage champions.	Develop rapport with key faculty, student-facing staff, athletic coaches, and more to convey initiative ideas and receive feedback.
7	<b>Balance Education on Ending Violence With Restorative Practices</b>	Empowerment, healing, and relationships are key elements of men’s messaging. But, so is centering those who have experienced the bulk of gender-based violence.	A film like “The Mask You Live In” focuses equal parts on healing from the harmful gender expectations of manhood as well as how these expectations enable sexual violence against others.
8	<b>Display and Promote Positive Representations and Narratives of Masculinity</b>	It’s hard to do something you’ve never seen before. Examples of men’s stories, healing, and leadership around masculinity and gender-based violence create permission for others to follow.	Storytelling events; film screenings; men leading planning and speaking at awareness month events; and uplifting diverse men’s experiences.



# Tenets of Engagement & Messaging for Men's Engagement Initiatives

TENET	DESCRIPTION	EXAMPLES
1 <b>Invite, Not Indict</b> (By Identifying Shared Interests)	How can men make a difference; targeting everyone (men not singled out); recognizing male victimization, socialization, and “wholeness”; avoid resistance	
2 <b>Tailor with Every Audience, Including for Socio-Cultural Relevance</b>	Appealing to men’s interests and acknowledging different forms of masculinity in terms of gender, sexuality, race, and culture is key to building authentic relationships and ownership.	
3 <b>Nothing About Us Without Us</b>	Students, staff, and faculty need to see themselves represented in prevention efforts to feel bought in. Moving forward without consultation (or partnership) builds distrust, especially with men who often feel attacked.	
4 <b>Encourage Risk-Taking, Courage, and Empowerment</b>	Vulnerability begets vulnerability. Due to male socialization, men often need permission & clear opportunities to speak up and take action in small or large ways.	



	TENET	DESCRIPTION	EXAMPLES
5	<b>Work Through Discussion, Facilitation, &amp; Relationships, not “Talking At”</b>	Initiating engagement by telling men what “to do” or “not to do” provokes resistance. An approach that seeks to shift gender and cultural norms requires learning about people’s stories and facilitating critical reflection.	
6	<b>Identify and Leverage Appropriate Messengers (Champions)</b>	Social currency and relationships are a key factor in determining the effectiveness of messaging with men. Identify and leverage champions.	
7	<b>Balance Education on Ending Violence With Restorative Practices</b>	Empowerment, healing, and relationships are key elements of men’s messaging. But, so is centering those who have experienced the bulk of gender-based violence.	
8	<b>Display and Promote Positive Representations and Narratives of Masculinity</b>	It’s hard to do something you’ve never seen before. Examples of men’s stories, healing, and leadership around masculinity and gender-based violence create permission for others to follow.	

# Identifying & Cultivating Partnerships for Men's Engagement

Successful engaging men strategies rely upon collective participation, leadership, buy-in, and leveraging the influence of men in diverse professional and community positions across campus. Relationships with men and those who have influence among men are critical to inspire men to become involved, feel invested, and lead.

Identifying key men across campus requires building authentic relationships and identifying shared values.

*To identify partners in support of your engaging men efforts, consider:*

## ENGAGE MEN THAT...

- Have influence or credibility among men on campus
- Are champions of ending GBV
- Are connected to groups of men
- Mentor men
- Hold key positions in student groups

## WITH SHARED GOALS, SUCH AS...

- Promoting safe dating, healthy sexuality, and gender equity
- Trauma-informed counseling
- Workplace DEI
- Drug/Alcohol prevention
- Bystander intervention
- Welcoming new students
- Academic subjects or success



**REMEMBER:** Be sure to engage men and those who have influence among men in various organizational roles and levels and from diverse demographic backgrounds (e.g. ages, cultural backgrounds, sexual orientations).

**POTENTIAL PARTNERS****ON CAMPUS**

- Faculty
- Administrative staff
- Law enforcement/campus security
- Fraternities
- Student Government
- Black Student Union
- LGBTQ Center
- Academic Clubs
- Political Clubs
- Media & Publication Groups
- Community Service & Social Justice Clubs
- Theater & Arts Clubs
- Cultural Clubs
- Religious & Spiritual Groups
- Sports & Recreation

**OFF CAMPUS**

- Domestic Violence and Sexual Assault Centers
- LGBTQ Centers
- Healthy Fatherhood Organizations
- Nonprofits
- Faith leaders
- Media - TV, radio, newspapers, online content creators, musicians
- Businesses
- Government officials
- Policymakers
- Local law enforcement
- Mental health providers/organizations
- Off-campus housing communities
- Mentoring programs
- Justice system professionals
- Professional sports teams



**POTENTIAL PARTNERS**

**ON CAMPUS**

**OFF CAMPUS**



# Leveraging 1-to-1 Meetings To Further Engaging Men Goals and Strategies

Relationship-building is the bedrock of building collective leadership and the investment of men in efforts to end gender-based violence.

*But, what does “relationship-building” mean?*

This guide details how our initial and ongoing meetings with individuals (or “1:1s”) can support the success of our engaging men initiatives.

## DOCUMENT CONTENTS

- 1 WHY HOLD 1:1 MEETINGS WITH MEN ACROSS CAMPUS?
- 2 BEST PRACTICES & CONSIDERATIONS FOR 1:1S
- 3 THREE TYPES OF 1:1S
- 4 1:1 SAMPLE AGENDA
- 5 SAMPLE 1:1 QUESTIONS



## 1 WHY HOLD 1:1 MEETINGS WITH MEN ACROSS CAMPUS?

- Establish and maintain **meaningful relationships** with men
- **Recruit, retain, and encourage men to lead** DVSA intervention and prevention
- Building **trust**
- Learn about the individual goals and **motivating factors of campus men**
- Identify **shared goals**
- Discuss projects or events that already exist **where collaboration can happen**
- **Understand challenges men experience** launching/implementing/sustaining projects or initiatives on campus and ways they have overcome those challenges
- Gain a deeper understanding of the **social norms and beliefs of men** on campus

## 2 BEST PRACTICES & CONSIDERATIONS

- **Focus on learning** – Approach the conversation with curiosity about their experiences, perspectives, histories, barriers, values, desires.
- **Put your agenda (mostly) aside** – Be open to listening and understanding their goals and needs. If the conversation feels transactional, it can often feel less authentic.
- **Be up front** – Establish why you are meeting in order to make sure you are both on the same page. If you plan to ask the person you're meeting with to make a commitment, let them know so that they aren't caught off guard.
- **Be authentic** – Let them get to know you and if appropriate, parts of your story and commitment to these efforts.



### BEST PRACTICES AND CONSIDERATIONS (*continued*)

- **Choose a location that is comfortable and convenient** – Offer to go to their space instead of asking them to come to you or pick a spot on or off campus that enhances the flow of conversation.
- **Be comfortable asking for a commitment** – Many successful 1:1 meetings end with a commitment to start working together or continue working together.
- **Follow up** – Showing gratitude, answering questions, and providing clear next steps after meetings helps to build trust and create momentum.

### 3 CONSIDER HOW AND WHEN TO USE THREE TYPES OF 1:1S

(Concept adapted from Dr. Marshall Ganz'  
[Organizing: People, Power, Change](#))

#### A. Initial 1:1

- These meetings happen at the **start of a relationship** to connect you and a new organizer and establish a connection based **on shared goals and values**.
- The goals of the initial 1:1 are to make a personal connection, identify and gauge potential and interests, share experiences, connect on values, and lastly, pivot to engagement.

#### B. Maintenance 1:1s

- Schedule another 1:1 follow-up within 2-4 weeks to maintain the relationship.
- Time to **catch up** on a personal level, **debrief recent actions** taken and offer coaching.
- Maintenance 1:1s should be scheduled **regularly and proactively**: do not wait for a problem to occur to schedule one.



## CONSIDER HOW AND WHEN TO USE THREE TYPES 1:1s (*continued*)

### C. Escalation 1:1s

- For organizers who are ready to take the **next step on the “ladder of engagement”** in assuming more responsibility and taking on ownership of goals
- First, **recognize the accomplishments** the organizer has already made, then propose the idea of taking on this **new leadership role**.
- If all goes as planned and the organizer accepts, take the time to clearly lay out the **responsibilities and expectations** for this new role.

## 4 INITIAL 1:1 SAMPLE AGENDA

The following is a sample 1:1 meeting agenda for relationship-building and recruitment. This is not an exact formula, but rather an outline that represents best practices.

AGENDA ITEM	LENGTH	DESCRIPTION & SAMPLE LANGUAGE
<b>PURPOSE</b>	<b>2 min</b>	<p><b>Share why you wanted to meet:</b></p> <p>“Our campus is looking to have conversations with men about healthy, respectful, nonviolent relationships. Eventually, we’d like to make a public awareness campaign and host events, but first, we’re looking to get to know men across campus and their thoughts on these topics.”</p>





## INITIAL 1:1 SAMPLE AGENDA (*CONTINUED*)

AGENDA ITEM	LENGTH	DESCRIPTION & SAMPLE LANGUAGE
<b>EXPLORATION, CONNECTION, AND EXCHANGE</b>	<b>20 min</b>	<p><b>A fluid, conversational section.</b></p> <p>Most of the 1:1 is devoted to exploration by asking probing questions to learn about the other person’s values, interests, and ideas for programming and collaboration.</p> <p>In response, discern how much to share enough about your own values, interests, and resources so that it can be a reciprocal exchange.</p> <p>Wherever you find similarities between their story and yours, make a connection.</p> <p>See the sample questions below for this section of the agenda.</p>



## INITIAL 1:1 SAMPLE AGENDA (*CONTINUED*)

AGENDA ITEM	LENGTH	DESCRIPTION & SAMPLE LANGUAGE
<b>COMMITMENT</b>	<b>10 min</b>	<p>Many successful 1:1 meetings end with a commitment to work together. Discern throughout the meeting whether this is appropriate, and be conscious of whether the “ask” feels transactional.</p> <p>Emphasize the values you have in common, the way in which the person can be part of a “solution,” and state the “ask.”</p> <p>Be specific about the “ask’s” expectations and next steps. Provide time for them to ask questions.</p> <p>An ask could sound like:</p> <p><i>“I’m hearing that creating a positive and safe culture for your incoming recruits is particularly important to you. Would you be open to helping lead a session with your fraternity brothers about this topic sometime this semester to get others’ ideas? This would take a few hours of preparation with me and an hour for the conversation.”</i></p>



### 5 SAMPLE QUESTIONS FOR INITIAL 1:1

- How long have you worked at the campus or been enrolled as a student?
- What does your work on campus include or what are you studying/planning to study?
- What do you like most about your campus, community, or the student groups you're involved in?
- What brought you to this college or university?
- What personal passions do you have? Do you share them with anyone else on campus?
- Why is talking with men about issues like healthy relationships or preventing violence important to you?
- Did you always feel strongly about this issue? Why or why not? What changed that?
- What are some things our campus does well to support men socially and emotionally?
- What are some of the challenges men face on campus, such as those related to their relationships or career?
- Do you ever hear harmful, degrading, or objectifying language about women on campus? How do you feel about it and do you think anything can be done about it?
- Have you ever heard from women on campus about challenges they've had with men?
- What can our campus do to engage men positively around these issues?
- Who do men trust on campus? Who sets culture or has credibility among men on campus?



# Guide to Listening Sessions for Men's Engagement

Listening sessions serve as a powerful and meaningful way to gather information from the experts themselves, in this case, campus men or those they interact with.

More specifically, the goal of listening sessions is to:

- 1 Develop relationships with diverse campus partners.
- 2 Create a pathway for men to contribute to and co-create knowledge alongside the CCRT.
- 3 Help men identify and unpack the cultural scripts and master narratives around manhood that contribute to the values, beliefs, and behaviors that create gender-based violence.
- 4 Highlight gaps in current programming and identify perspectives can enrich strategies to engage men effectively.



## GUIDE CONTENTS

This guide will walk you through the fundamental basics of implementing a successful listening session for your Engaging Men initiatives by focusing on **six topics**:

I

RECRUITING PARTICIPANTS



II

DEVELOPING QUESTIONS



III

FACILITATING DISCUSSION



IV

PROCESSING LESSONS & NEXT STEPS



V

SAMPLE QUESTIONS



VI

FAQS ABOUT LISTENING SESSIONS





## I RECRUITING PARTICIPANTS



- 1 **Identify the audience** you want to learn from (e.g., coaches, professors, or students) and whether recruitment will be open or specific to a group on campus (e.g., fraternities). This will impact whether marketing materials are needed.
- 2 **Identify roles for recruitment and facilitation** for the listening session amongst your CCRT. Consistency is important for building relationships and trust. Consider who on your team can build the best rapport and connection with the targeted participants. It is also important to consider choosing someone on your team who has great facilitation skills to facilitate the listening session.
- 3 **Create marketing materials (if the session is public)** such as a flyer and social media posts with key information (i.e., location, date, time, purpose of the listening session, and incentives) and post them in areas where students gather.
- 4 **Contact and coordinate with key stakeholders** on campus that have direct relationships and access to your desired participants. Explain your goals and why you reached out to them specifically. Ask them to lead and/or participate in the listening session as this motivates participants to attend.
- 5 **Invite participants** preferably through direct personal contact rather than by just distributing the flyer and social media post. Encourage key personnel to also invite participants directly.



### QUICK TIPS

*Consider having food or even snacks at the listening session. Don't forget that being a college student means being busy and on a budget. If you can't pay for their time, at least provide them a meal. Make sure to add this detail to the flyer!*



## II DEVELOPING QUESTIONS



- 1 Build an opening statement** that explains the purpose of your listening session and the importance of participants' contribution. In the opening statement, also explain how consent works in this space and that even though they may consent at the beginning of the listening session to participate, they can withdraw their consent throughout if they feel that is best for them.
- 2 Identify what you want and need to learn** from participants. Perhaps you want to learn about the cultural scripts that deter men from engaging in gender-based violence work or how to best engage men for a certain project.
- 3 Collaborate with “insiders” to develop questions** so that topics and questions are as tailored and specific to the listening session group. These “insiders” could be students, faculty, or others that can provide insight into cultural norms & histories.
- 4 Start with one or two warm-up or icebreakers** that participants can answer easily. For example: “What is a key message you have received from a male figure in your family that impacts the way you view education?”
- 5 Consider the flow of the interview.** What questions should come first? Which questions most naturally transition best from the previous questions? The last question should provide some closure for the listening session and leave the respondent feeling empowered, listened to, or otherwise glad that they talked to you. Keep in mind that this facilitation guide is just that—a guide. You can deviate from your questions and follow a different order if you believe it will make the conversations go more smoothly. The best tip is to go with the participants' flow!



## II DEVELOPING QUESTIONS



(continued)

- 6 Prepare a variety of questions** to receive different types of answers but consider prioritizing open ended questions rather than closed ended questions. For example, instead of asking participants this question: “Would you come to a bystander intervention meeting?”

### Consider the following types of questions:

Which types of questions will invite the information that you need for your Engaging Men initiatives?

#### CLOSED-ENDED

Was this program beneficial to you?

Did you enjoy last week’s event?

#### OPEN-ENDED

In what ways has this program been beneficial or not engaging to you?

Can you share more about what would have made last week’s event feel more useful?

#### STORY-BASED

Can you share a time when you felt supported by your peers?

Can anyone share a time that they felt uncomfortable with a conversation you heard between men?



#### QUICK TIPS

*Try to move towards questions that offer more personal and qualitative information.  
Ask follow-up questions!*





### III FACILITATING DISCUSSION



- 1 **Begin by introducing yourself and humanizing yourself.** What brought you to this work? What brought you to this campus? What brought you to this particular listening session?
- 2 **Explain how you and your team intend to use the information** gathered in this space. Let them know that their identity will be protected and pseudonyms can be used if their insight is used in any project, presentation, and/or publication.
- 3 **Ask and receive consent whether verbally or written.** If you decide to voice record the sessions make sure to let them know and inform them that you will not use the recordings and that you will delete their voice recordings once your sessions are transcribed.
- 4 **Allow for silence** and do not ask more than one question at a time. Silence is a normal part of processing. Do not rush to another question because you think that they don't have anything to say because they are taking a minute to think and respond.
- 5 **Ask follow-up questions** and reflect back what you hear. This helps participants feel seen and allows for deeper information to be gathered. Consider drawing on your own experience. This also gives them examples. But remember, centering yourself too much can negatively impact the listening session so don't overshare!
- 6 **Read the room and encourage diverse participation.** If one participant is talking and you notice another participant is nodding their head in agreement ask them to add anything. For example, you can say "I noticed you were nodding your head, do you want to add anything else?"



### III FACILITATING DISCUSSION



(continued)

- 7 Go with the flow!** Remember you can veer from the interview guide and follow the participants' lead.
- 8 End with appreciation and next steps.** Offer your contact information in case they have questions. Take this time to invite them to upcoming events!



#### QUICK TIPS

*Optional: Share flyers about upcoming Engaging Men events or planning sessions. Share campus resources such as the counseling center's information.*

### IV PROCESSING LESSONS & NEXT STEPS



- 1 Transcribe** the listening session and delete the voice recording.
- 2 Identify themes** by collaborating with your team.
- 3 Integrate themes into your strategy** by discussing messages, topics, and lessons from the session. Consider how to apply these lessons into your programming, events, and leadership development.
- 4 Consider contacting some of the participants** to invite them into your initiative and/or to verify that your interpretations of what they shared with you are accurate and appropriate. Share with them what your team has created based on their insight and ask them for feedback. Make sure to compensate them for being key informants.



## V LISTENING SESSION SAMPLE QUESTIONS



### 1 Experiences with existing programming

- Have you ever attended an event for Sexual Assault Awareness Month? What inspired you to go to the event?
- What did you think about the orientation sessions about sexual assault prevention? What did you like? Dislike?
- What has your experience been like of the yearly mandatory full-athletics trainings (what have you learned & what hasn't worked)? Why?

### 2 Identifying Harmful Norms, Barriers to Allyship, and Opportunities

- Are there any topics that come up with your [insert student group, e.g., teammates] that are difficult or uncomfortable to address, particularly around relationships, parties, or language?
- Have you ever had conversations with your peers about sexual assault? Or about how to make your [insert student group] a safer environment?
- How are sexual assault and harassment spoken about on your team? (Athletics-specific)
- How are women and women's teams (or athletes) spoken about on your team? (Athletics-specific)
- Who do you think sets the culture of what's acceptable and not in your social circles or student group? Can you share an example?
- Do you feel men on campus are respectful of LGBTQ+ people? Why or why not? Can you share an example?

*(continued on next page)*



## V LISTENING SESSION SAMPLE QUESTIONS



*(continued)*

### 3 Identifying Personal Experiences and Connections to DVSA

- Do you have any personal stories or know others with stories about sexual harassment or sexual assault?
- Have you felt supported with your mental health by your friends on campus? Why or why not?
- How does it feel being an LGBTQ+ student on campus?
- Who are the men in your life that you respect the most? Why?

### 4 Feedback on Key Topics, Messaging, and Current Events

- What do you think about the term “ally?” What about “toxic masculinity?”
- What do you think the stereotypes about men are? Do you think they are true? Where do they come from?
- How do you feel about [insert current event or topic about masculinity such as: Andrew Tate; How the NFL handles sexual misconduct; or MeToo]?

### 5 Brainstorming Programming

- Are there topics about relationships, mental health, or what men can do to stop violence that you would like to see events on campus about?
- What more could student groups do on campus to take a stand against emotional or physical abuse in relationships?
- If you attended an event about what men can do to prevent sexual assault, who would you like to see lead the discussion? Why?
- Who are the men on campus that you respect the most? Why?
- What types of events, workshops, or training would help men on campus build healthy masculinity? What would get men interested in these events?



## VI FREQUENTLY ASKED QUESTIONS



**We do not have funds to pay participants to attend the listening session. What other incentives can we offer?**

You can offer food, a letter of recommendation, and if you are working alongside specific professors, you can see if offering extra credit is an option.

**How many participants should we invite?**

Ideally, you want to conduct a listening session with a group of 5-15 people. Smaller groups tend to allow participants more opportunities to share.

**Should I record the listening session?**

It is recommended to record listening sessions via a voice recorder to allow you to be as present as possible. All too often, facilitators miss important moments of connection because they were too busy writing notes. Recording the session will allow you to come back to the details later! (remember that if you do, you have to receive consent)



# Example Initiatives: Phases, Goals, and Activities

It can be hard to know where to start and how to grow your engaging men efforts. This document provides example phases, goals, and activities for two sample initiatives of men's engagement through:

- 1 Athletics Programming
- 2 Sexual Assault Awareness Month Events

Consider the following when reviewing these Example Initiatives:

- *What are the characteristics of Phase 1, 2, and 3?*
- *What best practices do these initiatives use in order to grow from Phase 1 to Phase 3?*
- *How can your campus initiatives to engage men learn from these examples?*



## 1 Example: Athletics Programming

### PHASE 1: INITIATING

### PHASE 2: ESTABLISHING

### PHASE 3: SUSTAINING & EXPANDING

#### GOALS

- **Establish a positive relationship with athletics** (including Athletics' positive association with you) through low-commitment activities).
- **Create a foundation of programming** which can be built on.
- **Receive feedback on programming** from key stakeholders to inform Phase 2.
- **Identify champions** in athletics (coaches; athletics; administration)

- **Deepen relationships** and commitment of Athletics to educational and equity initiatives.
- **Increase the number of male Athletics individuals** participating in planning, coordination, and leadership.
- With Athletics, co-develop plans for **increased programming, training, and public campaigns.**
- Increase in **education and training with Athletics administrators.**

- Athletics Department takes steps to be **owners of education and advocacy** for positive change, no longer relying on external directors or planning.
- Cultural change efforts, including educational opportunities, become **embedded in a majority of Athletics teams.**
- **Athletics becomes a public champion** of cultural change for healthy relationships and violence prevention.
- **Institutionalize education and training** for Athletics staff and coaches within policy and finances.



## PHASE 1: INITIATING

## PHASE 2: ESTABLISHING

## PHASE 3: SUSTAINING & EXPANDING

### ACTIVITIES

**Meet with 1-2 representatives of Athletics** (coaches; directors).

Establish a relationship and align on shared values.

**Host an initial listening session** with the Student Athlete Advisory Council on athletics culture, trends, and interests. Then:

- **Tailor mandatory Title IX training for athletes** to be interactive and relevant to topics raised during the listening session.
- **Partner with Athletics for Sexual Assault Awareness Month:** Identify a few athletes make public statements; make announcements and table during games.

**Identify 2-3 champions from Athletics** to partner with in planning an ongoing approach to engagement.

**Through planning with new Athletics champions:**

- **Develop an opt-in learning series** for athletes on topics such as healthy relationships, equity in team culture, mental health, and violence prevention.
- **Identify roles for Athletics champions** (such as team captains or coaches) to speak, facilitate, and plan during Sexual Assault Awareness Month events.
- **Host initial training** and/or educational opportunities for coaches and Athletics administrators on promoting healthy and equitable cultural norms.

**Host additional listening session(s)** and/or other methods of feedback with those inside and outside athletics on their experiences with new programming and training.

**Integrate new leaders** with a focus on male Athletics representation from recent programming, training, and listening sessions into the core Athletics partnership planning team

**Develop a long-term plan for Athletics engagement & advocacy** to be pitched to administrative stakeholders. Through this plan in the following year(s):

- **Identify staff time** (in Athletics or not) to partner with Athletics in an ongoing way for planning, training, and education.
- **Build in ongoing educational and culture-setting opportunities** on a majority of Athletics teams, such as brief monthly discussions. or pre-season training sessions.
- **Provide one training per year to all coaches** and Athletic administrators on how positive cultural and gender norms, bystander intervention, reporting, and trauma-informed coaching.
- **Develop a campus-wide educational campaign led by Athletics** to set cultural norms, exemplify bystander intervention skills, and model healthy masculinity through storytelling

**Continue integrating new leaders**, hosting relationship-building time, training key Athletics stakeholders, and building on educational programming and campaigns for community impact.





## 2 Example: Sexual Assault Awareness Month (SAAM) Events

### PHASE 1: INITIATING

### PHASE 2: ESTABLISHING

### PHASE 3: SUSTAINING & EXPANDING

### GOALS

- **Identify and establish relationships with 1-2 male partners** on and off campus (student or community organizations, staff, faculty) to support and/or sponsor your campus' annual SAAM event.
- **Gain insight from male stakeholders** on their perspectives of the annual SAAM event– such as challenges with engagement or topics of interest.
- **Lightly increase male attendance** of the annual SAAM event.

- **Build on SAAM to become an education and leadership-development opportunity**, rather than awareness building.
- **Deepen the support, involvement, and leadership of existing male partners** for SAAM events– including in planning & speaking roles.
- Identify and establish **relationships with new male partners** to attend and support SAAM events.
- Begin including **stories of male survivors at SAAM events**.
- **Significantly increase male attendance** at SAAM events.

- Institutionalize SAAM as an annual opportunity for **education and leadership-development of men**.
- **Institutionalize the relationship and role** of existing male partners in the support and planning of SAAM.
- Sustain the inclusion of **male survivor stories** at SAAM.
- **Sustain significant male attendance** at SAAM.



## PHASE 1: INITIATING

## PHASE 2: ESTABLISHING

## PHASE 3: SUSTAINING & EXPANDING

### ACTIVITIES

With existing partners, **brainstorm 1-2 new male partners** (student or community organizations, staff, faculty) to support SAAM. At least 3 months before SAAM, **meet a few times to gauge interest, ideas, and concerns** in their support of the event.

With the new male partners, **develop a plan for recruitment of men** to attend SAAM, such as information sessions, announcements, or targeted flyers.

Following SAAM, **host 1:1 conversations and/or a listening session** with male attendees.

Schedule **ongoing meetings with newly identified male partners to co-develop:**

- ***Additional educational opportunities for men at SAAM*** (e.g., a “pre-event” internal session for men’s groups on topics of interest).
- ***Roles for men in planning and speaking at SAAM.***
- ***Training for key male leaders who will play larger roles in planning and presenting.***
- ***A recruitment plan for male attendance at SAAM.***

**Building on listening sessions and leveraging existing relationships**, identify and engage 1-2 new male partners.

**Identify male survivor stories** (in community or video) to share at events.

Continue hosting event **follow-up listening sessions** and 1:1 conversations.

Work with campus partners (including administration and male partners) to **solidify a new annual planning process for SAAM, that includes:**

- ***The training of new leaders.***
- ***Supplemental educational sessions with men.***
- ***A strategic focus on expanding men’s recruitment, engagement, and survivor stories.***
- ***The development of a planning template and toolkit to sustain the initiative***

**Specify roles across the institution** (including male partners) to enable the annual planning process.



# **Developing Leadership and Organizing Structure for Engaging Men Initiatives**

## **DOCUMENT CONTENTS**

- 1 WHY CONSIDER LEADERSHIP AND ORGANIZING STRUCTURES FOR ENGAGING MEN?**
- 2 THE “SNOWFLAKE” MODEL**
- 3 BEST PRACTICES FOR LEADERSHIP DEVELOPMENT AND ORGANIZING STRUCTURES**
- 4 SAMPLE CAMPUS MODELS**



## 1

### WHY CONSIDER LEADERSHIP AND ORGANIZING STRUCTURES FOR ENGAGING MEN?

- The aims of Engaging Men strategies center on creating ownership and investment amongst men to take action towards gender equity and against gender-based violence.
- Creating structure and processes for men to get involved, grow their skills, and lead efforts (from events, to planning, to educational sessions) is pivotal to these aims.
- This guide will address best practices and examples of *how to develop structure to assist with leadership development and sustainable organizing models* of engaging men.

## 2

### THE “SNOWFLAKE” MODEL OF SUSTAINABLE ORGANIZING STRUCTURES FOR ENGAGING MEN

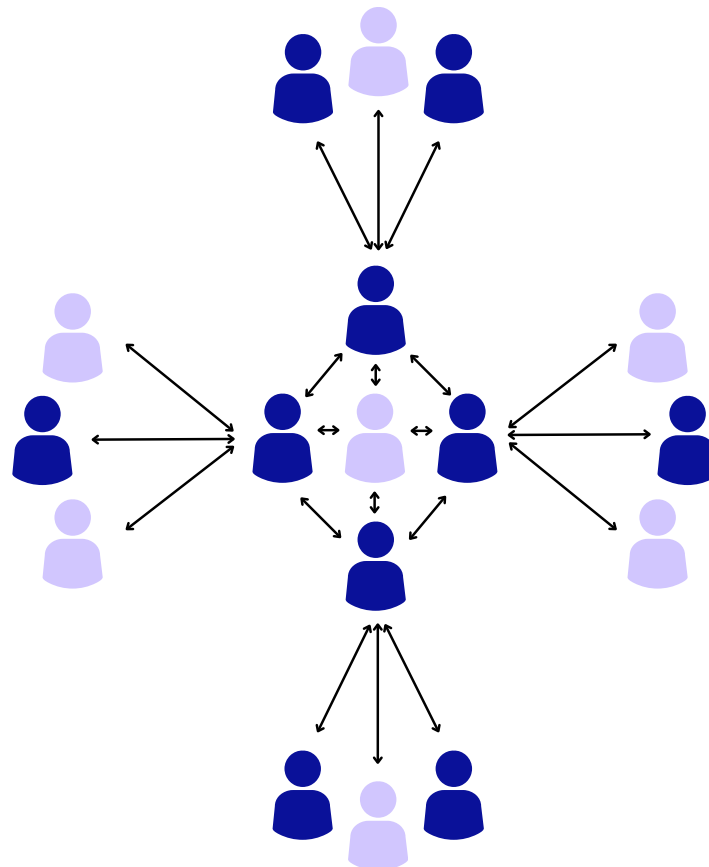
- *People need structure and accountability to engage others.*
- *The purpose of Organizing Structures is to move individuals (especially men) from outer tiers to inner tiers, thereby increasing the responsibilities, skills, and leadership of men.*



## 2 THE “SNOWFLAKE” MODEL OF SUSTAINABLE ORGANIZING STRUCTURES FOR ENGAGING MEN (continued)

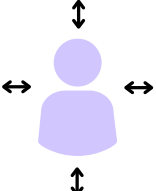
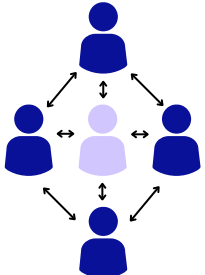
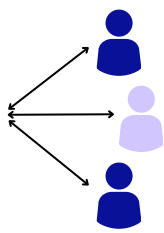
### THE “SNOWFLAKE” MODEL

The “Snowflake” model, developed by Dr. Marshall Ganz in [Organizing: People, Power, Change](#), can be used to achieve this multi-tiered structure of leadership, roles, and community organizing:



## 2 THE “SNOWFLAKE” MODEL OF SUSTAINABLE ORGANIZING STRUCTURES FOR ENGAGING MEN (continued)

### Tiers of Engagement Support Planning and Leadership Development

TIER	LEVEL OF ENGAGEMENT	SKILLS
<b>Inner</b> 	<ul style="list-style-type: none"> <li>• Consistent (near-weekly engagement)</li> <li>• Invested and committed to ongoing leadership</li> <li>• Planners; coordinators; facilitators; leaders</li> </ul>	<ul style="list-style-type: none"> <li>• All inner-tier members are trained in Engaging Men 101 (e.g., key concepts, methods)</li> <li>• 1-2 members are highly trained in Engaging Men</li> <li>• skills (e.g., defining goals, strategies, best practices, facilitation)</li> </ul>
<b>Middle</b> 	<ul style="list-style-type: none"> <li>• Ongoing, but infrequent</li> <li>• Invested in mission, but not heavy commitment like “inner” circle</li> <li>• Support with outreach, planning, and facilitation, as needed (e.g., be a primary contact to develop a listening session)</li> </ul>	<ul style="list-style-type: none"> <li>• All members have received a little training on key concepts of Engaging Men</li> <li>• Select individuals are trained on specific topics, as needed (e.g., facilitation, storytelling)</li> </ul>
<b>Outer</b> 	<ul style="list-style-type: none"> <li>• Occasional</li> <li>• Not invested in ongoing efforts</li> <li>• Connected through outreach, programming, and events</li> </ul>	<ul style="list-style-type: none"> <li>• No training or engaging men skills</li> </ul>



### 3 BEST PRACTICES

## Best Practices for Developing an Organizing Structure

**Roles:** Structured roles are critical for sustainability and buy-in (e.g., Facilitation, Follow-Up, Note-Taking, Outreach, Onboarding). People can have multiple roles.

**Leadership & Coordination:** Identifying 1-2 primary leaders to coordinate and “hold” the initiative is essential.

**Schedule:** Having a clear schedule sets expectations, boundaries, and buy-in. Different models and different roles require different frequencies of meetings. The more “inner” layer of involvement, the more meetings are needed.

**Purpose:** Clarifying the goal of groups is essential for buy-in. “Engaging Men” doesn’t need to be the explicit, exclusive purpose. “Engaging Men” efforts could, for example, be located within a group whose focus is Mental Health or Healthy Relationships.

**Training & Onboarding:** The more leadership one takes, the more support they need. Ensure training and onboarding that enables one to succeed in their role.

**Refreshment:** Identifying new individuals to join a group, semester-upon-semester, is critical. Ensure time to discuss recruitment on an ongoing basis.

**Embedding Within Institutions:** Coordination, leadership development, and training require time and money. Identifying where Engaging Men efforts and organizing models can embed within student groups or academic and administrative departments is key.



### 3 BEST PRACTICES (*continued*)

#### SETTING ROLES & EXPECTATIONS

*People need to know what they're getting into.*

Providing clear roles and expectations enables individuals to commit to leadership (through supporting them to set boundaries) and allows for a sharing of responsibility that aids collectivity and prevents the consequences of turnover.

**Consider the following roles  
and expectations to set:**

##### ROLES

- Outreach / relationship-building
- Planning
- Organizing/Coordination
- Facilitation / Training
- Administrative Advocacy
- Culture-Keepers

##### EXPECTATIONS TO SET

- Time commitment
- Frequency of meetings (with group, individuals, events)
- Roles/responsibilities
- Length of commitment to roles
- Required training/preparation for role
- Ground rules (e.g., standards of communication; awareness of power)





## 3 BEST PRACTICES (*continued*)

### BEST PRACTICES FOR INCREASING INVOLVEMENT AND LEADERSHIP DEVELOPMENT

***People need opportunities, training, and support to lead.***

In order to gain investment and move individuals in the outer and middle tiers to move more inwards towards leadership...

- Ensure appropriate training/onboarding for individuals as they scale up their level of leadership
- Scan for prospective leadership qualities
- Identify prospective leaders' goals, values, and shared interests to align leadership opportunities with what they care about
- Don't be afraid to make "asks" for individuals to increase their leadership
- Provide clear roles and expectations



## 4 SAMPLE CAMPUS MODELS

Because the “Snowflake” model is a structure for defining roles and developing leadership based on the inner, middle, and outer tiers, it can be applied and integrated in many ways on campuses.

The following are examples of common campus models and groups that the “Snowflake Model” can be integrated into.

SAMPLE MODELS	STRUCTURE/DETAILS
CCRT Working Groups or Sub-Committees	<ul style="list-style-type: none"><li>Working groups are a <u>useful structure if there is already an existing body for coordinating prevention education and victim services.</u></li><li>Working groups are strong in <u>drawing participation from students, staff, and faculty across different sectors of campus.</u> With a working group at the center of the Snowflake, members can access diverse sectors of the institution (e.g., Residential Life, Athletics, Student Groups; Admissions).</li><li>Useful to encourage <u>student-staff collaboration.</u></li><li><u>Working groups create a leadership ladder</u> for individuals to grow their commitment.</li></ul>



## 4 SAMPLE CAMPUS MODELS *(continued)*

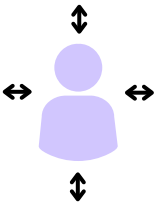
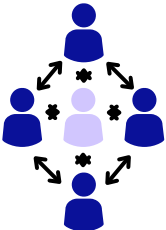
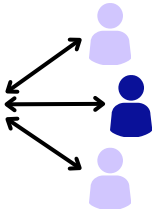
SAMPLE MODELS	STRUCTURE/DETAILS
<b>Student Advisory Groups</b>	<ul style="list-style-type: none"> <li>• Student Advisory Groups are strong in <u>cultivating new, energized leaders</u>.</li> <li>• <u>It is important to ensure Student Advisory Groups have power to create and advance strategies</u>. Creating a group to “loosely advise,” but not coordinate efforts, risks losing trust and preventing leadership development.</li> <li>• <u>Identifying a location for an advisory group is key for sustainability</u> (e.g., Student Affairs or DEI office).</li> </ul>
<b>Liaison-Based Coalition</b>	<ul style="list-style-type: none"> <li>• Embedding liaisons across departments and/or student groups creates <u>sustainability shared commitment</u>.</li> <li>• <u>A liaison structure creates a clear, manageable expectation</u> (and a healthy “nudge”) <u>for male student groups, in particular, to participate</u>.</li> <li>• Identifying the purpose of the coalition and/or who is the primary coordinator of the coalition, is key for buy-in.</li> </ul>

4 SAMPLE CAMPUS MODELS (*continued*)

SAMPLE MODELS	STRUCTURE/DETAILS
<b>Event or Programming-Based Structure</b>	<ul style="list-style-type: none"><li>• <u>If your Engaging Men strategy focuses on a single event</u> (e.g., Sexual Assault Awareness Month) or type of programming (e.g., tailoring your bystander intervention training), <u>consider creating a structure—with tiers of leadership and roles—that focuses on this single strategy.</u></li><li>• Focusing on a single event or strategy can clarify expectations and prevent members from being overwhelmed by the task of engaging “all” men.</li></ul>
<b>Existing Group Structures</b>	<ul style="list-style-type: none"><li>• If developing new groups or models is not possible, consider how to embed Engaging Men initiatives and leadership roles into <u>existing student or faculty structures.</u></li><li>• <u>Examples of existing structures to leverage include:</u> Student-Athlete Advisory Councils, Peer Educators, Cultural Organizations, Panhellenic Councils.</li></ul>

## 4 SAMPLE CAMPUS MODELS (continued)

### PUTTING IT ALL TOGETHER: “STUDENTS FOR SAFE LIVING” LIAISON-MODEL

TIER	CAMPUS ROLE(S)	RESPONSIBILITIES	TRAINING REQUIRED
	<b>Assistant Dean of Resident Life</b>	<ul style="list-style-type: none"> <li>• Coordination, scheduling, and follow-up</li> <li>• Facilitation</li> <li>• Strategic planning</li> <li>• Training new leaders</li> <li>• Presenting</li> <li>• Frequency: Almost daily</li> </ul>	<ul style="list-style-type: none"> <li>• FUTURES Engaging Men “Train-the-Trainer”</li> <li>• Key Concepts; Facilitation; Best Practices for Engagement and Messaging; Organizing Models; Storytelling</li> </ul>
	<b>Student Liaisons (athletics, Greek life, student clubs)</b>	<ul style="list-style-type: none"> <li>• Facilitation &amp; presentation at events</li> <li>• Planning</li> <li>• Outreach &amp; recruitment</li> <li>• Note-taking</li> <li>• Frequency: Meet monthly</li> </ul>	<ul style="list-style-type: none"> <li>• Trained by Assistant Dean of Resident Life</li> <li>• Basics on healthy relationships and gender norms</li> <li>• Best practices for engagement and messaging</li> <li>• Facilitation</li> </ul>
	<b>Students in liaisons’ groups</b>	<ul style="list-style-type: none"> <li>• Participate in listening sessions or expanded planning sessions</li> <li>• Attend events</li> </ul>	No training required

# Guide for Developing Public Education Campaigns

*The goals of a public education campaign are twofold:*

- 1 **Reinforce positive messaging men receive** through EM workshops, curriculum, peer education, support groups, and events to engage men in DVSAS intervention and prevention initiatives on campus; *-and-*
- 2 **Engage new campus men** in conversations about DVSAS intervention and prevention.

## KEY CONSIDERATIONS:

**Utilize the Tenets of Engagement and Messaging such as:**

- Invite, Not Indict (By Identifying Shared Interests)
- Nothing About Us Without Us
- Identify and Leverage Appropriate Messengers (Champions)
- Tailor with Every Audience, Including for Socio-Cultural Relevance

**Size and scope of campaign:**

- What your campus capacity (staff time & budget) to launch a public education campaign? This could include: Creating print materials or managing student leaders.
- Or do you need to consider more time and cost effective campaigns that focus on social media, student content, or a specific awareness month?



## **STEP-BY-STEP GUIDE**

- 1 START WITH YOUR GOALS**
- 2 ENGAGE CCRT**
- 3 DEVELOP MESSAGE**
- 4 TEST THE MESSAGE**
- 5 CREATE THE CAMPAIGN MATERIALS**
- 6 CREATE THE CAMPAIGN DISSEMINATION PLAN**
- 7 GO BACK TO THE AUDIENCE**
- 8 LAUNCH THE CAMPAIGN**
- 9 EVALUATE AND SUSTAIN CAMPAIGN**



STEP	CONSIDERATIONS	EXAMPLES
<p><b>1</b></p> <p><b>START WITH YOUR GOALS</b></p>	<ul style="list-style-type: none"> <li>• What area of your strategic plan are you looking to address through a public education campaign?</li> <li>• What is the action you want your audience to make or key concept you want them to learn?</li> <li>• Who is the target audience?</li> </ul>	<ul style="list-style-type: none"> <li>• Increase reporting of DVSAAS among male survivors</li> <li>• Reduce stigma for male survivors to access supportive services</li> <li>• Increase use of verbal consent in sexual relationships</li> <li>• Increase number of male students who can describe how they would use positive bystander strategies</li> </ul>
<p><b>2</b></p> <p><b>ENGAGE CCRT</b></p>	<ul style="list-style-type: none"> <li>• Which members (or sub-committee) of the CCRT will be responsible for campaign development?</li> <li>• Engage CCRT members with expertise in the campaign area to join that committee.</li> <li>• Leverage CCRT relationships to engage additional individuals or groups to ensure “nothing about us, without us.”</li> </ul>	<ul style="list-style-type: none"> <li>• Barbershop Discussion Series; Mardi Gras Violence Prevention Events; Listening Sessions with Male Athletes Prevention Sub-Committee</li> <li>• Graphic Design/Animation Students</li> <li>• Video/Photography Students</li> <li>• Public Relations Staff</li> <li>• External Media Partners</li> </ul>





## STEP

## CONSIDERATIONS

## EXAMPLES

3

### Develop Message

- What does the data (from research, listening sessions, and key messengers) tell you about your target audience?
- What is the change you seek?
- What current messaging can you connect this campaign to that exists on campus?
- What is the call to action?
- How can the message be relatable and culturally-relevant?

- Needs assessments, campus surveys, focus groups, key informant interviews, or faculty research.
- A health promotion campaign already taking place on campus that your campaign can connect with for messaging, for example Florida Atlantic University's "Owls Care."
- Example messages tied to above example goals for Florida Atlantic University could be:
  - *Owls care about male survivors, too!*
  - *Consent is Caring #OwlsCare*
  - *Owls care about everyone's safety on campus - if you see something, say something.*

STEP	CONSIDERATIONS	EXAMPLES
4  <b>Test the Message</b>	Does your message resonate with your target audience?	<ul style="list-style-type: none"> <li>• Attend meetings of campus groups</li> <li>• Faculty may be willing to offer a small portion of class time</li> <li>• Review goal of the campaign and drafted message</li> <li>• Solicit feedback from target audience on ways to strengthen message</li> <li>• Inquire about the most widely used media platforms from those you are testing the message with to publish the campaign</li> </ul>
5  <b>Create the Campaign Materials</b>	<ul style="list-style-type: none"> <li>• Determine who will create campaign materials</li> <li>• Ensure diversity in imagery</li> <li>• Use campus branded colors and logos</li> <li>• Use department logos, if applicable</li> <li>• What financial resources do you have or need to launch campaign materials?</li> </ul>	<ul style="list-style-type: none"> <li>• Graphic design students can create logos, brochures, posters, window clings, bumper stickers, etc.</li> <li>• Photography students can take photos of campus students, faculty, administrators for use in campaign</li> <li>• Animation or Broadcasting students can create videos, PSAs, TikTok videos - can broadcast on campus platforms</li> <li>• Public Relations staff can assist with press releases to launch campaign</li> </ul>



STEP	CONSIDERATIONS	EXAMPLES
<p><b>6</b></p> <p><b>Create the Campaign Dissemination Plan</b></p>	<ul style="list-style-type: none"> <li>• Determine who will create campaign materials</li> <li>• Ensure diversity in imagery</li> <li>• Use campus branded colors and logos</li> <li>• Use department logos, if applicable`</li> <li>• What financial resources do you have or need to launch campaign materials?</li> </ul>	<ul style="list-style-type: none"> <li>• Graphic design students can create logos, brochures, posters, window clings, bumper stickers, etc.</li> <li>• Photography students can take photos of campus students, faculty, administrators for use in campaign</li> <li>• Animation or Broadcasting students can create videos, PSAs, TikTok videos - can broadcast on campus platforms</li> <li>• Public Relations staff can assist with press releases to launch campaign</li> </ul>
<p><b>7</b></p> <p><b>Create the Campaign Dissemination Plan</b></p>	<ul style="list-style-type: none"> <li>• Engage key community stakeholders to broadcast the campaign</li> <li>• Create a dissemination plan</li> <li>• What platforms were identified with those you engaged in testing the message and campaign materials to ensure the message reaches the target audience?</li> <li>• Will events or educational sessions accompany the campaign for deeper results?</li> </ul>	<ul style="list-style-type: none"> <li>• Leverage CCRT relationships to identify key stakeholders like fraternity presidents or professors to disseminate campaign upon launch</li> <li>• Create calendar for social media posts</li> <li>• Plan for printed materials to be posted throughout key areas on campus</li> <li>• Include campaign materials in newsletters/e-blasts</li> <li>• Can messaging be included during campus events</li> <li>• Athletic games during announcements or on big screens</li> <li>• Campus traffic enforcement puts messaging on portable traffic message boards</li> </ul>



STEP	CONSIDERATIONS	EXAMPLES
<p><b>8</b></p> <p><b>Go Back to the Audience</b></p>	<ul style="list-style-type: none"> <li>• Test the campaign materials again with the audience and solicit additional feedback prior to launching</li> <li>• Finalize campaign with feedback</li> </ul>	<ul style="list-style-type: none"> <li>• Return to existing relationships, such as those developed through previous listening sessions or events, to finalize materials</li> <li>• Seek out one or two more groups and/or individuals to test the campaign</li> </ul>

## LAUNCH CAMPAIGN!

<p><b>9</b></p> <p><b>Evaluate Effectiveness and Sustain Campaign</b></p>	<ul style="list-style-type: none"> <li>• Track audience engagement with materials</li> <li>• Create survey to learn about effectiveness of campaign goals shifting social norms or behaviors among target audience on campus</li> <li>• Identify who can help with data analysis</li> <li>• What resources are available on campus to sustain, build on, and grow the campaign?</li> <li>• How can the campaign be an avenue for identifying and integrating new leaders?</li> </ul>	<ul style="list-style-type: none"> <li>• Social media engagement</li> <li>• Number of attendees at events where campaign materials were publicly shared</li> <li>• Open rate of e-blasts/electronic newsletters with campaign materials</li> <li>• For the survey, can a few questions be added to a student survey that is widely shared with students? <ul style="list-style-type: none"> <li>◦ <i>Which components of the campaign did students see?</i></li> <li>◦ <i>Where did they see these messages?</i></li> <li>◦ <i>What do they remember about the message?</i></li> </ul> </li> <li>• Use the evaluation process to identify new leaders who can help develop future campaigns or assist with programming.</li> </ul>
---	--	--



# **Engaging Men Campaign Examples: Lessons Learned**

.....




**While there have been few nationwide campus campaigns that have an exclusive focus on engaging men, there are still many campaigns to use, learn lessons from, and build templates off of.**

**Let's look at a few organizations and campaigns...**

.....





## CAMPAIGN HUBS & ORGANIZATIONS

CAMPAIGN	DESCRIPTION	LESSONS & BEST PRACTICES
<p>OVW’s “Center for Changing Our Campus Culture” Campaign List  <a href="https://changingourcampus.org/campaigns/">changingourcampus.org/campaigns/</a></p> 	<p>Hub for campus campaign resources.</p>	<p>N/A</p>
<p>No More  <a href="https://nomore.org/takeaction/toolkit/">nomore.org/takeaction/toolkit/</a></p> 	<p>No More’s Campaign Toolkit includes a wide net of materials on domestic violence prevention and healthy relationship education, including: conversation guides; event templates; posters; “fill-in-the-blank” signs; branding; social media graphics; and handouts.</p>	<ul style="list-style-type: none"> <li>Using accessible, catchy slogans like “JoinTheChorus.”</li> <li>Practical resources that help people act in a variety of ways (e.g., discussion guides of “write-in” signs for events).</li> <li>Branding guidelines that make it easy to reproduce.</li> <li>Easily re-postable graphics for social media.</li> </ul>
<p>It’s On Us  <a href="https://www.itsonus.org/educational-tools/">www.itsonus.org/educational-tools/</a></p> 	<p>It’s On Us is a campus movement to combat sexual violence. They’re holistic campus organizing model includes campaign-focused elements such as: event checklists; sample language; name tag templates; social media guides; campus customizability; and reports on campus men’s attitudes.</p>	<ul style="list-style-type: none"> <li>Campaign components go beyond 1-2 graphics towards a structure for sustained action.</li> <li>Compelling framing that focuses on “everyone’s responsibilities” rather than blaming men.</li> <li>Research and anecdotes about men’s engagement, specifically.</li> </ul>



## CAMPAIGN HUBS & ORGANIZATIONS

CAMPAIGN	DESCRIPTION	LESSONS & BEST PRACTICES
<p><b>White Ribbon</b> <a href="http://www.whiteribbon.ca/campaign">www.whiteribbon.ca/campaign</a></p> 	<p>White Ribbon has numerous campaigns that focus on men's engagement. These campaigns address mental health, redefining masculinity, and leveraging sports for change.</p>	<ul style="list-style-type: none"> <li>• Concepts, language, and messaging all target (or come from) men.</li> <li>• Leveraging key male influencers, such as athletic coaches.</li> <li>• Emphasis on deep learning about gender expectations and masculinity.</li> <li>• Identifying many ways that men can take action, from their personal relationships to work, sports, at parties, and more.</li> </ul>
<p><b>The Representation Project Campaigns</b> <a href="https://thereproject.org/campaigns/">https://thereproject.org/campaigns/</a></p> 	<p>The Representation Project, known for their documentaries on gender stereotypes and expectations, have discussion guides, classroom lessons, and formal campaign materials, many of which emphasize men's roles and engagement.</p>	<ul style="list-style-type: none"> <li>• Diving deep into gender expectations for men.</li> <li>• Great for discussion and ongoing programming.</li> <li>• Includes “light-touch”, catchy phrases such as “#NoAskTask.”</li> <li>• Leverages celebrities and influencers.</li> </ul>





## CAMPAIGN HUBS & ORGANIZATIONS

CAMPAIGN	DESCRIPTION	LESSONS & BEST PRACTICES
<p><b>SPARC “Stalking Awareness” Campaign</b>  <a href="https://www.stalkingawareness.org/wp-content/uploads/2021/09/Campus-Stalking-Public-Awareness-Campaigns.pdf">https://www.stalkingawareness.org/wp-content/uploads/2021/09/Campus-Stalking-Public-Awareness-Campaigns.pdf</a></p> 	<p>SPARC provides comprehensive resources on stalking, one of which is their campaign toolkit. This toolkit includes fact sheets, campaign planning guides, best practices for stalking campaigns, sample language, and webinar trainings.</p>	<ul style="list-style-type: none"> <li>Identifies and provides templates for different types of messages (e.g., “story,” “explainer,” or “call to action”).</li> <li>Integrating campaign messaging into varied, tailored events.</li> <li>Ensure students are involved in message-development and dissemination.</li> </ul>
<p><b>UN Free &amp; Equal Campaigns</b>  <a href="https://www.unfe.org/campaigns/">https://www.unfe.org/campaigns/</a></p> 	<p>United Nations “Free &amp; Equal” hosts diverse campaigns focused on LGBTQ+ issues, including those that seek to normalize LGBTQ+ relationships and others that seek to activate individuals against anti-LGBTQ+ violence.</p>	<ul style="list-style-type: none"> <li>Leverages stories.</li> <li>Uses catchy, diverse slogans and graphics.</li> <li>Mobilizing messaging uses relatable concepts like safety, respect, and sense of “home.”</li> </ul>
<p><b>National Sexual Violence Resource Center “Sexual Assault Awareness Month” Campaigns</b>  <a href="https://www.nsvrc.org/">https://www.nsvrc.org/</a></p> 	<p>NSVRC is host to annual Sexual Assault Awareness Month (SAAM) campaign materials, from social media templates to webinars and stock messages.</p>	<ul style="list-style-type: none"> <li>Very shareable social media graphics that offer many ways for people to get involved (e.g., pledges or information-sharing).</li> <li>Creative calls-to-action, such as a 30-day calendar of small actions.</li> <li>Focus on intersections of sexual assault, equity, and racism, thereby drawing connections for campaign recipients and broadening a base of interest.</li> </ul>






## EXAMPLE CAMPAIGNS

CAMPAIGN	DESCRIPTION	LESSONS & BEST PRACTICES
<p>White Ribbon's "Draw-the-Line" Campaign <a href="https://www.dtl.whiteribbon.ca/">https://www.dtl.whiteribbon.ca/</a></p> 	<p>United Nations "Free &amp; Equal" hosts diverse campaigns focused on LGBTQ+ issues, including those that seek to normalize LGBTQ+ relationships and others that seek to activate individuals against anti-LGBTQ+ violence.</p>	<ul style="list-style-type: none"> <li>• Leverages stories.</li> <li>• Uses catchy, diverse slogans and graphics.</li> <li>• Mobilizing messaging uses relatable concepts like safety, respect, and sense of "home."</li> </ul>
<p>White Ribbon's "Redefine" Campaign <a href="https://www.whiteribbon.ca/redefine">https://www.whiteribbon.ca/redefine</a></p> 	<p>"Redefine" is a small campaign focused on prompting men to reflect on social expectations about manhood. Includes videos, definitions, and reflection prompts.</p>	<ul style="list-style-type: none"> <li>• While this campaign is less "action-oriented," it succeeds in having one very specific goal.</li> <li>• Use of "fill-in-the-blank" graphic novels is creative, fun, and supports user investment.</li> </ul>
<p>The Representation Project's #NoAskTask Campaign <a href="https://therepproject.org/campaigns/noasktask/">https://therepproject.org/campaigns/noasktask/</a></p> 	<p>#NoAskTask addresses gender disparities in domestic labor by uplifting the everyday actions that men can—and need—to take responsibility for their end of household tasks. The campaign pairs a film with graphics.</p>	<ul style="list-style-type: none"> <li>• Uses an everyday, very relatable concept that applies to nearly all men.</li> <li>• Provides education on broader gender disparities while encouraging accomplishable everyday actions men can take to promote gender equity.</li> </ul>

## EXAMPLE CAMPAIGNS

CAMPAIGN	DESCRIPTION	LESSONS & BEST PRACTICES
<p>United Nations Free &amp; Equal “All Women” Campaign <a href="https://www.unfe.org/allwomen/">https://www.unfe.org/allwomen/</a></p> 	<p>“All Women” brings light to the experiences of LGBTQ+ women through graphics, statistics, videos, and action steps. The campaign focuses on normalizing LGBTQ+ women’s experiences, combatting discrimination and exclusion.</p>	<ul style="list-style-type: none"> <li>• Simplicity is the strength of “All Women.” Graphics are striking and have a clear message.</li> <li>• Graphics are coupled with statistics and actions, creating a “to-the-point” campaign that is very re-shareable.</li> </ul>
<p>United Nations Free &amp; Equal “Solidarity Means” Campaign <a href="https://www.unfe.org/solidarity/en/">https://www.unfe.org/solidarity/en/</a></p> 	<p>For the 75th anniversary of the Universal Declaration of Human Rights, UN Free &amp; Equal created “Solidarity Means” which highlights LGBTQ+ stories and advocacy for each Article of the Declaration.</p>	<ul style="list-style-type: none"> <li>• Creatively leverages human-stories for every key concept of the broader campaign.</li> <li>• Structures a campaign around articles (key principles), providing digestible structure.</li> <li>• Representing diverse individuals and identities shows that everyone can play a role in advocating for safety and respect, while also not singling out one specific group.</li> </ul>
<p>PFLAG “Straight for Equality: Ally Visibility” Campaign <a href="https://straightforequality.org/allycampaign/">https://straightforequality.org/allycampaign/</a></p> 	<p>The campaign by the LGBTQ+ ally organization PFLAG includes three resources to promote LGBTQ+ allyship through “fill-in-the-blank” style pledges.</p>	<ul style="list-style-type: none"> <li>• Identifies multiple levels of allyship and action through sample statements like “I’m an ally because ____” and “As an ally I will ____.”</li> <li>• Graphics are easily shareable and promote self-reflection and ownership.</li> </ul>

## EXAMPLE CAMPAIGNS

CAMPAIGN	DESCRIPTION	LESSONS & BEST PRACTICES
<p><b>United Nations “HeForShe” Campaign</b>  <a href="https://www.bbdperfectstorm.com/work/un-women-heforsg">https://www.bbdperfectstorm.com/work/un-women-heforsg</a></p> 	<p>These videos and images, part of the larger <u>HeForShe campaign</u>, intend to pose reflection questions and push men to consider different ways they can support gender equality.</p>	<ul style="list-style-type: none"> <li>• Videos are provocative and evoke action, empathy, and education.</li> <li>• Topics address and educate on many key aspects of gender equality, from sexual harassment and domestic responsibilities to parenting and gender stereotypes.</li> <li>• Messaging focuses on what men care about.</li> </ul>
<p><b>Promoting Awareness   Victim Empowerment’s “Consent Is” Campaign</b>  <a href="https://www.shatteringthesilence.org/consentiscampaign">https://www.shatteringthesilence.org/consentiscampaign</a></p> 	<p>“Consent Is” seeks to educate on what consent means, with posters and “fill-in-the-blank” wristbands.</p>	<ul style="list-style-type: none"> <li>• Zeroes in on one specific issue, making it clear what intended action and reflection are supposed to be about.</li> <li>• Posters are eye-catching and informative.</li> </ul>
<p><b>NYC Street Harassment Prevention Advisory Board</b>  <a href="https://docs.google.com/document/d/1NrKDqXe5xsKlwdSafqvUAzmeBBSkRA8m9yFeixZgXV8/edit#heading=h.1hvz5r4jhjll">https://docs.google.com/document/d/1NrKDqXe5xsKlwdSafqvUAzmeBBSkRA8m9yFeixZgXV8/edit#heading=h.1hvz5r4jhjll</a></p> 	<p>NYC’s social media campaign toolkit to address street harassment, including graphics, captions, action steps, and email templates.</p>	<ul style="list-style-type: none"> <li>• Comprehensive social media templates that include sample captions and Instagram stories.</li> <li>• Actions promoted are easy to take.</li> <li>• Campaign follow-up and sustainability is considered via surveys.</li> </ul>



## EXAMPLE CAMPAIGNS

CAMPAIGN	DESCRIPTION	LESSONS & BEST PRACTICES
<p><b>Esperanza United’s “Te Invito” Campaign</b>  <a href="https://nationallatinonetwork.org/en/knowledge-base/te-invito/te-invito-campaign/">https://nationallatinonetwork.org/en/knowledge-base/te-invito/te-invito-campaign/</a></p> 	<p>Developed through listening sessions with diverse Latin@ community members in Minneapolis, “Te Invito” includes bilingual posters and videos about ways men can get involved in promoting healthy relationships, safety, and violence prevention.</p>	<ul style="list-style-type: none"> <li>• Messages come directly from men in the community.</li> <li>• Messages are short, direct, and use stories.</li> </ul>
<p><b>University of Maine’s “Male Athletes Against Violence”</b>  <a href="https://umaine.edu/maav/">https://umaine.edu/maav/</a></p> 	<p>Male Athletes Against Violence (MAAV) of UMaine represents a student-faculty partnership and multi-year campaign effort including posters and videos.</p>	<ul style="list-style-type: none"> <li>• Leveraging social influencers and male convening spaces.</li> <li>• Leverages national campaign materials of White Ribbon, customized for UMaine.</li> <li>• Extensive, creative, fun set of posters created in conjunction with annual awareness events.</li> </ul>
<p><b>The Pillow Talk Project</b>  <a href="https://thepillowtalkproject.com/">https://thepillowtalkproject.com/</a></p> 	<p>A storytelling and digital activism project seeking to create safe and nurturing spaces for men to reflect on “dangerous archetypes of masculinity.” Includes stories, articles, and research as well as the “#WeSmileToo” campaign.</p>	<ul style="list-style-type: none"> <li>• While not a traditional campaign, this site uplifts diverse stories that many men can relate to.</li> <li>• Creates a platform and pathway for involvement through story collection.</li> </ul>



## EXAMPLE CAMPAIGNS

CAMPAIGN	DESCRIPTION	LESSONS & BEST PRACTICES
<p><b>Ohio Men's Action Network</b> <a href="https://ohman-ohio.org/">https://ohman-ohio.org/</a></p> 	<p>While also a larger initiative with a toolkit and training, OHMAN also is home to the “Know Better. Do Better. Be Better.” campaign, which includes social media templates, pledges, and webinars, and training opportunities.</p>	<ul style="list-style-type: none"> <li>Combines a public awareness campaign with in-depth learning opportunities (online training) and “action kits.”</li> <li>Uses pledges to build commitment.</li> </ul>
<p><b>Aid to Victims of Domestic Abuse, Inc.'s “Committed Men” Campaign</b> <a href="https://www.avdaonline.org/committed-men">https://www.avdaonline.org/committed-men</a></p> 	<p>AVDA's local campaign works through schools and public venues such as billboards. Messaging centers on the commitments men can make—and the roles they can play—to ending violence. A media literacy toolkit accompanies the campaign.</p>	<ul style="list-style-type: none"> <li>Working through community venues, stakeholders, and influential figures.</li> <li>Emphasizing how men can be part of the solution.</li> <li>Using frameworks that resonate with men such as “taking responsibility.”</li> </ul>
<p><b>Movember Mental Health “Practice Conversations”</b> <a href="https://conversations.movember.com/en/conversations/">https://conversations.movember.com/en/conversations/</a></p> 	<p>More learning platform than campaign, Movember developed this site for individuals to learn how to have conversations with men who are struggling with their mental health. The site features “Practice Conversations” on how to ask, listen, check in, and encourage men to take action.</p>	<ul style="list-style-type: none"> <li>Emphasizes and teaches practical actions to engage men in conversations about mental health.</li> <li>Uses realistic scenarios that will resonate with men (e.g., grieving, juggling work and family, being withdrawn).</li> </ul>



# Storytelling as Strategy For Engaging Men

*What stories and traditions  
do our students carry?*

*What stories about “what it means to be  
a man” do we or our students receive  
from our families?*

## WHEN TO USE STORYTELLING FOR ENGAGING MEN?

Every day! Storytelling is an overarching approach and skill to be integrated as best practice for engaging men.



As specific tool for meetings, programming, & events.

## WHY STORYTELLING FOR ENGAGING MEN?

### 1 STORYTELLING SERVES AS A BRIDGE BETWEEN GENERATIONS

Storytelling is an ancient and persistent traditional practice among many cultures that has and continues to serve many purposes. Storytelling is a powerful and rich mode of human expression and a sophisticated way to make meaning of singular and collective experiences. **Diverse cultures rely on stories as a vehicle to transmit values and to engage and socialize children.** As such, storytelling also serves as a bridge wherein moments, rituals, and traditions get passed on to new generations.





## 2 STORYTELLING CONNECTS, BUILDS EMPATHY, & DE-STIGMATIZES

*“There is no greater agony than bearing an untold story inside you.”*

*- Maya Angelou*

Storytelling has incredible therapeutic and healing properties for storytellers and the witnesses present. **For storytellers, the very act of speaking allows them to claim space and it gifts them the opportunity to reclaim moments.** In Spanish the word for vent is “desahogar” which directly translates to “undrown” in English. The word in and of itself proclaims that to speak, to voice one’s story, sanctions breath and life. Many gifts also exist for the witnesses of these stories. **Often someone else’s story mirrors one that we have lived through, too.** To hear the analogous shared experiences lets witnesses feel seen and encourages them to begin the journey of sharing and healing.

**Amongst men, there are myriad pressures to hold in, drown, and bear their stories alone: Stories of success; Stories of pain; Stories of love.** To bear these stories alone is necessary to be accepted and avoid punishment from friends, family, and society. As bell hooks shares in “The Will to Change: Men, Masculinity, and Love”:

*Learning to wear a mask (that word already embedded in the term “masculinity”) is the first lesson in patriarchal masculinity that a boy learns. He learns that his core feelings cannot be expressed if they do not conform to the acceptable behaviors sexism defines as male.*

**For men to share stories is to break a cycle of learning and conformity to harmful ideals of manhood.** Since storytelling is powerful, freeing, and practical; it is a critical approach and as a tool to motivate and mobilize men for cultural change.

*What untold stories exist amongst men in your family or community?*

*What stories, if told, would help men on your campus feel more connected or engaged?*



*The chart below details a number of campus scenarios where storytelling will be applicable:*

SETTING	PURPOSE	STORYTELLING PROMPTS
<b>COORDINATED COMMUNITY RESPONSE TEAMS</b>	<ul style="list-style-type: none"> <li>To motivate people to join your CCRTs</li> <li>To identify needs and gaps your team is witnessing with men on campus</li> <li>To bond with one another and to stay invested</li> <li>To practice the open, healthy, &amp; vulnerable communication that we encourage students to practice</li> </ul>	<ul style="list-style-type: none"> <li>“What family story brings you to this work and to this team?”</li> <li>“What kind of Engaging Men efforts on campuses do you wish men in your life (uncle, father, or son) had had? Why?”</li> <li>“What person in your life motivates you to change any of the harmful ideals of what it means to be a man?”</li> </ul>
<b>TRAININGS (BYSTANDER INTERVENTION, STUDENT CONDUCT, LAW ENFORCEMENT)</b>	<ul style="list-style-type: none"> <li>To connect personal experiences to larger narratives of manhood and gender expectations</li> <li>To build empathy and care in service of trauma-informed practices</li> <li>To motivate people who are interested in serving as bystanders</li> </ul>	<ul style="list-style-type: none"> <li>“What is a personal story that motivated you to attend this training (or pursue this line of work)?”</li> <li>“In your perfect world, what is a story you’d like to see of how men are leading positive change on campus?”</li> <li>“What is a time that you didn’t like a comment or felt uncomfortable around other men, but didn’t say something? Why?”</li> </ul>





SETTING	PURPOSE	STORYTELLING PROMPTS
<b>LISTENING SESSIONS</b>	<ul style="list-style-type: none"> <li>To identify gaps or needs based on stories that men have heard or survived</li> <li>To connect men to one another</li> <li>To identify key men on campus</li> </ul>	<ul style="list-style-type: none"> <li>“What stories do you think would motivate men on campus to do more to stop sexual harassment?”</li> <li>“Which men set the culture of what’s acceptable or not in their groups? Can you share an example?”</li> <li>“Do you have any examples with men on campus where you felt dissuaded from speaking up about topics like sexual harassment or assault? ”</li> </ul>
<b>EVALUATION/ ASSESSMENT</b>	<ul style="list-style-type: none"> <li>To tell the story behind the survey number when advocating for more administrative support</li> <li>To recount how the programming has been or hasn’t been useful</li> </ul>	<ul style="list-style-type: none"> <li>“Can you recall a moment that made you feel seen and heard during programming?”</li> <li>“Can you share a situation with peers that campus training or programming helped you navigate?”</li> </ul>



# Sample Checklist for Engaging Men Strategies

The following list of actions, aligned with the OVW Campus Grant's five programmatic areas, describes key items that represent that a campus is taking positive steps around Engaging Men. The list serves as useful guidance for where to get started.

*Note: This list does not identify every form of progress around engaging men and every campuses' needs and capacity are different. It is ok to not check every box.*



## CCRT (COORDINATED COMMUNITY RESPONSE TEAM)

- ✓ Influential, committed men serve on the CCRT
- ✓ A sub-committee or other coordinating structure established to progress Engaging Men efforts
- ✓ CCRT is trained on Engaging Men strategies and approaches (with some members receiving more in-depth training to be facilitators and leaders of Engaging Men efforts)
- ✓ CCRT is trained on Engaging Men strategies and approaches (with some members receiving more in-depth training to be facilitators and leaders of Engaging Men efforts)

## PREVENTION

- ✓ Assessed campus men through relationships and/or surveys to learn about shared customs, beliefs and narratives among different groups of men on campus
- ✓ Collaborated with internal and external prevention experts to develop and facilitate comprehensive prevention programming that engages men
- ✓ Engaged campus men, including students, staff, and faculty, in the production of prevention education programming
- ✓ Conducted educational programming targeted and tailoring to groups of men
- ✓ Distributed a public education campaign with branded logo and messaging that invites men to engage in efforts to prevent gender-based violence
- ✓ Tailored existing violence prevention program for men
- ✓ Assessed prevention efforts that engage men—such as via focus groups—adjust strategies, as needed



## VICTIM SERVICES

- ✓ Focus group sessions conducted with men who have experienced DVSA to understand their needs in victim services.
- ✓ Collaborated with off campus service providers that have services for men
- ✓ Trained advocates and counseling staff on trauma-informed practices for men who experience DVSA
- ✓ Cross-trained CCRT members in foundations of working with male survivors, via the National Sexual Violence Resource Center's toolkit "Working with Male Survivors of Sexual Violence."
- ✓ Created and distributed targeted victim services marketing materials that encourage men to seek services, when needed



### LAW ENFORCEMENT

- ✓ Reviewed and updated law enforcement policies to reduce gender-bias and gaps in meeting the needs of men who experience DVSAS.
- ✓ Trained campus law enforcement officers on explicit and implicit gender-bias and trauma-informed responses to men and LGBTQ men who report DVSAS.
- ✓ Collaborated with campus law enforcement officers to support prevention education programming



### STUDENT CONDUCT

- ✓ Reviewed and updated current Student Conduct policies to reduce gender-bias in conduct hearings and resolutions
- ✓ Trained Conduct Resolution Committee Board members on DVSAS, trauma-informed responses to men who experience DVSAS, and practices that reduce gender bias in the resolution process



# Section 3:

## Initiative Growth

### How do we sustain and grow our men's engagement efforts?

Hosting a single event is “easy.” Turning one event into two and then embedding ongoing Engaging Men efforts—training; education; recruiting leaders—requires thoughtful strategy and structure.

**The following materials provide tools, models, and examples for how to tailor sustainable strategies for Engaging Men across any type of campus.**

- a** Developing Leadership and Organizing Structure for Engaging Men Initiatives
- b** Example Initiatives: Phases, Goals, and Activities
- c** Gaining Administrative Support for Engaging Men Efforts on Campus



# **Developing Leadership and Organizing Structure for Engaging Men Initiatives**

## **DOCUMENT CONTENTS**

- 1 WHY CONSIDER LEADERSHIP AND ORGANIZING STRUCTURES FOR ENGAGING MEN?**
- 2 THE “SNOWFLAKE” MODEL**
- 3 BEST PRACTICES FOR LEADERSHIP DEVELOPMENT AND ORGANIZING STRUCTURES**
- 4 SAMPLE CAMPUS MODELS**



## 1

### WHY CONSIDER LEADERSHIP AND ORGANIZING STRUCTURES FOR ENGAGING MEN?

- The aims of Engaging Men strategies center on creating ownership and investment amongst men to take action towards gender equity and against gender-based violence.
- Creating structure and processes for men to get involved, grow their skills, and lead efforts (from events, to planning, to educational sessions) is pivotal to these aims.
- This guide will address best practices and examples of *how to develop structure to assist with leadership development and sustainable organizing models* of engaging men.

## 2

### THE “SNOWFLAKE” MODEL OF SUSTAINABLE ORGANIZING STRUCTURES FOR ENGAGING MEN

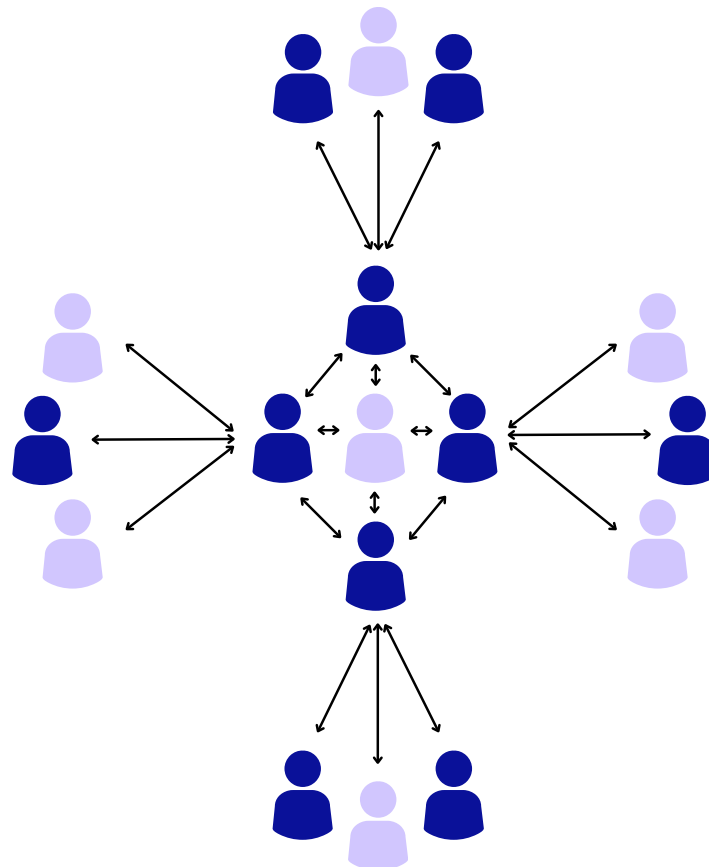
- *People need structure and accountability to engage others.*
- *The purpose of Organizing Structures is to move individuals (especially men) from outer tiers to inner tiers, thereby increasing the responsibilities, skills, and leadership of men.*



## 2 THE “SNOWFLAKE” MODEL OF SUSTAINABLE ORGANIZING STRUCTURES FOR ENGAGING MEN (continued)

### THE “SNOWFLAKE” MODEL

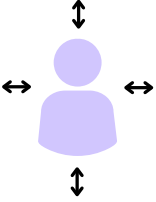
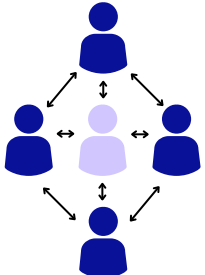
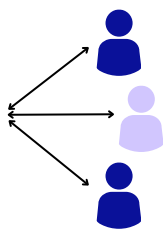
The “Snowflake” model, developed by Dr. Marshall Ganz in [Organizing: People, Power, Change](#), can be used to achieve this multi-tiered structure of leadership, roles, and community organizing:





## 2 THE “SNOWFLAKE” MODEL OF SUSTAINABLE ORGANIZING STRUCTURES FOR ENGAGING MEN (continued)

### Tiers of Engagement Support Planning and Leadership Development

TIER	LEVEL OF ENGAGEMENT	SKILLS
<b>Inner</b> 	<ul style="list-style-type: none"> <li>• Consistent (near-weekly engagement)</li> <li>• Invested and committed to ongoing leadership</li> <li>• Planners; coordinators; facilitators; leaders</li> </ul>	<ul style="list-style-type: none"> <li>• All inner-tier members are trained in Engaging Men 101 (e.g., key concepts, methods)</li> <li>• 1-2 members are highly trained in Engaging Men</li> <li>• skills (e.g., defining goals, strategies, best practices, facilitation)</li> </ul>
<b>Middle</b> 	<ul style="list-style-type: none"> <li>• Ongoing, but infrequent</li> <li>• Invested in mission, but not heavy commitment like “inner” circle</li> <li>• Support with outreach, planning, and facilitation, as needed (e.g., be a primary contact to develop a listening session)</li> </ul>	<ul style="list-style-type: none"> <li>• All members have received a little training on key concepts of Engaging Men</li> <li>• Select individuals are trained on specific topics, as needed (e.g., facilitation, storytelling)</li> </ul>
<b>Outer</b> 	<ul style="list-style-type: none"> <li>• Occasional</li> <li>• Not invested in ongoing efforts</li> <li>• Connected through outreach, programming, and events</li> </ul>	<ul style="list-style-type: none"> <li>• No training or engaging men skills</li> </ul>



### 3 BEST PRACTICES

## Best Practices for Developing an Organizing Structure

**Roles:** Structured roles are critical for sustainability and buy-in (e.g., Facilitation, Follow-Up, Note-Taking, Outreach, Onboarding). People can have multiple roles.

**Leadership & Coordination:** Identifying 1-2 primary leaders to coordinate and “hold” the initiative is essential.

**Schedule:** Having a clear schedule sets expectations, boundaries, and buy-in. Different models and different roles require different frequencies of meetings. The more “inner” layer of involvement, the more meetings are needed.

**Purpose:** Clarifying the goal of groups is essential for buy-in. “Engaging Men” doesn’t need to be the explicit, exclusive purpose. “Engaging Men” efforts could, for example, be located within a group whose focus is Mental Health or Healthy Relationships.

**Training & Onboarding:** The more leadership one takes, the more support they need. Ensure training and onboarding that enables one to succeed in their role.

**Refreshment:** Identifying new individuals to join a group, semester-upon-semester, is critical. Ensure time to discuss recruitment on an ongoing basis.

**Embedding Within Institutions:** Coordination, leadership development, and training require time and money. Identifying where Engaging Men efforts and organizing models can embed within student groups or academic and administrative departments is key.



### 3 BEST PRACTICES (*continued*)

## SETTING ROLES & EXPECTATIONS

*People need to know what they're getting into.*

Providing clear roles and expectations enables individuals to commit to leadership (through supporting them to set boundaries) and allows for a sharing of responsibility that aids collectivity and prevents the consequences of turnover.

**Consider the following roles  
and expectations to set:**

### ROLES

- Outreach / relationship-building
- Planning
- Organizing/Coordination
- Facilitation / Training
- Administrative Advocacy
- Culture-Keepers

### EXPECTATIONS TO SET

- Time commitment
- Frequency of meetings (with group, individuals, events)
- Roles/responsibilities
- Length of commitment to roles
- Required training/preparation for role
- Ground rules (e.g., standards of communication; awareness of power)



## 3 BEST PRACTICES (*continued*)

### BEST PRACTICES FOR INCREASING INVOLVEMENT AND LEADERSHIP DEVELOPMENT

***People need opportunities, training, and support to lead.***

In order to gain investment and move individuals in the outer and middle tiers to move more inwards towards leadership...

- Ensure appropriate training/onboarding for individuals as they scale up their level of leadership
- Scan for prospective leadership qualities
- Identify prospective leaders' goals, values, and shared interests to align leadership opportunities with what they care about
- Don't be afraid to make "asks" for individuals to increase their leadership
- Provide clear roles and expectations



## 4 SAMPLE CAMPUS MODELS

Because the “Snowflake” model is a structure for defining roles and developing leadership based on the inner, middle, and outer tiers, it can be applied and integrated in many ways on campuses.

The following are examples of common campus models and groups that the “Snowflake Model” can be integrated into.

SAMPLE MODELS	STRUCTURE/DETAILS
CCRT Working Groups or Sub-Committees	<ul style="list-style-type: none"><li>Working groups are a <u>useful structure if there is already an existing body for coordinating prevention education and victim services.</u></li><li>Working groups are strong in <u>drawing participation from students, staff, and faculty across different sectors of campus.</u> With a working group at the center of the Snowflake, members can access diverse sectors of the institution (e.g., Residential Life, Athletics, Student Groups; Admissions).</li><li>Useful to encourage <u>student-staff collaboration.</u></li><li><u>Working groups create a leadership ladder</u> for individuals to grow their commitment.</li></ul>



## 4 SAMPLE CAMPUS MODELS *(continued)*

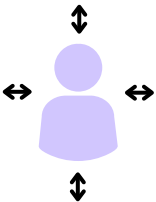
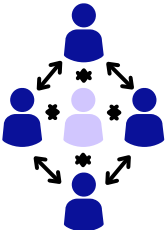
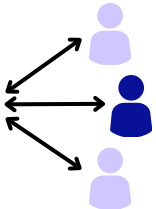
SAMPLE MODELS	STRUCTURE/DETAILS
<b>Student Advisory Groups</b>	<ul style="list-style-type: none"> <li>• Student Advisory Groups are strong in <u>cultivating new, energized leaders</u>.</li> <li>• <u>It is important to ensure Student Advisory Groups have power to create and advance strategies</u>. Creating a group to “loosely advise,” but not coordinate efforts, risks losing trust and preventing leadership development.</li> <li>• <u>Identifying a location for an advisory group is key for sustainability</u> (e.g., Student Affairs or DEI office).</li> </ul>
<b>Liaison-Based Coalition</b>	<ul style="list-style-type: none"> <li>• Embedding liaisons across departments and/or student groups creates <u>sustainability shared commitment</u>.</li> <li>• <u>A liaison structure creates a clear, manageable expectation</u> (and a healthy “nudge”) <u>for male student groups, in particular, to participate</u>.</li> <li>• Identifying the purpose of the coalition and/or who is the primary coordinator of the coalition, is key for buy-in.</li> </ul>

4 SAMPLE CAMPUS MODELS (*continued*)

SAMPLE MODELS	STRUCTURE/DETAILS
<b>Event or Programming-Based Structure</b>	<ul style="list-style-type: none"><li>• <u>If your Engaging Men strategy focuses on a single event</u> (e.g., Sexual Assault Awareness Month) or type of programming (e.g., tailoring your bystander intervention training), <u>consider creating a structure—with tiers of leadership and roles—that focuses on this single strategy.</u></li><li>• Focusing on a single event or strategy can clarify expectations and prevent members from being overwhelmed by the task of engaging “all” men.</li></ul>
<b>Existing Group Structures</b>	<ul style="list-style-type: none"><li>• If developing new groups or models is not possible, consider how to embed Engaging Men initiatives and leadership roles into <u>existing student or faculty structures.</u></li><li>• <u>Examples of existing structures to leverage include:</u> Student-Athlete Advisory Councils, Peer Educators, Cultural Organizations, Panhellenic Councils.</li></ul>

## 4 SAMPLE CAMPUS MODELS *(continued)*

### PUTTING IT ALL TOGETHER: “STUDENTS FOR SAFE LIVING” LIAISON-MODEL

TIER	CAMPUS ROLE(S)	RESPONSIBILITIES	TRAINING REQUIRED
	<b>Assistant Dean of Resident Life</b>	<ul style="list-style-type: none"> <li>• Coordination, scheduling, and follow-up</li> <li>• Facilitation</li> <li>• Strategic planning</li> <li>• Training new leaders</li> <li>• Presenting</li> <li>• Frequency: Almost daily</li> </ul>	<ul style="list-style-type: none"> <li>• FUTURES Engaging Men “Train-the-Trainer”</li> <li>• Key Concepts; Facilitation; Best Practices for Engagement and Messaging; Organizing Models; Storytelling</li> </ul>
	<b>Student Liaisons (athletics, Greek life, student clubs)</b>	<ul style="list-style-type: none"> <li>• Facilitation &amp; presentation at events</li> <li>• Planning</li> <li>• Outreach &amp; recruitment</li> <li>• Note-taking</li> <li>• Frequency: Meet monthly</li> </ul>	<ul style="list-style-type: none"> <li>• Trained by Assistant Dean of Resident Life</li> <li>• Basics on healthy relationships and gender norms</li> <li>• Best practices for engagement and messaging</li> <li>• Facilitation</li> </ul>
	<b>Students in liaisons’ groups</b>	<ul style="list-style-type: none"> <li>• Participate in listening sessions or expanded planning sessions</li> <li>• Attend events</li> </ul>	No training required





# Example Initiatives: Phases, Goals, and Activities

It can be hard to know where to start and how to grow your engaging men efforts. This document provides example phases, goals, and activities for two sample initiatives of men's engagement through:

- 1 Athletics Programming
- 2 Sexual Assault Awareness Month Events

Consider the following when reviewing these Example Initiatives:

- *What are the characteristics of Phase 1, 2, and 3?*
- *What best practices do these initiatives use in order to grow from Phase 1 to Phase 3?*
- *How can your campus initiatives to engage men learn from these examples?*



## 1 Example: Athletics Programming

### PHASE 1: INITIATING

### PHASE 2: ESTABLISHING

### PHASE 3: SUSTAINING & EXPANDING

#### GOALS

- **Establish a positive relationship with athletics** (including Athletics' positive association with you) through low-commitment activities).
- **Create a foundation of programming** which can be built on.
- **Receive feedback on programming** from key stakeholders to inform Phase 2.
- **Identify champions** in athletics (coaches; athletics; administration)

- **Deepen relationships** and commitment of Athletics to educational and equity initiatives.
- **Increase the number of male Athletics individuals** participating in planning, coordination, and leadership.
- With Athletics, co-develop plans for **increased programming, training, and public campaigns.**
- Increase in **education and training with Athletics administrators.**

- Athletics Department takes steps to be **owners of education and advocacy** for positive change, no longer relying on external directors or planning.
- Cultural change efforts, including educational opportunities, become **embedded in a majority of Athletics teams.**
- **Athletics becomes a public champion** of cultural change for healthy relationships and violence prevention.
- **Institutionalize education and training** for Athletics staff and coaches within policy and finances.



## PHASE 1: INITIATING

## PHASE 2: ESTABLISHING

## PHASE 3: SUSTAINING & EXPANDING

### ACTIVITIES

**Meet with 1-2 representatives of Athletics** (coaches; directors).

Establish a relationship and align on shared values.

**Host an initial listening session** with the Student Athlete Advisory Council on athletics culture, trends, and interests. Then:

- **Tailor mandatory Title IX training for athletes** to be interactive and relevant to topics raised during the listening session.
- **Partner with Athletics for Sexual Assault Awareness Month:** Identify a few athletes make public statements; make announcements and table during games.

**Identify 2-3 champions from Athletics** to partner with in planning an ongoing approach to engagement.

**Through planning with new Athletics champions:**

- **Develop an opt-in learning series** for athletes on topics such as healthy relationships, equity in team culture, mental health, and violence prevention.
- **Identify roles for Athletics champions** (such as team captains or coaches) to speak, facilitate, and plan during Sexual Assault Awareness Month events.
- **Host initial training** and/or educational opportunities for coaches and Athletics administrators on promoting healthy and equitable cultural norms.

**Host additional listening session(s)** and/or other methods of feedback with those inside and outside athletics on their experiences with new programming and training.

**Integrate new leaders** with a focus on male Athletics representation from recent programming, training, and listening sessions into the core Athletics partnership planning team

**Develop a long-term plan for Athletics engagement & advocacy** to be pitched to administrative stakeholders. Through this plan in the following year(s):

- **Identify staff time** (in Athletics or not) to partner with Athletics in an ongoing way for planning, training, and education.
- **Build in ongoing educational and culture-setting opportunities** on a majority of Athletics teams, such as brief monthly discussions. or pre-season training sessions.
- **Provide one training per year to all coaches** and Athletic administrators on how positive cultural and gender norms, bystander intervention, reporting, and trauma-informed coaching.
- **Develop a campus-wide educational campaign led by Athletics** to set cultural norms, exemplify bystander intervention skills, and model healthy masculinity through storytelling

**Continue integrating new leaders**, hosting relationship-building time, training key Athletics stakeholders, and building on educational programming and campaigns for community impact.



## 2 Example: Sexual Assault Awareness Month (SAAM) Events

### PHASE 1: INITIATING

### PHASE 2: ESTABLISHING

### PHASE 3: SUSTAINING & EXPANDING

### GOALS

- **Identify and establish relationships with 1-2 male partners** on and off campus (student or community organizations, staff, faculty) to support and/or sponsor your campus' annual SAAM event.
- **Gain insight from male stakeholders** on their perspectives of the annual SAAM event– such as challenges with engagement or topics of interest.
- **Lightly increase male attendance** of the annual SAAM event.

- **Build on SAAM to become an education and leadership-development opportunity**, rather than awareness building.
- **Deepen the support, involvement, and leadership of existing male partners** for SAAM events– including in planning & speaking roles.
- Identify and establish **relationships with new male partners** to attend and support SAAM events.
- Begin including **stories of male survivors at SAAM events**.
- **Significantly increase male attendance** at SAAM events.

- Institutionalize SAAM as an annual opportunity for **education and leadership-development of men**.
- **Institutionalize the relationship and role** of existing male partners in the support and planning of SAAM.
- Sustain the inclusion of **male survivor stories** at SAAM.
- **Sustain significant male attendance** at SAAM.



## PHASE 1: INITIATING

## PHASE 2: ESTABLISHING

## PHASE 3: SUSTAINING & EXPANDING

### ACTIVITIES

With existing partners, **brainstorm 1-2 new male partners** (student or community organizations, staff, faculty) to support SAAM. At least 3 months before SAAM, **meet a few times to gauge interest, ideas, and concerns** in their support of the event.

With the new male partners, **develop a plan for recruitment of men** to attend SAAM, such as information sessions, announcements, or targeted flyers.

Following SAAM, **host 1:1 conversations and/or a listening session** with male attendees.

Schedule **ongoing meetings with newly identified male partners to co-develop:**

- ***Additional educational opportunities for men at SAAM*** (e.g., a “pre-event” internal session for men’s groups on topics of interest).
- ***Roles for men in planning and speaking at SAAM.***
- ***Training for key male leaders who will play larger roles in planning and presenting.***
- ***A recruitment plan for male attendance at SAAM.***

**Building on listening sessions and leveraging existing relationships**, identify and engage 1-2 new male partners.

**Identify male survivor stories** (in community or video) to share at events.

Continue hosting event **follow-up listening sessions** and 1:1 conversations.

Work with campus partners (including administration and male partners) to **solidify a new annual planning process for SAAM, that includes:**

- ***The training of new leaders.***
- ***Supplemental educational sessions with men.***
- ***A strategic focus on expanding men’s recruitment, engagement, and survivor stories.***
- ***The development of a planning template and toolkit to sustain the initiative***

**Specify roles across the institution** (including male partners) to enable the annual planning process.

# Gaining Administrative Support for Engaging Men Efforts on Campus

This tip sheet provides guidance on how to effectively gain support from college administrators by leveraging relationships, utilizing data, showcasing impact, and embedding strategies into existing campus structures.

## 1 IDENTIFY KEY STAKEHOLDERS & OPPORTUNITIES

- Determine which administrators or departments are most likely to be receptive to collaboration.
- Provide administrators with language that highlights the positive impact of EM programming on campus retention, social life, and men's connectedness.
- Frame the discussion in a way that resonates with their interests & responsibilities.
- Tailor your communication to address their specific concerns and priorities.

### KEY STAKEHOLDER MOTIVATION EXAMPLES

#### Athletics Director:

Holistic Athletes; Character Development; Mental Health; Hazing Prevention

#### Dean of Residential Life:

Healthy Relationships; Safe Living Environments; Inclusivity

#### Faculty:

Safe & Inclusive Classrooms; Professional Development (e.g., gender equity STEM); Role Modeling

#### Mental Health Counselors:

Connections between gender norms and sexual violence to mental wellbeing for students



### 2 LEVERAGE FACULTY RELATIONSHIPS & PROJECTS

- Collaborate with faculty members who have established relationships with administrators.
- Collaborate with professors who conduct relevant research or lead service learning projects.
- Highlight how Engaging Men strategies can align with existing courses and student groups, making it easier to integrate into the campus ecosystem.

#### EXAMPLES

An engaged CCRT member makes an ask of their colleague in the Marketing & Communications Department to identify resources in support of a campaign that encourages men to access victim services.

Create a list of projects that engage campus men in Service Learning Projects. Connect with Service Learning Leaders to tailor and promote the final list of projects among students seeking Service Learning opportunities.

### 3 EMBED MEN'S ENGAGEMENT INTO EXISTING PROGRAMS

- Integrating Engaging Men initiatives and education into existing programs reduces the burden for administrators and provides a pathway to sustainability.
- Identify faculty, staff, departments, and campus programs that have intersecting goals of Engaging Men.
- Collaborate with existing programs to identify opportunities for expanded programming, events, and training on men's roles in ending violence.



### EXAMPLES

Ongoing training for athletic coaches and educational sessions led by student-athlete leaders.

Annual event led by STEM departments on promoting gender equity in their fields.

Collaborate with the existing Students Against Sexual Assault group to incorporate a committee and emphasis on Engaging Men.

## 4 HIGHLIGHT POSITIVE STUDENT OUTCOMES & STORIES

- Showcase how engaging men programming contributes to students' academic, physical, emotional, and financial well-being from available research.
- Use examples of how safer campuses lead to higher retention rates and better social life for all students.
- Capture stories from existing programming to share.

### EXAMPLES

Highlight student stories, graphics, photos, and lessons learned from campus programming to advocate with administrators for funds in support of future years' events.



**5****UTILIZE DATA FOR IMPACT AND GRANT FUNDING**

- Collect data that demonstrates the positive impact of engaging men programming on reducing gender-based violence from sources such as campus climate surveys or departments like: Public Health; Sociology; Women & Gender Studies; and Psychology.
- Highlight how securing grants can provide ongoing funding for Engaging Men programming.
- Compile a list of grant funding sources that support engaging men in ending gender-based violence.

**EXAMPLES**

Campus climate survey results indicate more men on campus are likely to engage in effective bystander strategies after attending multiple trainings. Utilize the results to support administrators in seeking grant applications to provide programming for upperclassmen in moving from bystander intervention to engagement in prevention strategies on campus.



# Section 4:

## Workshop Toolbox

### Need tools and materials for your programs?

No single curriculum will work for all campuses (although, if you are looking for complete, multi-session curricula, visit our [Library](#)). Every campus needs topics and materials to be tailored to their student population.

For these reasons, FUTURES developed a “Toolbox” with activities, videos, talking points, and more across many important Engaging Men topics.

Consider using these materials to:

- Train CCRT members or peer educators in Engaging Men concepts
- Develop Engaging Men content for awareness month events
- Tailor bystander intervention trainings

**Workshop Table of Contents on Next Page**



# Workshop List


- 1 Dominant & Counter Narratives of Masculinity
- 2 Masculinity in the Media
- 3 Masculinity & Expressing Emotions
- 4 Men's Health
- 5 Addressing Gender Inequity as Men 101
- 6 Addressing Gender Inequity in the Workplace & Classroom as Men
- 7 Men as Positive Bystanders
- 8 Men as Equitable Partners
- 9 Men as LGBTQ+ Allies
- 10 Developing Healthy Group or Team Culture
- 11 Male Friendships
- 12 Cancel Culture
- 13 Supporting & Defending Survivors (from Victim Blaming)
- 14 Drugs, Alcohol, and Masculinity
- 15 Sexual Expectations, Consent, and Power
- 16 Dating
- 17 Stalking & Digital Relationships
- 18 Rejection
- 19 Culture, Family History, and Masculinity
- 20 **Supplement:** Culturally & Community-Specific Workshop Resources

## Prelude


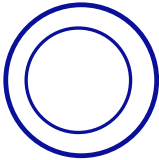
**Sample Activity  
Types for Engaging  
Men Workshops**




# Workshop Development Tool: Sample Activity Types for Engaging Men Workshops

**\*\*For a list of additional activities, exercises, and guidance on developing workshops, visit [Men Engage](#)\*\***



ACTIVITY	INSTRUCTIONS	EXAMPLES
<b>FOUR CORNERS OR SPECTRUM ACTIVITY</b>	<ol style="list-style-type: none"> <li>1. Label 4 corners of a space: <b>Strongly Agree; Agree; Disagree; and Strongly Disagree.</b> <i>(If doing a Spectrum, make a line on the ground and label one side 'Agree' and the other 'Disagree')</i></li> <li>2. Read prompts &amp; ask people to move to the corner (or side) they align with.</li> <li>3. Prompt people to share their opinions. Consider having each corner discuss in their small group, first.</li> <li>4. Moderate discussion, dispel myths, and share key ideas.</li> </ol>	<p><b>Sample Prompts:</b></p> <ul style="list-style-type: none"> <li>• Women should take more responsibility for raising children than men.</li> <li>• Men are doing enough to stop sexual harassment.</li> <li>• Our college should do more to address sexual assault.</li> <li>• It is ok that there are more men in congress than women.</li> </ul> 




ACTIVITY	INSTRUCTIONS	EXAMPLES
<p><b>TRUE OR FALSE</b></p> 	<ol style="list-style-type: none"> <li>1. Label one side of the room ‘True’ and the other ‘False.’</li> <li>2. Read one statement at a time, asking people to move to the side they agree with.</li> <li>3. Ask individuals to share their opinions on why they believe the statement is true or false.</li> <li>4. Read the answer and emphasize any key concepts or supporting statistics.</li> <li>5. Repeat for each statement.</li> </ol>	<p><b>Sample Prompts:</b></p> <ul style="list-style-type: none"> <li>• Bisexual men have the highest rates of suicide amongst men of other sexual identities. (<a href="#">True</a>)</li> <li>• More than 50% of men agree that “in America today, men have it harder than women.” (<a href="#">True</a>)</li> <li>• 30% of sexual assault allegations turn out to be false. (<a href="#">False</a>)</li> </ul>
<p><b>CONCENTRIC CIRCLES</b></p> 	<ol style="list-style-type: none"> <li>1. Ask people to count off 1s &amp; 2s.</li> <li>2. Create concentric circles, with 1s on the inside and 2s on the outside, facing each other.</li> <li>3. Give prompt and 2-5 minutes for each person to respond and discuss in their pair.</li> <li>4. Rotate pairs, read prompts, discuss, and repeat.</li> </ol>	<p><b>Sample Prompts:</b></p> <ul style="list-style-type: none"> <li>• What was a moment growing up when you learned what it meant to “be a man?”</li> <li>• Who was a man you looked up to growing up &amp; why?</li> <li>• Have you ever had to have challenging conversations with other men? How did they go?</li> <li>• Share something about yourself that your partner wouldn’t know by looking at you.</li> </ul>

ACTIVITY	INSTRUCTIONS	EXAMPLES
<p><b>FILM OR VIDEO SCREENING</b></p> 	<ol style="list-style-type: none"> <li>1. Screen film or video.</li> <li>2. Discuss as a group. Consider using small groups or activities to spark discussion.</li> </ol>	<p><b>Sample Questions:</b></p> <ul style="list-style-type: none"> <li>• What message in the film do you wish all men could hear?</li> <li>• What did you think of the character's decision to _____?</li> <li>• Does anyone have personal experiences related to what we saw in the film?</li> </ul>
<p><b>ANALYZING MEDIA</b></p> 	<ol style="list-style-type: none"> <li>1. Play the video or display the images from social media, TV, "comments" sections, or otherwise.</li> <li>2. Discuss the key messages of the media, asking follow-up questions about participants' perspectives and personal experiences.</li> </ol>	<p><b>Sample Questions:</b></p> <ul style="list-style-type: none"> <li>• What does this advertisement communicate about what the "ideal man" should look like?</li> <li>• What impact does this media have on the world?</li> <li>• Do you agree with the TikTok? Why or why not?</li> </ul>
<p><b>FLASH BRAINSTORM</b></p> 	<ol style="list-style-type: none"> <li>1. Prompt the group to quickly brainstorm ideas by shouting out for 2-3 minutes (there are no wrong answers. Ok to duplicate others' ideas)</li> <li>2. Discuss ideas or words developed. Ask follow-up questions to probe deeper conversation and feedback.</li> </ol>	<p><b>Sample Questions:</b></p> <ul style="list-style-type: none"> <li>• Generate names for an upcoming event.</li> <li>• What topics about healthy relationships should our campus create events for?</li> <li>• What's the first word you associate with the word "father?"</li> </ul>



ACTIVITY	INSTRUCTIONS	EXAMPLES
<p><b>GALLERY BRAINSTORM</b></p> 	<ol style="list-style-type: none"> <li>1. Write prompts on 2-4 large papers around the room.</li> <li>2. Prompt participants to write at least one response per paper.</li> <li>3. Prompt participants to read others' comments.</li> <li>4. Discuss each of the prompts and ask follow-up questions about specific ideas.</li> </ol>	<p><b>Sample Prompts:</b></p> <ul style="list-style-type: none"> <li>• Who do you think most influences the image of the “ideal man” in this country?</li> <li>• What are slogans for our Engaging Men event at this year’s sexual assault awareness month?</li> <li>• How do you know that a relationship you’re in is healthy?</li> </ul>
<p><b>STORYTELLING</b></p> 	<p><b>Storytelling activities can include:</b></p> <ul style="list-style-type: none"> <li>• A guest storyteller or panel with Q&amp;A.</li> <li>• All participants reflect and develop their own stories to share with one another.</li> <li>• Workshopping each others’ stories to strengthen their impact.</li> </ul>	<p><b>Sample Prompts:</b></p> <ul style="list-style-type: none"> <li>• What was a moment growing up when you learned what it meant to “be a man?”</li> <li>• Who was a man you looked up to growing up &amp; why?</li> <li>• Have you ever had to have challenging conversations with other men? How did they go?</li> <li>• Share something about yourself that your partner wouldn’t know by looking at you.</li> </ul>

ACTIVITY	INSTRUCTIONS	EXAMPLES
<p><b>SCENARIOS OR ROLE PLAYS</b></p> 	<ol style="list-style-type: none"> <li>1. Share one scenario at a time.</li> <li>2. In the full group or small groups, prompt people to discuss how they would feel and respond if witnessing the scenario. (If doing a role play, ask for volunteers to act out an initial script, then improvise their response.)</li> <li>3. Ask follow-up questions to prompt deeper reflection on participants actions and feelings.</li> <li>4. Summarize key ideas or best practices on how people can respond to the scenario.</li> </ol>	<p><b>Sample Scenario Topics:</b></p> <ul style="list-style-type: none"> <li>• Navigating Relationship Conflict</li> <li>• Supporting Friends' Mental Health</li> <li>• Responding to Objectifying Comments about Women</li> <li>• Bystander Intervention</li> </ul> <p><b>Sample Discussion Questions:</b></p> <ul style="list-style-type: none"> <li>• What fears do you have about conflict in your romantic relationships?</li> <li>• What's important for a friend to hear when they're struggling with their mental health?</li> <li>• What would make it difficult to speak up if a friend made disrespectful comments about women?</li> </ul>





# Workshop: Dominant & Counter Narratives of Masculinity

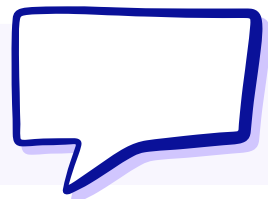
## I SAMPLE LEARNING OBJECTIVES



### LEARNERS WILL BE ABLE TO:

- Discuss their personal experiences managing expectations on manhood.
- Summarize and contrast the dominant and counter-narratives of masculinity.
- Recognize when their behaviors and attitudes (and those of others) perpetuate harmful, restrictive definitions of “manhood.”
- Model healthy behaviors associated with the counter-narratives of masculinity such as empathy, vulnerability, and non-violent communication.

## II SAMPLE INTRODUCTION



“During today’s workshop, we want to explore the expectations of what it means to be an ‘ideal man.’ Where did we all learn what it means to be a man?

What ideas of manhood feel helpful and which feel restrictive or harmful? How can each of us be the men we want to be and help the men we know to be healthier and happier? Our time today will help us all think deeply about how these ideas of what it means to be a man shape our campus culture.”



## III SAMPLE DISCUSSION QUESTIONS



- What was an experience where you learned what it meant to be a boy (e.g., something you saw or heard)?
- What do you think the stereotypes about men are? Do you think they are true? Where do they come from?
- What role do men play in your family? What roles do men typically play in society? Why is that the case?
- What do you think about the term “toxic masculinity?”
- Who do men need to learn from about what it means to be a man? Are there enough male role models?
- What topics related to the expectations placed on men would you like to discuss more?

## IV SAMPLE TALKING POINTS



- Men are taught that to be men, they have to be self-sufficient, tough, hypersexual, straight, and in control at all times.
- Being very masculine isn't bad. It's possible to be very “manly” and be caring, empathetic, communicative, equitable, and an advocate for gender equity. Is there a person that displays this combination for you?



### IV SAMPLE TALKING POINTS (CONTD.)



- Rigid notions of masculinity are policed. This means that there is a risk of punishment if you act too “unmanly,” such as being ridiculed as “soft” and “gay” by friends, being seen as less romantically attractive, or having a more difficult time getting a job. An example from 2023 was the use of the terms “Alpha” vs. “Beta” male.
- People receive images of what it means to be a man from many places: family; tv; music; friends; and more. Try to notice from advertisements, movies, family, teachers, and others what they are communicating about what an “ideal man” means.
- Masculinity is a health issue. Men who most align with stereotypical images of masculinity are more likely to report suicidal thoughts, depressive symptoms, bullying, sexual harassment, binge drinking, and traffic accidents.
- Consider how you and your friends can hold each other accountable to healthy principles of what it means to be men, for their health and safety as well as others’.
- If we are to change the harmful, restrictive messages we get as men, each of us needs to be a role model for other men and boys.



## V

## SAMPLE ACTIVITIES



### THE “MAN BOX” ACTIVITY

*The Man Box Activity is a primary tool for teaching about gender norms and expectations. It begins with a brainstorm of “manliness” and “unmanliness,” followed by discussion.*

*For a full description of the Man Box Activity, visit [Your Courage Project](#) or [A Call to Men](#).*



### FILM SCREENING & DISCUSSION “THE MASK YOU LIVE IN”

*A foundational documentary in the field of masculinities, [The Mask You Live In](#) “follows boys and young men as they struggle to stay true to themselves while negotiating America’s narrow definition of masculinity.” The film covers the fundamentals of how masculinity is created in the United States and through experts across numerous fields, illustrates how to raise a healthier generation of boys and men.*



## VI WORKSHOP RESOURCE LIBRARY



- **Resource List:** *The Masculinity Project* - Johns Hopkins
- **Film & Discussion Guide:** *Tough Guise* by Jeremy Erpp & Jackson Katz - Media Education Foundation
- **Video:** *Why I'm done trying to be "man enough"* - Justin Baldoni
- **Video:** *“Be A Man”: Modernists and Traditionalists Debate Masculinity* - VICE Debates
- **Video:** *Why Latino Dads Don't Say I Love You* - mitú
- **Video:** *Masculinity in America* - PragerU (Showcases messages about traditional masculinity; e.g., “Patriarchy is threatened”)
- **Podcast:** *Guys, We Have A Problem: How American Masculinity Creates Lonely Men* - NPR
- **Workshop:** *Unpacking Masculinity - Campus Conversation Starters*



# Workshop: Masculinity in the Media

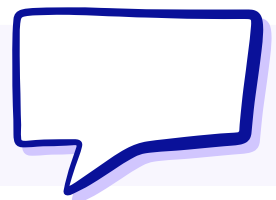
## I SAMPLE LEARNING OBJECTIVES



### LEARNERS WILL BE ABLE TO:

- Provide examples of how media influences ideas of masculinity.
- Recognize when media is promoting harmful or restrictive expectations for men.
- Identify alternative media sources and figures that model more positive, empathetic and caring ways to be men.

## II SAMPLE INTRODUCTION



“In today’s workshop we’re going to be talking about how the ideas of what it means to be a man are influenced by media: movies, TV shows, advertisements ads, YouTubers, video games, and social media influencers on platforms like Tiktok, Twitch, and X. Think back to when you were a kid. Who were some of the prominent men in movies, TV, or video games? How might these compare with the prominent women you saw? Let’s talk today about what kind of messages the media we’re consuming sends and also how we might look more critically at how men and women are represented.”



### III SAMPLE DISCUSSION QUESTIONS



- As a kid, who do you remember being your first male “hero” from movies, TV, or pop culture?
- Who do you listen to online now? Who do your male friends listen to? What do you connect with most?
- What traits or messages about masculinity do you think these people, shows, and characters emulate?
- Are there any messages or language used in these digital spaces that you feel uncomfortable with or you think is hurtful? Why?
- What are examples of positive male role models in media? Do you think there is a need for alternative masculinity role models in media?
- How can you talk to friends about the messages they’re getting about masculinity from media?
- What are the stereotypical ways that women are portrayed in media?



### IV SAMPLE TALKING POINTS



- Humans are social animals. We observe, we mimic, we perform, and most importantly, we need to connect.
- Every piece of media has an impact and communicates a message about what is normal and desirable, whether we believe it or not.
- Expectations for men change over time. Media is one big way that boys and men learn to equate “ideal” manhood with strength, control, objectifying women, and never showing emotion.
- Violence against women and girls is not innate to men and boys. It is a learned behavior and media is a key influence. Try to think about how others might feel about the messaging in the content you’re consuming.
- Just like our food diet, if we care about being healthy, caring, and equal as men, it’s important to look critically at our media intake. Ask:
  - With what motivations is someone making statements?
  - What messages are communicated about gender?
  - Try not to take things at face value, even though they might seem convincing.





## IV SAMPLE TALKING POINTS (CONT.)



- Some key messages that media communicate about masculinity are:
  - Aggression, toughness, and strength. Consider sports: Fighting in hockey, big hits in football, and pushing through injury in mixed martial arts are all valorized.
  - Hypersexuality and Objectification. Consider music: Singers and rappers often brag about how much sex they have and in very sexualizing ways about women.
  - In the most popular TV for boys, “Male characters are less likely than female characters to show emotions, including empathy (22.5% compared with 30.6%), happiness (68.3% compared with 75.2%), and even anger (28.8% compared with 36.6%).” ([Equimundo](#))
  - In the most popular TV for boys, “The most prominent stereotype about masculinity depicted in children’s television is of boys and men as aggressors. In boys’ TV, male characters commit 62.5% of violent acts against another person.” ([Equimundo](#))
- Representations of men that are kind, compassionate and equitable have never been more important to incorporate into today’s media.
- If you aren’t following “manosphere” voices or spaces yourself, it’s likely that you’ve heard friends or peers talk about them. One study found that “40% of all men say they trust one or more “men’s rights,” anti-feminist, or pro-violence voices from the manosphere; nearly half of younger men say they trust such voices” ([Equimundo](#)).
- Bring it up in conversation when you see a stereotypical message about men or women that you disagree with.



## V SAMPLE ACTIVITIES



### FLASH BRAINSTORM: MEDIA VIOLENCE

*Ask attendees to shout out examples of violent acts they have seen in media over the past week (movies, video games, television, news, sports, etc.) and compile a list. Discuss the lists as a group, and draw out any patterns that are revealed regarding gender.*

#### Sample Discussion Questions:

- How do you feel about this violence?
- Are men or women the primary people who instigate violence?
- (Taking one answer) How do you think this instance of violence could have been prevented?

### FOUR CORNERS : ANDREW TATE

*Label four corners of a room “Strongly Agree,” “Agree,” “Disagree,” and “Strongly Disagree.” Prompt participants to pick a corner using quotes from Andrew Tate. Don’t reveal that these are Tate’s quotes. Ask why people chose their corner for each prompt. At the end, ask participants if they know whose quotes they are and if the identity of the person changes how they feel about their answers?*

#### Sample Prompts:

- “Depression isn’t real. You feel sad, you move on. You will always be depressed if your life is depressing. Change it.”
- “Society’s expectations of men are much higher than the societal expectations of females.”
- “The masculine perspective is you have to understand that life is war... If you’re a man who doesn’t view life as a war, you’re going to lose.”
- For more prompts, see the original activity: [LESSON: Andrew Tate](#)



## VI WORKSHOP RESOURCE LIBRARY



- **Toolkit:** *How to Talk to Young People About Andrew Tate - Bold Voices UK*
- **Curriculum:** *Sex Ed: Teaching Porn Literacy - National Sexual Violence Resource Center*
- **Film & Discussion Guide:** *Tough Guise by Jeremy Erpp & Jackson Katz - Media Education Foundation*
- **Film & Discussion Guide:** *Miss Representation*
- **Video:** *The Dangerous Rise of Andrew Tate - VICE News*
- **Video:** *Six packs, success and solitude: men in the media - The Guardian*
- **Article:** *Gender in the Media: The Myths & Facts - Geena Davis Institute on Gender Media*
- **Article:** *10 TIPS ON HOW TO TALK TO KIDS ABOUT RADICAL INFLUENCERS - Global Boyhood Initiative by Equimundo*
- **Research:** *Gender and Media Representations: A Review of the Literature on Gender Stereotypes, Objectification and Sexualization - Fabrizio Santoniccolo, Tommaso Trombetta,\* Maria Noemi Paradiso, and Luca Rollè*
- **Research:** *“If He Can See It, Will He Be It? Representations of Masculinity in Boys’ Television” - Equimundo Organization: Critical Media Project*



# Workshop: Masculinity & Expressing Emotions

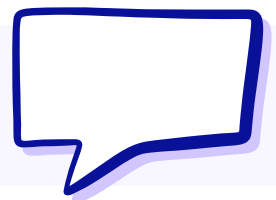
## I SAMPLE LEARNING OBJECTIVES



### LEARNERS WILL BE ABLE TO:

- Describe how expectations of men and restricting emotions are linked.
- Recognize moments when their feelings and communication skills are impacted by stereotypes about men expressing emotion.
- Demonstrate increased skills around empathy, emotional regulation, and communication.

## II SAMPLE INTRODUCTION



“Today’s conversation is about men and emotions. What emotions are OK and which aren’t? Think back to when you were a kid. Have you ever had family or friends say “boys don’t cry?” As adults, it’s common to hear that the only time men cry is at funerals or when their sports teams win or lose. These pressures against expressing “softer” emotions, especially for men, still rings true today. We’re taught that guys should act strong and tough and not ask for help, even when they’ve gone through something difficult, like a breakup or serious illness. So, today, let’s talk more about which emotions are OK for men to express and why.”



### III SAMPLE DISCUSSION QUESTIONS



- What emotions did you see the adult men around you express growing up (e.g., fathers, coaches)? Why are those the emotions they expressed?
- Are there particular emotions that you feel more comfortable expressing than others? Why do you think some are easier to experience than others?
- Have you ever felt uncomfortable seeing men express “too much” emotion (such as crying or excitement)?
- Think of a big challenge or loss in your life. Consider:
  - Were you able to tell your friends about it?
  - Did you feel supported?
  - Did you feel any pressure to show that you were “OK?”
- When you’re feeling down, what would you most like someone to say to you or how would you most like to be supported?
- How often do you stop and take a moment to understand how you feel emotionally and in your body?
- What can we do to help other men feel comfortable sharing emotions like sadness, grief, and anxiety? How do you usually cope with stress or frustration?



## **IV SAMPLE TALKING POINTS**



- We learn what emotions are acceptable and which are not from friends, family, and media.
- It's OK if it feels difficult to say that we are hurt, sad, or if it is difficult to share our passions with friends.
- It's very strong and courageous to open up and show vulnerability. You opening up gives permission for others to do the same.
- Anger is often the only socially acceptable emotion that men are allowed to express due to it being associated with dominance and aggression, but often people forget that anger is just one emotion out of many that we can express.
- Anger is also considered a secondary emotion. Often, the root of anger lies in emotions such as sadness, disgust, fear. When you feel angry or agitated, pause and ask if you feel other emotions, too.
- The pressures against men expressing hurt and joy are the same pressures that lead many men to not seek help for mental health challenges or struggle to find lasting, fulfilling relationships.



## IV SAMPLE TALKING POINTS (CONT.)



- Keeping our emotions in has serious consequences. For example:
  - 44% of all men had thoughts of suicide in the prior two weeks; younger men show the highest levels of depressive symptoms and suicidal ideation (“State of American Men,” Equimundo, 2023).
  - 65% of men aged 18 to 23 say that “no one really knows me well” (“State of American Men,” Equimundo, 2023).
- For our health and the health of our loved ones, it’s incredibly important that we’re able to identify what we’re feeling, why, and then communicate the full range of emotions.
- When listening to someone else share a struggle, your first instinct might be to jump to provide solutions. Consider what they would say they need and if just feeling heard is most important to them. Try active listening practices like nodding and asking clarifying questions.



V

SAMPLE ACTIVITIES



**SCENARIO ROLE PLAY:  
COMMUNICATION AROUND  
EMOTION**

*Provide a series of short scenarios. For each scenario, prompt participants to prepare how they would respond to their friends about the challenges they're experiencing. Role play each scenario in pairs and host a debrief discussion to prompt deeper reflection. Emphasize key skills and examples of how to support another.*

**Sample Scenarios:**

**1. Grief** - Person 1 has just lost a loved one and is struggling with school.

Role Play: How can Person 2 provide support? What questions can they ask to show care?

**2. Anger** - Person 1 and Person 2 are playing a video game and Person 1 loses and becomes very angry, throws the remote and snaps at Person 2. Person 1 offers an apology.

Role Play: How can Person 2 respond in a way that seeks to understand why Person 2 reacted how he did?

**3. Jealousy** - Person 1 and Person 2 are friends. Person 1 has started dating someone Person 2 was really interested in.

Role Play: How can Person 2 communicate that he is upset and why?







## VI SAMPLE ACTIVITIES (CONT.)



*Print a body map for each participant and provide the group with crayons, colored pencils, markers. Explain that this activity will serve as an opportunity to learn how certain emotions show up in the body. Ask participants to close or lower their eyes. Provide prompts, one at a time. Ask the body mapping questions for each in order for participants to understand how they feel when asked about different scenarios. Then, discuss how to apply this exercise throughout their lives.*

### **BODY MAPPING**

#### **Sample Prompts:**

1. Think of a time you experienced anger.
2. Think of a time you experienced sadness.
3. Think of a time you experienced shame.
4. Think of a time you experienced fear.
5. Think of a time you experienced joy.

#### **Body Mapping Questions:**

1. Where did they feel [anger, sadness, shame, fear, joy] emerge in their body? If anger had a color while visiting that area of the body, what color is it? Does it have a texture? Is it rough, smooth, or spiky? Does it have a temperature? Is it warm, hot, or cold?
2. Have them open their eyes and draw the way they felt [anger, sadness, shame, fear, joy] manifest in their body on their body map.

#### **Sample Discussion Questions:**

1. Are there any similarities between any of the emotions? For example, feeling anger and fear in the chest.
2. Throughout life, how can we be aware of and process our emotions?



## VII WORKSHOP RESOURCE LIBRARY



- **Video:** *Emotions: The Data Men Miss | Adam Dorsay | TEDxSantaClaraUniversity*
- **Video:** *PabsSanchez on Twitch & YT*
- **Article:** *New research shows men are just as emotional as women - The Hill*
- **Article:** *Emotions and Stigma: It's Okay for Men to Talk About Them - Framework Recovery*
- **Article:** *Emotional intelligence: why it matters and how to teach it | Teacher Network | The Guardian*
- **Article:** *The Anger Iceberg| The Gottman Institute*
- **Research:** *Promoting Gender Equality by Supporting Men's Emotional Flexibility - Croft, Atkinson, and May*



# Workshop: Men's Health

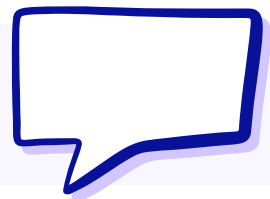
## I SAMPLE LEARNING OBJECTIVES



### *LEARNERS WILL BE ABLE TO:*

- Describe how men's health outcomes are related to rigid expectations of manhood.
- Summarize the importance of being proactive about mental, sexual, and physical health. Identify signs that someone is struggling with their mental wellbeing.
- Discuss mental, sexual, and physical health more openly.

## II SAMPLE INTRODUCTION



“It might seem obvious that taking care of your health is important, and yet data shows us that many men refuse to seek medical help for their physical, sexual, and mental health. So today, we’re going to discuss what this trend is all about: What barriers might be leading to men ignoring or being nervous to get support? What pressures do men experience to be self-sufficient, tough, or invisible? These expectations about what it means to be manly are tied up in health issues. Let's talk more about it.”



### III SAMPLE DISCUSSION QUESTIONS



#### **Physical**

- Do you think being a man has anything to do with your physical health? How do the men in your life (e.g., family, friends, pop culture) relate to the topic of taking care of their physical health? Do they go to the doctor often?
- Do you see a primary care doctor for an annual checkup? Why or why not? What are some examples of the barriers that keep you from going?

#### **Sexual**

- [Heads-down for privacy]. I'd like to get a sense of how important you think it is to get routinely tested for sexually-transmitted infections (STIs). Raise 5 fingers for Very Important, 3 for somewhat important, and 1 for Not Important. [Raise heads] Why did you give the number you gave?
- Do you think there is stigma against men getting tested for STIs? Why or why not?
- How knowledgeable are you about methods to prevent STI transmission?
- How knowledgeable are you about different contraceptive methods? Is there stigma against any of them?



### III SAMPLE DISCUSSION QUESTIONS



#### **Mental**

- Do you think it's important for men to talk about mental health? Why or why not?
- If you knew a friend was struggling with mental health, what signals might tell you that and what would you want them to know?
- Are there people you feel like you can talk to when you're feeling down or anxious? What might stop you from talking to them?
- What are some things you can do to feel better when you're stressed, lonely or sad?

### IV SAMPLE TALKING POINTS



- The stigma that causes men to withhold emotions is the same stigma that leads them to avoid seeking treatment for physical pain. And what's true for physical health is also true for mental health.

- There are a few key reasons why men are resistant to seeking care. One study found that men who self-reported very traditional views on masculinity were also those least likely to get consistent health care. Other reasons were fear of diagnosis, being uncomfortable with exams (particularly more "invasive" ones like rectal and prostate), and not seeing the issue as serious enough to warrant a visit. [Harvard]



## **IV SAMPLE TALKING POINTS (CONTD.)**



- More than 40% of men don't go to the doctor at all unless a serious issue develops. This is especially true for men of color, given the United States' history of medical discrimination. [[Cleveland Clinic](#)]
- Men struggle with body image too. It's important to be able to talk openly about these topics to diminish the stigma around them.
- Try thinking of going to the doctor like getting your car serviced. It's better to catch issues early and get things looked at when they seem even a little off to prevent bigger, more serious problems.  
It can feel embarrassing or awkward to get tested for STIs, but getting tested is quick and easy and together we can commit to not judge anyone for it.
- STIs can be incredibly serious, causing issues like infertility. If you're having sex, it's important for your own health and in order to treat your partners with respect that we all get tested.
- Mindfulness, counseling, talking with friends, and working out can help us when we're struggling. It's okay to seek and ask for help or advice. It doesn't make you weak! It just makes you human.
- It's important to look out for your friends. Keep an eye out for changes in moods, being more withdrawn or upset, drops in their school or team participation, and increased alcohol or drug use.



## V

## SAMPLE ACTIVITIES



### **PODCAST LISTEN & DISCUSS:** **"WAVERLY'S STORY"**

*Share Waverly's story and play his podcast episode to the group.*

#### **Sample Discussion Questions:**

- What parts of Waverly's story connected with you?
- Does anyone have any personal experiences they'd be willing to share related to what we heard in the episode?
- Does this story make you feel more likely to be proactive about your health? Why or why not?



### **GALLERY BRAINSTORM:** **MENTAL HEALTH**

*Write questions on 2-4 large papers around the room. Prompt participants to write at least one response per question. Instruct participants to read each other's comments. Discuss each of the prompts and ask follow-up questions.*

#### **Sample Prompts:**

- What comes to mind when you hear the term 'mental health'?
- What are some things that can negatively impact your mental wellbeing, either that you've experienced or have seen others experience?
- When you're having a hard time, what keeps you from asking for help?
- What are some things you like to do or people you like to talk to when you're feeling stressed, anxious, or sad?



## VI WORKSHOP RESOURCE LIBRARY



- **Curriculum:** *Condoms and Pizza, a sex education program for college fraternities - Partnership for Male Youth*
- **Curriculum:** *Manhood 2.0 - Equimundo*
- **Tool:** *Tackle Difficult Conversations - Movember*
- **Tool:** *Depression Screening Tool | Self Check for Depression | HeadsUpGuys*
- **Fact Sheet:** *Young Male Health Fast Facts - The Partnership for Male Youth*
- **Video:** *Man Enough Episode 3 - The Ugliness of Body Image - The Man Enough Podcast*
- **Video:** *STDs and HIV - AMAZE*
- **Video:** *Using Comedy to Escape Hopelessness | Jermaine Fowler | Man to Man: A Wellness Series - Black Love*
- **Podcast:** *Cleveland Barber “Pays It Forward” and Becomes Advocate for Minority Men’s Health - Cleveland Clinic*
- **Article:** *Sexism Sucks for Everybody, Science Confirms - Smithsonian*
- **Article:** *5 College Guys Talk About Mental Health - Mud*
- **Article:** *Contraception - CDC*
- **Research:** *Men will do Almost Anything to Avoid Going to the Doctor - Cleveland Clinic*
- **Organization:** *HeadUpGuys*

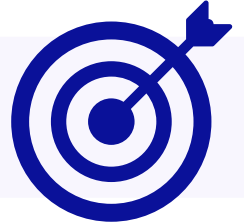




# Workshop: Addressing Gender Inequity Men 101

*\*\*\*Note: The term “allyship” may not be one that resonates with students. Ensure you adapt and tailor language to feel accessible for your community.*

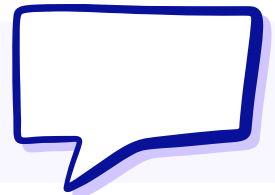
## I SAMPLE LEARNING OBJECTIVES



### LEARNERS WILL BE ABLE TO:

- Define sexism and provide examples of sexism, including those at the interpersonal and institutional levels.
- Recognize when their thoughts or actions perpetuate sexism.
- List: a) Individual actions and b) Institutional actions that can be taken to promote gender equity and “allyship.”
- Describe what “allyship” means in their own words.

## II SAMPLE INTRODUCTION



“The term ‘ally’ has been used a lot in recent years and it has become somewhat of a joke. If we put aside the current cultural associations with the word, one actual [definition](#) of ‘ally’ is ‘a person... that cooperates with or helps another in a particular activity.’ So, what does it mean to be an ‘ally’ and in particular, for men? To answer this, it means we have to ask, ‘What cooperation or help do those of other genders, like women, need?’ To answer this, it means understanding the experiences and discrimination that women face and men’s role within it all.



### III SAMPLE DISCUSSION QUESTIONS



- Can anyone define ‘sexism?’ Or, when you hear the word ‘sexism,’ what do you think of?
- What are examples of sexism? Either from your personal life or that you’ve seen in society?
- Have you ever heard female friends, partners, or family talk about their experiences with sexual harassment or sexism? Was it hard to believe? How did you feel and how did you respond?
- Have you ever had sexist thoughts or used sexist language? Is it hard to talk about this?
- Now that we’ve discussed what sexism is, what do you think can be done about it? Do you think men, in particular, bear any responsibility to address sexism?
- What commitments can you make—or we make, as a group—to ending sexism and advocating for gender equity?



## IV SAMPLE TALKING POINTS



- Sexism refers to patterns of culture, society, and laws that mistreat and exploit women in order to bestow power, benefits, and resources to men.
- One way to conceptualize sexism is about disparities in treatment: disparities in rates of sexual violence and harassment; disparities in pay; disparities in political representation; and more.
- Some statistics include:
  - 81% of women experience sexual assault and/or harassment, compared to 43% of men [[Equimundo](#)].
  - In the U.S., on average, women earn 18% less than men [[Pew](#)].
  - In U.S. congress, there are 3 male representatives for every 1 woman [[Brookings](#)]
- It can be hard to admit that we've done hurtful things or contributed to the problem, but remember that all men have been exposed to sexist ideas and images. It is ok to have had harmful thoughts or said hurtful things to women. It is not ok to keep using this language or ignore the problem.



## IV SAMPLE TALKING POINTS (CONT.)



- “Gender equity” is a concept that refers to closing the disparities in treatment across gender. This includes addressing degrading language about women, the gender pay gap, and more.
  
- **Advocating for gender equity looks like “simple” everyday actions:**
  - Listening to and believing women’s experiences of mistreatment
  - Assessing our social and professional spaces for whether women’s voices are included
  - Speaking up when we hear language that belittles or degrades women, especially when women aren’t present
  - Learning about institutional discrimination against women, such as the history of how marital rape wasn’t illegal in every state until 1993, the negative [impact](#) of reproductive health restrictions on women’s economic wellbeing, and disparities in workplace [promotions](#).



## V SAMPLE ACTIVITIES

**CONCENTRIC  
CIRCLES:  
ALLYSHIP**

*Following an initial session on the basics of sexism and allyship, “Concentric Circles” provides an opportunity to connect and share more personally. Set up to two circles or rows of chairs facing each other. Instruct participants to sit in the chairs and that you will have a few rounds of one-on-one discussions for 3-4 minutes each using a prompt. Rotate partners after each prompt so that everyone has the chance to connect with different people. Ensure both individuals have the chance to share during each round.*

**Sample Questions:**

- What is a time that you heard degrading language about women or sexist ideas? Did you say anything? Why or why not?
- Think of a time you used sexist language. Why did you use that language?
- Have you ever had conversations with your friends about sexism? How did those conversations go?

**TRUE OR FALSE:  
GENDER INEQUALITY**

*Ask participants to respond whether they believe a statement is true or false. Provide an opportunity to discuss, then share whether the statement is true or false. Emphasize key talking points. Consider collecting statistics from your community.*

**Sample True or False Statements:**

- Women earn less than men in the United States. ([True](#))
- There are an equal number of male and female U.S. Representatives and Senators. ([False](#))
- Raping one’s spouse has always been illegal in the United States. ([False](#))



## VI WORKSHOP RESOURCE LIBRARY



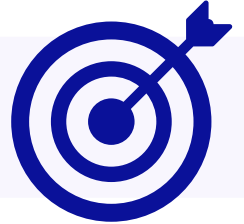
- **Program:** Men4Choice Young Adult Fellowship
- **Program:** Men As Peacemakers' "BEST" Program
- **Tool:** Pyramid of Discrimination and Violence - VAWnet
- **Tool:** Spectrum of Prevention - Men's Action Network
- **Campaign:** Sexism: See it. Name it. Stop it. - Human Rights Channel
- **Film & Discussion Guide:** Miss Representation - The Representation Project
- **Video:** Violence Against Women & Why It's Up to Men to Stop It - The Daily Show
- **Video:** Do Women Really Have it Harder? Male Feminists vs Antifeminists - Jubilee
- **Video:** Violence against women -- it's a men's issue - Jackson Katz |TED
- **Article:** Overview of Gender-Related Micro-Aggressions - Royal Pharmaceutical Society
- **Research:** So, You Want to be a Male Ally for Gender Equality? - Equimundo



# Workshop: Addressing Gender Inequity in the Workplace & Classroom as Men

*\*\*\*Note: The term “allyship” may not be one that resonates with students. Ensure you adapt and tailor language to feel accessible for your community.*

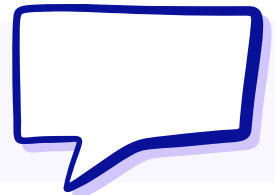
## I SAMPLE LEARNING OBJECTIVES



### LEARNERS WILL BE ABLE TO:

- Define sexism and provide examples of gender-based discrimination in workplaces.
- Recognize when their thoughts or actions perpetuate harmful work or class environments for women and LGBTQ+ people.
- List: a) Individual actions and b) Institutional actions that can be taken to promote gender equity and allyship in workplaces or classrooms.
- Describe what workplace “allyship” means in their own words.

## II SAMPLE INTRODUCTION



“Unequal, unsafe, and unfair treatment of women all take place in professional environments. This can include disparities in pay, disparaging language, or more. Today’s discussion is all about how we can make sure everywhere we work or learn is safe, respectful, and fair for everyone. To that end, we’ll be learning more about the details of inequality within professional settings and how we can put our values into practice as caring and responsible people in work or classroom environments.”



### **III SAMPLE DISCUSSION QUESTIONS**



- Can anyone think of examples of how gender norms show up in the classroom or professional settings? How might women be treated differently than men in these places?
- What are examples of unfair treatment or degrading language directed towards women in workplaces?
- What are examples of what sexism looks like in the economy?
- Have you ever spoken with your classmates or coworkers about how to make class or workplace environments safe and equitable for women?
- Have you ever heard professors or supervisors talk about how to make their educational or professional environments respectful, safe, and equitable environments for women?
- What do you think men can do to be allies and promote safe and equitable classrooms or workplaces for women?





### IV SAMPLE TALKING POINTS



- Relevant statistics include:
  - [Women](#) earn 81% as much as men in the U.S., and Black, Latinx, and Native women earn 75% as much as white men.
  - Just 37 of Fortune 500 CEOs are [women](#).
  - [1 in 7 women](#) have sought a new job assignment, changed jobs, or quit a job because of sexual harassment and assault (Kearl et al., 2019).
  - [60% of women](#) say they have experienced unwanted sexual attention, sexual coercion, sexually crude conduct, or sexist comments in the workplace (Feldblum & Lipnic, 2016).
  - A [new study](#) showed that women attempt salary negotiations more than men, but are more likely to be rejected than men.
  - Gender discrimination and bias [lose](#) companies money.
- It's critical for men to be aware of how gender plays a role in whether people feel comfortable participating, leading, asking for support, or asking for raises in workplaces.



### IV SAMPLE TALKING POINTS (CONT.)



- One key action that men can take to promote welcoming and equitable environments is assessing our groups:
  - How often are men speaking compared to women or non-binary people?
  - What reasons or previous experiences might make someone uncomfortable participating (such as previous sexual harassment)?
  - Are there any behaviors or language that could make women uncomfortable?
- Every man can contribute to gender equity in workplaces or classrooms. This could look like interrupting disrespectful language, advocating for pay transparency, or creating leadership and mentorship opportunities for women.
- The pressures that men feel to be very masculine make us worse allies, for example being less likely to intervene at work when we hear a sexist comment. Creating a culture that doesn't pressure or shame other men is part of what it means to be an ally.



## V SAMPLE ACTIVITIES



### ROLE PLAY: ALLYSHIP IN THE WORKPLACE

*Provide an example of a social or professional setting in which demeaning behaviors or sexist language is used. For example, “During a class project, you notice that a few of the men in your group interrupt a female peer. Since then, she has seemed more disengaged. You pull your male peers aside to mention that the behavior feels unacceptable.”*

- Assign roles, role play the scenario, and debrief strategies for engaging in discussions that “call in” and educate peers about sexist behavior.
- Consider rotating roles and brainstorming real scenarios with your group.



### HIGHER OR LOWER: WORKPLACE INEQUALITY

*Provide a fake statistic. Ask participants to respond whether they believe the true number is higher or lower than the one you provided. Provide an opportunity to discuss, then share whether the statement is true or false. Emphasize key talking points.*

#### Sample “Higher or Lower” Statements:

- 50% of men report that they would be likely to do nothing if their colleague makes a sexist comment at work. (Correct Answer: Lower, [28%](#))
- 25% of women report that they are interrupted or spoken over more often than others. (Correct Answer: Higher, [46%](#))
- 30% of Fortune 500 company CEOs are women. (Correct Answer: Lower, [7.4%](#))



## **VI** WORKSHOP RESOURCE LIBRARY



- **Video:** Women in the Workplace: The Unfinished Fight for Equality | CBS Reports
- **Video:** Explained | Why Women Are Paid Less | Netflix
- **Article:** Female Fortune 500 CEOs reach an all-time high, but it's still a small percentage
- **Article:** Nine Tips for Being a Male Ally at Work
- **Research:** Interrupting Sexism at Work - Catalyst
- **Research:** Men Are Worse Allies Than They Think - David G. Smith, W. Brad Johnson, Kim Graham Lee, and Jeanette Thebeau
- **Research:** Men as Allies: Engaging Men to Advance Women in the Workplace - CENTER FOR WOMEN AND BUSINESS AT BENTLEY UNIVERSITY
- **Research:** 2023 Gender Pay Gap Report - Payscale
- **Research:** Now, Women Do Ask: A Call to Update Beliefs about the Gender Pay Gap
- **Research:** Measuring #metoo: A national study on sexual harassment and assault - Stop Street Harassment



# Workshop: Men as Positive Bystanders

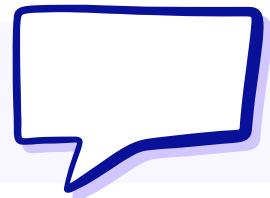
## I SAMPLE LEARNING OBJECTIVES



### LEARNERS WILL BE ABLE TO:

- Give personal examples of language and actions they can take to positively intervene when witnessing harmful actions.
- Discuss how gender expectations and pressures from peers impact their ability to intervene when witnessing harmful actions.
- Describe the types of harmful or degrading behavior or situations in which it is important to intervene in (and why it is important to do something).

## II SAMPLE INTRODUCTION



“Often, the conversation about “being an active bystander” focuses only on “what are men not doing enough of.” Today’s conversation will be different, though. We want to discuss what it means to stand up for our values, have integrity, and identify the different pressures we face that make it harder to speak up about things we can all agree are harmful.”



### III SAMPLE DISCUSSION QUESTIONS



- What do you already do to promote values like respect, safety, and nonviolence?
- Have you ever felt like there were topics that were hard to bring up with other men? What were they and why?
- What are examples of degrading language or non-consensual behavior that you've seen (in college or otherwise)?
- What can this group do in order to hold everyone responsible for language and behaviors that promote respect and safety (or the other values shared earlier)?
- Calling someone out in the moment isn't always the best course of action. What other ways can you be a leader that doesn't sit by when witnessing harmful behavior?
- What could you do if you saw a friend yelling at, pressuring, or controlling someone they're seeing or hooking up with?



### IV SAMPLE TALKING POINTS



- Being an active bystander is about choosing to live by our values.
- As men, whether we believe in taking care of our family, treating others with dignity, or speaking up in support of those who have been marginalized, being a positive influence, advocate, and bystander is important.
- It is easier to speak up when we feel permission to do so, we know that those we speak to will be receptive, and when we have identified what our fears are.
- Amongst men, there are real pressures to stay silent. If men speak up, we may be ostracized, feel like we're betraying friends, or be bullied. We need to work together to change this culture.
- We rarely ask, "What comes before a moment that requires an active bystander?". Having discussions and setting norms ahead of time for what is ok and not is part of what it means to be a leader.
- Being a proactive bystander looks like educating ourselves and discussing with friends about what degrading or harmful language and behavior about women and LGBTQ+ people sounds like and practicing how we will respond in our own words.
- In your student groups, dedicate time at your meetings for discussing and training about gender expectations and creating safe, respectful environments.

**V** SAMPLE ACTIVITIES**CONCENTRIC  
CIRCLES:  
BYSTANDER  
BEHAVIOR**

*Set up to two circles or rows of chairs facing each other. Instruct participants to sit in the chairs and that you will have a few rounds of one-on-one discussions for 3-4 minutes each using a prompt. Rotate partners after each prompt so that everyone has the chance to connect with different people. Ensure both individuals have the chance to share during each round.*

**Sample Questions:**

- Have you ever felt like there were topics that were hard to bring up with other men? What were they and why?
- Have you ever heard disrespectful language or behavior towards women and not said anything? Why?
- What can this group do in order to hold everyone responsible for language and behaviors that promote respect and safety (or the other values shared earlier)?

**VIDEO VIEWING &  
DISCUSSION: “THAT GUY”**

*View the [“That Guy” video](#). Facilitate a discussion with questions.*

**Sample Discussion Questions:**

- What feelings did the video bring up for you?
- Have you ever heard the language or behavior used in the video? Did you or others do anything? Why or why not?
- In the video, you heard them say, “Don’t be that guy.” What does it mean to be “That guy?”





### VI WORKSHOP RESOURCE LIBRARY



- **Workbook:** Activate Your Workforce to Prevent Harassment and Discrimination by Everfi
- **Toolkit:** Bystander Tips & Scenarios - NO MORE
- **Video:** Violence against women—it's a men's issue: Jackson Katz at TEDxFiDiWomen
- **Video:** Male Culture, Friendship, and Bystander Intervention - That Guy Scotland
- **Video:** Violence Against Women & What Men Can Do to Stop It - Trevor Noah
- **Video:** Call It Out! Be an Active Bystander by UEA Wellbeing
- **Video:** Men Can Stop Violence PSA – Futures Without Violence
- **Video:** Charlie Coleman Talks About Rape Culture and His Sister Daisy's Sexual Assault – Teen Vogue
- **Article:** 5 Things Men Can Do to Help End Sexual Harassment and Assault - University of Southern California



# Workshop: Men as Equitable Partners

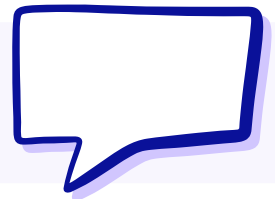
## I SAMPLE LEARNING OBJECTIVES



### LEARNERS WILL BE ABLE TO:

- Identify categories and examples of equity and inequity in their relationships.
- Demonstrate stronger active listening and communications skills.
- List personal areas of growth around healthy and equitable attitudes and behaviors.
- Prioritize their partner's feelings, opinions, and experiences in conflict resolution.

## II SAMPLE INTRODUCTION



“The way we define the role of men has changed a lot in the last 20 or 30 years. The messages that men get can be confusing: Be a provider, but not controlling; be caring, but not too “soft.” Today’s conversation isn’t about saying there is only one way to have a healthy relationship or one “right” role for men to have. Rather, today is about acknowledging that in every relationship, you and your partners deserve to be treated with respect and fairness. So, let’s get into what role we have as men in creating this kind of foundation in our relationships.”



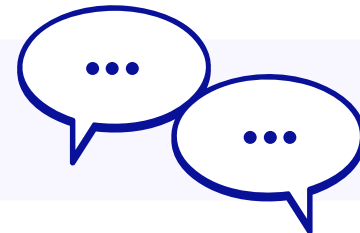
### III SAMPLE DISCUSSION QUESTIONS



- What are examples of strong, healthy, or balanced relationships in your life (from our personal lives or the world)? What makes them strong?
- What are examples of insecure, unhealthy, or unbalanced relationships in your life (from our personal lives or the world)? What makes them unbalanced?
- Do you think the traditional roles for men and women in relationships are fair? Why or why not?
- Have you heard the term “emotional labor?” What does it mean to you?
- What challenges do you have with being a more equal and compassionate partner?
- What areas of your relationships can you grow in so that your relationships are healthier and stronger (such as communication or regulating emotions)?
- What are ways that you can support your friends to be the most caring and fair partners possible?



### IV SAMPLE TALKING POINTS



- Strong and balanced relationships include:
  - Honoring and appreciating each other's differences by ensuring both partners feel valued, heard, and empowered.
  - Communicating through differences and conflict with active listening.
  - Checking in about balance and participation in household, childcare, financial, and emotional duties.
  - Self-reflection and taking personal responsibility to always be growing as a person and partner.
  
- Unhealthy and unbalanced relationships include:
  - Minimizing and belittling someone's experiences and feelings.
  - Prioritizing one person's wellbeing over another's.
  - Avoiding or escalating conflict. Listening to respond, rather than understand.
  - Deflecting one's responsibilities or the hurtful impacts of one's actions.
  - Shutting someone out of decisions, including finances.
  
- None of us are perfect. Everyone has learned unhealthy habits—from family, friends, and media. Our responsibility is to do our best to identify how we need to grow and practice the skills needed to be in caring, balanced relationships.



### IV SAMPLE TALKING POINTS (CONT.)



- There is nothing wrong with roles in relationships so long as they are thoughtful and responsibilities are not unbalanced.
- However, rigid gender roles hurt everyone. For example, for men to always be the “head of the household” places an unrealistic expectation on men that hurts their physical and mental health while hurting the economic independence of women.
- Some statistics that demonstrate inequities and their impacts in relationships include:
  - Men average [49 minutes](#) more leisure time per day than women due to women completing more chores and childcare than men.
  - Despite disparities in household duties, a [majority of men](#) report that they perform equal or more household duties.
  - Gender inequities and traditional gender roles are correlated with lower [sexual desire](#) of women partnered with men, whereas gender equality [improves marital happiness](#).
- It is important for men to be aware of what we are not impacted by. The toll of sexism on women often leads to an “invisible” emotional burden.



## V SAMPLE ACTIVITIES



### SNOWFLAKE ACTIVITY ON COMMUNICATION

*([Click here for full instructions](#)) Give each participant one sheet of paper. Have one close their eyes and the other give 4-5 instructions such as “fold your paper in half” or “tear off the top right corner.” Pause between each instruction. Ask everyone to open their eyes. Discuss the experience as a whole group and emphasize different communication and listening skills.*

#### Sample Discussion Questions:

- Why don't all the snowflakes look the same?
- What can we learn about communication and listening from this exercise?
- How can communication break down in our relationships?



### FILM SCREENING & DISCUSSION: “THE MASK YOU LIVE IN”

*A foundational documentary in the field of masculinities, [The Mask You Live In](#) “follows boys and young men as they struggle to stay true to themselves while negotiating America’s narrow definition of masculinity.” The film covers the fundamentals of how masculinity is created in the United States and through experts across numerous fields, illustrates how to raise a healthier generation of boys and men.*



### VI WORKSHOP RESOURCE LIBRARY



- **Workshops:** The Power of Active Listening - StoryCorps
- **Video:** Gender Roles within a Marriage | Couch Conversations | S1E1 - Black Love
- **Video:** Switch Gender Roles and See What Happens | Eleonore Pourriat | TEDxAUBG
- **Video:** Overlooked: Economic Abuse among Teen Dating Partners - Futures Without Violence
- **Article:** 4 Signs Your Relationships is Based on Inequality - One Love Foundation
- **Article:** ‘Gender inequities are important’: why couples fall out of love - The Guardian
- **Research:** The Cognitive Dimension of Household Labor
- **Organization:** One Love Foundation
- **Book & Worksheets:** Raising Feminist Boys
- **Book:** Couples, Gender, and Power



# Workshop: Men as LGBTQ+ Allies

*\*\*\*Note: The term “allyship” may not be one that resonates with students. Ensure you adapt and tailor language to feel accessible for your community.*

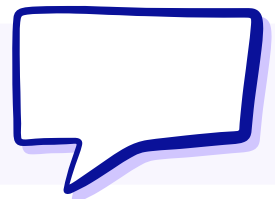
## I SAMPLE LEARNING OBJECTIVES



### LEARNERS WILL BE ABLE TO:

- Define and give examples of homophobia and transphobia.
- Describe the negative impacts of anti-LGBTQ+ language and behavior.
- Share personal experiences related to anti-LGBTQ+ language and behavior.
- Model how to interrupt anti-LGBTQ+ language and behavior.

## II SAMPLE INTRODUCTION



“Today, we’re going to discuss our experiences as men with anti-LGBTQ+ language and behavior. The purpose of this conversation isn’t to judge or shame. We want to take the time to have an open dialogue and reflect on where this language comes from, what its impact is, and regardless of our political views, what we can all do to make sure everyone is treated with respect and dignity.”





### III SAMPLE DISCUSSION QUESTIONS



- When was the first time that you learned that to be gay or transgender was wrong? Where did you hear that from? How did that make you feel?
- How do you feel about the way that gay, bisexual, and transgender people are talked about in the media? Do you agree or disagree with what is said?
- Have you ever used words like “gay” in ways to insult someone? If so, why?
- Do you have friends or family that is gay, bisexual, or transgender? Have you ever spoken about their experiences as LGBTQ+ people?
- What is the definition of homophobia? What is the definition of transphobia?
- Does anyone know any statistics about the impacts of anti-LGBTQ+ language and behavior on mental health?
- What can we all do to prevent these harmful impacts and create greater safety, respect, and wellbeing for LGBTQ+ people?



## IV SAMPLE TALKING POINTS



- Many of our first experiences with what it means to be boys—not girls—are connected to learning that you would be bullied or punished if you acted too feminine, to be too emotional, or you were gay.
- Being straight, very “manly,” even using anti-LGBTQ+ language or slurs is often part of the “price of admission” if you want to be accepted amongst other boys or be seen as attractive.
- Even if we aren’t gay or bisexual, these rigid boxes of having to act very straight, very manly, and very sexually experienced hurt us all.
- Often, we use words like “gay” or slurs in order to feel more secure in ourselves or to protect ourselves. Seeking to understand why this language is common and often expected of us is important.
- The point of this session isn’t to shame us for if we’ve used this language in the past. At the same time, it’s important to know how this language and culture has really harmful impacts:
  - 24% of LGBTQ young people reported that they have been physically threatened or harmed in the past year due to their sexual orientation or gender identity ([Trevor Project](#))
  - 60% of LGBTQ young people reported that they have felt discriminated against in the past year due to their sexual orientation or gender identity ([Trevor Project](#))



## IV SAMPLE TALKING POINTS (CONT.)



- 41% of LGBTQ young people seriously considered attempting suicide in the past year ([Trevor Project](#))
- Nearly 1 in 3 LGBTQ young people said their mental health was poor most of the time or always due to anti-LGBTQ policies and legislation ([Trevor Project](#))
- Homophobia refers to “[a] culturally produced fear of or prejudice against homosexuals that sometimes manifests itself in legal restrictions or, in extreme cases, bullying or even violence.” ([Britannica](#))
- Transphobia refers to “harmful or unfair things a person does based on a fear or dislike of transgender and non-binary people.” ([Cambridge](#))
- Importantly, homophobia and transphobia both harm LGBTQ+ people and provide advantages to heterosexual and cisgender people, such as greater safety or economic opportunities.
- Being an ally for LGBTQ+ people can look like:
  - Acknowledging that discrimination hurts everyone and only improves if heterosexual and cisgender people speak up against disrespectful language.
  - Model care for LGBTQ+ people and advocating for fair policies. We know this makes a difference, as “LGBTQ young people who had access to affirming homes, schools, community events, and online spaces reported lower rates of attempting suicide compared to those who did not.” ([Trevor Project](#))



## V

## SAMPLE ACTIVITIES



### **GALLERY WALK: METHODS OF ALLYSHIP**

*Place four charts around the room. Label them with prompts, have participants write on sticky notes in response to your prompts, then discuss each of the charts in the full group.*

**Labels: What does it look like to support LGBTQ+ people...**

- With friends and family?
- In our workplaces?
- In our communities?



### **FILM SCREENING & DISCUSSION: “HOW TO SURVIVE A PLAGUE”**

*Watch “[How to Survive a Plague](#),” a documentary film about the history of the HIV/AIDS epidemic and how LGBTQ+ people have been discriminated against by laws and society. [Discuss the film with this guide.](#)*



### VI WORKSHOP RESOURCE LIBRARY



- **Curriculum:** The Safe Zone Project
- **Workshop:** Gender Unicorn 101 Session on LGBTQ+ Identity
- **Guide:** Guide to Being an Ally to Transgender and Nonbinary Young People - Trevor Project
- **Resource List:** The Trevor Project Resources on LGBTQ+ Identity, Mental Health, and Allyship
- **Resource List:** Miami University
- **Resource List:** Being a Lifelong Ally - PFLAG
- **Research:** Homophobia and mental health: a scourge of modern era
- **Videos:** Ted Talks LGBTQ+ Playlist
- **Online Learning:** The Respect Online Course - American Psychological Association
- **Organization:** Campus Pride



# Workshop: Developing Healthy Group or Team Culture

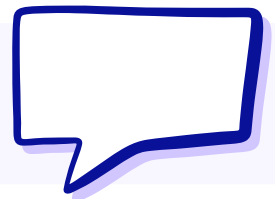
## I SAMPLE LEARNING OBJECTIVES



### *LEARNERS WILL BE ABLE TO:*

- Discuss more openly their group's [or team's] attitudes, behavior, and culture that have been challenging or hurtful (including hazing).
- Identify what aspects of their group's [or team's] culture and behaviors are healthy or not.
- Determine new strategies and norms to improve the culture of their group [or team] to be more supportive, safe, and inclusive

## II SAMPLE INTRODUCTION



“It can be hard to talk very openly about the groups and friendships we’re a part of: What we like; what we would change; what moments have made us uncomfortable. Today’s discussion is an opportunity for us to build trust, be honest with each other, and be thoughtful about how we can make sure that this group [or team] builds everyone up and stands for our values.”



### III SAMPLE DISCUSSION QUESTIONS



- What values are most important to you in a group [or team]?
- What moments have you felt most welcomed, connected, and supported by this group [or team]? How can we build on these moments?
- Are there any moments in this group [or team] that you have felt unwelcome, disconnected, or unsupported? Was it hard to bring this up?
- What was your experience like joining our group [or team]? What would you keep the same? What would you change?
- Have you ever heard or seen disrespectful language or attitudes about women, LGBTQ+ people, or people of color in this group [or team] that you'd like to share?
- What impact does being a group of men have on this group's [or team's] culture?
- What ideas do you have for how to improve this group's [or team's] culture to align with the values of respect and care? Are there barriers to implementing these ideas?



### IV SAMPLE TALKING POINTS



- Many of us have shared values about what is most important for this group [or team].
- Just like any relationship, in order for our group [or team] to become stronger, it requires openness and practice. Conflict, discomfort, and differing experiences are ok and can help us become more connected.
- While voicing our different experiences is good, it is also important that no matter what, we are all treated with respect and dignity.
- Any discussion about moments or attitudes that felt uncomfortable or disrespectful is not about judging or shaming our past actions. All of us have made mistakes and said things we regret. We're here today to share, be listened to, and learn.
- To prevent any situations where people feel like they can't share something they didn't like, it's important to identify if there are any consequences to speaking up or pressures to "let things slide."
- Especially amongst men, there are pressures to not be too "sensitive" or "emotional." However, valuing our own dignity, the dignity of others, and being vulnerable are signs of strength, not weakness.





### IV SAMPLE TALKING POINTS (CONT.)



- Calling each other out on language or actions that run counter to our group's values isn't easy. It's made easier, though, if everyone makes a commitment to receiving feedback openly and not getting defensive.
- Using negative language about LGBTQ+ people is never OK. LGBTQ+ people have been excluded, faced serious mental health challenges, and not "come out" because of a culture that [condones this language](#).
- Some examples of practical steps we can take together to build a healthy group [or team] culture are:
  - Committing to checking in with others in our group [or team] about how things have been feeling.
  - Committing to be receptive to feedback by listening to understand, not respond.
  - Schedule time every semester to reflect on how well the group [or team] is doing with its culture.
  - Creating a method for members to share anonymous feedback.
  - Group [or team] leadership modeling inclusivity and what it looks like to speak up against harm attitudes or behaviors.
  - Receive training on topics like consent, bystander intervention, and power.



## V

## SAMPLE ACTIVITIES



### **FOUR CORNERS ACTIVITY: GROUP NORMS**

*Set up four corners in a room labeled Strongly Agree, Agree, Disagree, and Strongly Disagree. Read a series of prompts. Participants move to the corner that corresponds with their response. Discuss why people chose their corner.*

#### **Sample Prompts:**

- Our group [or team] is welcoming and supportive to new members.
- I have heard members say things that contradict our values.
- I would feel confident speaking to our leadership about disrespectful or degrading language or behavior that I observed.



### **STORYTELLING: GROUP EXPERIENCES**

*Give participants time to respond to the prompt: “What was a time in another group where you felt unsupported or disrespected, why, and did you say anything about it?” Invite a few members to share their stories and have listeners respond with appreciations or questions. Afterwards, discuss as a whole group how this group [or team] can work to prevent these types of situations.*



### VI WORKSHOP RESOURCE LIBRARY



- **Curriculum:** Coaching Leadership, Equity and Respect - Futures Without Violence
- **Curriculum:** Sport + Prevention Roadmap - Raliance
- **Workshops:** Athletics Playbook - It's On Us
- **Workshops:** RISE
- **Toolkit:** Making Connections Backpack | Prevention Institute
- **Article:** "I'm Fine": How to Talk to the Men in Your Life About Their Mental Health | Jefferson Center
- **Article:** Key Principles for a Healthy Men's Group - Essentially Men Education Trust
- **Article:** Building Healthy Groups to Prevent Campus Hazing - Association of Fraternity/Sorority Advisors
- **Handout:** 10 Signs of Healthy and Unhealthy Groups - StopHazing
- **Organization, Workshops, Resources:** StopHazing



# Workshop: Male Friendships

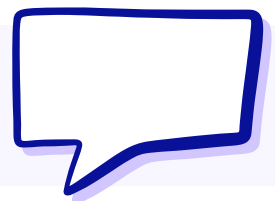
## I SAMPLE LEARNING OBJECTIVES



### LEARNERS WILL BE ABLE TO:

- Discuss more openly their feelings and experiences in male friendships.
- Identify strengths and challenges of male friendships.
- Summarize how gender expectations for men impact the intimacy of their relationships.
- Demonstrate relationship practices to deepen friendships and make new friends.

## II SAMPLE INTRODUCTION



“College can be a very positive social environment and a place to make friends. It can also be challenging to find our place. Even if we have established friends, especially for men, it's common to have friends, but still not feel really close to them. Reflecting to yourself, do you feel you have at least one male friend you feel really close to and like you could tell them anything? If you answered no, you're definitely not alone in that. 65% of men aged 18-23 say that “no one really knows me well” ([Equimundo](#), 2023). We're going to talk more about why that is today and focus on how being men impacts our friendships.”



### III SAMPLE DISCUSSION QUESTIONS



- Do you have male friends that you feel really understand you and that you can tell anything to? Why or why not?
- Have you ever held back from telling a male friend something about your life, such as a challenging experience or a relationship? What kept you from opening up or feeling like you could share?
- Do you ever tell your male friends that you love them? If not, why?
- If you do not tell your male friends “I love you” how do you show them love?
- How does being a man impact your friendships?
- How do you usually go about making new friends? Do you find it challenging?
- What can we do to get closer to friends?



## **IV** SAMPLE TALKING POINTS



- Men are raised and conditioned to not talk about feelings or show vulnerability, to handle things on their own, and not need support. However, these are key parts of what forms deep friendships.
- There are many ways that men shame each other when we go “deeper,” share our emotions, and say we love each other. We call each other “beta” or “gay” or worse.
- It’s often seen as “feminine” or “soft” to talk about things that go beyond surface level conversations. But, what is stronger or more courageous than sharing what is hardest: when we struggle; when we are scared; and when we feel hurt by someone?
- If you want to deepen your friendships, have empathy, curiosity, and ask questions. Start small by asking a friend things like...
  - “How are you really? Is there anything that’s been on your mind lately?”
  - “How’s your family doing?”
  - “That breakup sounds really hard. Is there anything I can do to support you?”
- If your friend seems like they’re not wanting to open up, try to share to do so first. Being vulnerable can create a sense of permission for them to feel like it’s okay to drop the wall.



## **IV** SAMPLE TALKING POINTS (CONT.)



- Even if we have a lot of people around us we can still feel lonely. Consider the idea of “quality and quantity.” We all need friendships where you can watch a game together but also talk about hard things going on in our personal lives.
- In addition to not learning how to share, men also don’t learn skills on how to listen and support. It can be uncomfortable to hear very personal things, but we can grow and get better at it.
- Some components of friendships that you deserve and help friendships last are:
  - Commitment: Reciprocity Showing up for important events such as games, performances, and birthdays.
  - Support: Accepting your friend for who they are, not shaming them, and encouraging each other’s growth.
  - Healthy Conflict: If we never say when we are upset, hold each other accountable, and apologize, it’s hard to build trust.
- Online friendships are very valuable. We can deepen our relationships there in order to also deepen our relationships in-person, too.
- Making new friends can also be a big challenge, especially as you exit college. Finding people who share common interests and enjoy similar activities like classes and events can be a starting point.



## V SAMPLE ACTIVITIES



### VIDEO SCREENING & DISCUSSION: “STRAIGHT MALE FRIEND”

*Watch the video. Discuss as a group to probe ideas on friendships, humor, and gender norms amongst men.*

#### Sample Discussion Questions

- Despite it being comedic, do you feel like the skit was accurate in any ways that it portrayed male friendship dynamics?
- Did you disagree with anything about the skit in the way it portrayed straight male friendships?
- Do you feel like your male friendships are “less drama” than female ones? What causes you to feel that way?



### CONCENTRIC CIRCLES: FRIENDSHIPS

*Ask participants to split in half and then to sit across from each other in concentric circles. Provide prompts and 3-5 minutes for discussion of each question in pairs. Then rotate partners and discuss the next question in pairs. After finishing the pair questions, host a discussion about the experience as a whole.*

#### Sample Prompts:

- Are there things you hide or don’t share with your friends that you’d like to? What keeps you from sharing them?
- Do you think there are stereotypes about men that keep you from being your true self around each other? If so, what are they?
- Is there anyone in your life that you really trust? If so, who and why?
- Have you ever had a friend betray your trust? If so, how did you navigate it?
- How do you show up for your friends? Are there ways you wished they showed up more for you?





## VI WORKSHOP RESOURCE LIBRARY



- **Video:** Navigating Male Friendships with Matt Ritter and Aaron Karo - The Man Enough Podcast
- **Article:** 11 Expert Tips For Men Who Want Better Friendships - Fatherly
- **Article:** Why Friendships Among Men Are So Important - Greater Good Magazine
- **Article:** 'It's Rough Out Here': A VICE Guide to Making Friends - VICE News
- **Article:** Our Favorite Male Relationships in Pop Culture - One Love Foundation
- **Article:** Men have fewer friends than ever, and it's harming their health - Vox
- **Report:** The State of American Friendship: Change, Challenges, and Loss - Survey Center on American Life
- **Reddit Thread:** How do you emotionally support your male friends? Are you the sort of friend your friends could cry to?
- **Research:** Privileging the Bromance: A Critical Appraisal of Romantic and Bromantic Relationships - Robinson, White, and Anderson
- **Research:** The role of gender stereotypes in the social acceptability of the expression of intimacy - A. Celeste Gaia



# Workshop: Cancel Culture

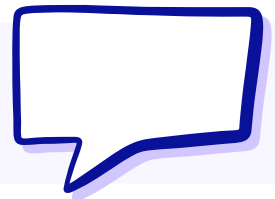
## I SAMPLE LEARNING OBJECTIVES



### LEARNERS WILL BE ABLE TO:

- Express greater comfort discussing their opinions and feelings related to cancel culture, sex, and false reporting.
- Describe the reasons why cancel culture began– specifically, the extent that sexual violence and harassment take place without consequences.
- Support peers be accountable to principles of respect and non-violence.
- Recognize when criticisms of cancel culture diminish the harmful impacts of sexual violence.

## II SAMPLE INTRODUCTION



“Cancel culture” is a big lightning rod in today’s society. Some people say that the conversation has gone too far and people have to be too careful nowadays. Others say that “canceling” someone is a way to get justice. We know that many men (about [one-third](#)) worry about being accused of sexual assault after a sexual encounter and that there’s a lot of discussion about false reports. Today, we’re going to discuss all these topics in a way that we can be open, real, and also learn about the history of where the term “cancel culture” came from.”



### III SAMPLE DISCUSSION QUESTIONS



- Where did you first hear the term “cancel culture” and what was being said about it?
- Does anyone know the history of when the term “canceled” was created and why?
- What are the benefits of “cancel culture?” What are the risks or detriments of “cancel culture?”
- What kinds of actions can get someone “canceled?” Do you think that’s fair?
- If you have fears that cancel culture has “gone too far,” what specifically are you worried about? What experiences of yours inform your opinion?
- What can we do to prevent “cancel culture” (or at least, the harmful parts)?
- How can we talk about “cancel culture” with friends in a way that is caring, but also acknowledges the problem of sexual harassment and violence?



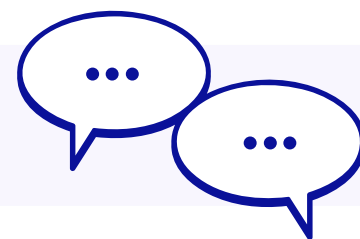
## **IV** SAMPLE TALKING POINTS



- The core of the criticism of cancel culture is that the response to what is said or done is overblown, unjustified, or incorrect. So, what should the appropriate consequences for sexual harassment, assault, or rape be?
- I've heard many ideas about where the term “cancel” came from and what it means. With “hot button” topics like cancel culture, it is important to analyze all the sources of information so that we come to our own conclusions because there are many myths surrounding how overblown issues like sexual harassment, assault, or rape are.
- The term “cancel” comes from the #MeToo movement in [2017](#) in order to describe how figures like movie producer Harvey Weinstein and actor Bill Cosby should be held accountable for the sexual coercion and rape they committed.
- Research shows that there are valid reasons why people might want to “cancel” someone. There is a major discrepancy between how violence is portrayed in TV and media versus our real-life experiences:
  - Only [5.7%](#) of rape reports lead to an arrest, only 1.1% are referred to a prosecutor, and fewer than 1% are convicted compared to 29% of reports leading to convictions in media.



## IV SAMPLE TALKING POINTS (CONT.)



- Only [2.5%](#) of rape reports are confirmed false compared to media portraying 6.8% as false.
  - [60% of women](#) say they have experienced unwanted sexual attention, sexual coercion, sexually crude conduct, or sexist comments in the workplace (Feldblum & Lipnic, 2016).
- Although it is uncomfortable, I encourage everyone to consider their personal reasons why we may have issues with cancel culture: Are we worried we will lose friends or credibility? Are we worried that we will have to look in the mirror at our past actions?
- Let's try to balance the following perspectives:
- Everyone deserves fairness. Even after someone does something harmful, they shouldn't be discarded.
  - Given the severity with which real violence and harm is overlooked, it is important, then, to direct our frustration and energy towards the lack of alternative resolutions and consequences that are healthier, rather than direct it at those trying to achieve some fairness and accountability.
  - No one has to fear being sexually assaulted and no one has to fear having their reputation irreparably damaged. We can change our culture and policies to achieve this, together.



## V SAMPLE ACTIVITIES

**ANALYZING MEDIA:  
REDDIT STORY &  
COMMENTS DISCUSSION**

*Print and distribute this Reddit Post and a few key comments about an individual who has been accused of sexual harassment. Use this to discuss the balance of how to take responsibility for one's actions while acknowledging the challenges of "gray areas" in sexual encounters.*

**Sample Key Comments:**

- Usernames: "ellyite"; "jgainit"; "manyjournals"

**Sample Discussion Questions:**

- What feelings does the Original Post bring up for you?
- What questions do you have about the scenario raised by the Original Poster?
- Is there a "gray area" in the scenario presented? What lessons can we learn from this scenario and the discussion thread?

**TRUE OR FALSE:  
MYTHS ABOUT RAPE**

*Display a few statements, one at a time. Ask participants to raise their hands if they think each statement is true or false. Use each statement to spark discussion about people's perspectives, experiences, and feelings about the frequency and myths about sexual violence.*

**Sample Statements from The Representation Project report:**

- Most people who are raped report to law enforcement.
- False accusations of rape are common.
- Most rape is committed by strangers.



## VI WORKSHOP RESOURCE LIBRARY



- **Article:** Cancel Culture Is Not Real—At Least Not in the Way People Think - Time Magazine
- **Article:** The second wave of “cancel culture” - Vox
- **Article:** One Way Forward: From A Cancel Culture To An Accountable Culture - Forbes
- **Video Panel:** Is Cancel Culture a “Teachable Moment”? – ASU+GSV 2023
- **Video:** How Does Cancel Culture Impact Students? – Above the Noise from PBS
- **Video:** Canceling “Cancel Culture”: Loretta J. Ross on Empathy & Activism – The Man Enough Podcast
- **Student Opinion Survey:** How Do You Feel About Cancel Culture? – The New York Times
- **Reddit Thread:** Misconceptions about Rape
- **Research:** False Report Statistics – End Violence Against Women International
- **Research:** Ten Rape Myths in Media –The Representation Project



# Workshop: Supporting & Defending Survivors (from Victim Blaming)

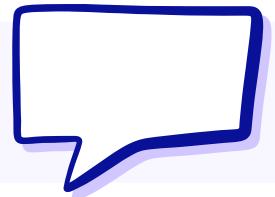
## I SAMPLE LEARNING OBJECTIVES



### LEARNERS WILL BE ABLE TO:

- List supportive ways of responding to someone disclosing experiences of gender-based violence.
- Explain the barriers for sharing and reporting experiences of gender-based violence specific to men.
- Give examples of how men can support survivors on individual and community levels.

## II SAMPLE INTRODUCTION



“It is hard to talk about the hardest things that have ever happened to us. Today, we’re going to discuss what it looks like to feel connected and cared for around one of these hard topics: sexual assault and dating violence. Based on national statistics, it’s likely that each one of us in this room knows someone who has been through this—survivors—whether they be friends, family, or ourselves. We don’t need to be experts to help people feel safe, lend an empathetic and nonjudgmental ear, and how to speak up when we see something happening that’s not okay.”





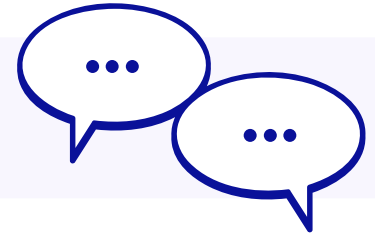
### III SAMPLE DISCUSSION QUESTIONS



- How do you want people to respond when you tell them about something hard you experienced? Do you have any examples of how someone responded well or badly?
- Do you feel that being a man can make it hard to provide care and support for someone? Why?
- Do you feel like you'd know what to say if a friend, partner, peer came to you to tell you about an assault they experienced?
- What do you think are the most common experiences of those who report that they were sexually assaulted? How do you think victim blaming contributes to violence on campus? What are some examples you've heard before?
- What can men do to create a culture where people aren't afraid to share experiences of sexual assault or violence?
- Do you think it is hard for men to talk about having been sexually assaulted or bullied? Are there certain perceptions of male survivors?



### IV SAMPLE TALKING POINTS



- Consider how you've felt when you've told others about the most hurtful things that have happened to you or if you have never shared these types of experiences with others, why not?
- Unfortunately, survivors are often not believed or are re-traumatized when they disclose.
- 40% of the time, a survivor will disclose to a friend or peer before they report to anyone else. It can be challenging to know what to say, but what we say doesn't have to be perfect. Consider:
  - Letting them know that you believe them and that what happened to them was not their fault.
  - Ensuring that they are safe and not in immediate danger. Always respect the survivor's confidentiality. Don't tell others about their experience without permission.
  - Support their choices. It's important to help them regain their sense of control, even if we may not agree with their decisions. This is also known as using a 'survivor-centric' approach.
  - If they want to talk about the assault, be an open and nonjudgmental listener. If they don't want to talk about it, still let them know that you care and are open to listening if they do want to talk about it.
  - Ask them if they'd like to learn about resources that are available to them.



## **IV SAMPLE TALKING POINTS (CONT.)**



- There is a stigma against men showing “weakness” or vulnerability as men are supposed to always be in control, be strong, and be protectors. Normalizing men asking for and providing support is key.
- Because of what is socially expected of men, men often don’t learn or practice the active listening and caring gestures that are important to ensure survivors of violence feel supported.
- Supporting survivors includes more than how we respond when someone discloses to us, though, because whether we’re at work, with friends, or family, there are always people around who have experienced or witnessed violence.
- Supporting survivors also means:
  - Preventing violence in the first place; Interrupting sexist, degrading or victim blaming language; Speaking with friends about topics like consent and gender expectations; and Being a public advocate and role model for gender equity.
- No matter what, sexual assault is never the victim’s fault. Placing blame on a victim shifts accountability and fault away from the person committing harm and onto the survivor. This makes it more difficult for a survivor to come forward.
- Victim blaming can sound like blaming someone’s clothing, whether someone was drinking, or saying that because two people were friends, something couldn’t be assault.



## V SAMPLE ACTIVITIES



### TRUE OR FALSE: MYTHS ABOUT RAPE

*Display a few statements, one at a time. Ask participants to raise their hands if they think each statement is true or false. Use each statement to spark discussion about people's perspectives, experiences, and feelings about the frequency and myths about sexual violence.*

#### Sample Statements from [The Representation Project report](#):

- Most people who are raped report to law enforcement.
- False accusations of rape are common.
- Most rape is committed by strangers.



### SCENARIOS ROLE PLAY: SUPPORTING A FRIEND

*Provide a scenario to your group about a friend approaching you about a recent uncomfortable experience. Ask participants to identify a partner and discuss strategies for how they would respond in a supportive way. Then, prompt participants to role play those strategies. As a full group, discuss what was difficult, what was effective, how participants felt, and what lessons they can glean.*

#### Sample Scenario:

- You're hanging out with your friend, David, playing video games. He shares that something funny happened to him the other day after team practice in the locker room. David was sitting next to another teammate, Matt, joking around and pushing each other. Then, Matt put his arm around David, slowly moving his hand under your David towel. David pushed Matt away and said, "What the hell, no dude," and walked away. David laughed about it and said he wouldn't be caught in the locker room with just Matt anymore.



### VI WORKSHOP RESOURCE LIBRARY



- **Toolkit:** Working with Male Survivors of Sexual Violence - National Sexual Violence Resource Center
- **Toolkit:** What to Say when Supporting Survivors - NO MORE
- **Resource List:** Survivor Support - It's On Us
- **Video:** James is Dead - Blue Seat Studios
- **Video:** How to Stop Victim Blaming - MTV's "Decoded"



# Workshop: Drugs, Alcohol, and Masculinity

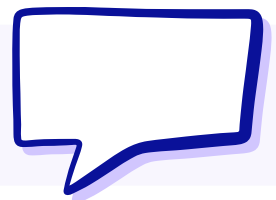
## I SAMPLE LEARNING OBJECTIVES



### LEARNERS WILL BE ABLE TO:

- Describe how expectations around manhood impact alcohol and drug use.
- Recognize when their substance use behaviors are being influenced by what they and others perceive as “cool,” socially required, and “manly.”
- Recognize when their own substance use behaviors are harmful both to themselves and others, including in sexual relationships.

## II SAMPLE INTRODUCTION



“You might remember trainings or events on drug and alcohol campus orientation or in high school with programs like D.A.R.E. Today’s conversation on drugs and alcohol is going to be a little bit different because we’re going to talk about what being men has to do with the topic: For example, what trends and social dynamics amongst men impact things like drinking? This conversation isn’t to shame or blame, but rather to explore and understand.”



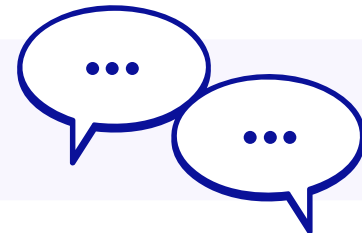
### III SAMPLE DISCUSSION QUESTIONS



- What messages do men get from movies, TV, music, and social media about what's normal for men around alcohol and drug usage? What are some examples?
- What is normal in your family around drinking or using drugs? Particularly male family members?
- Have you ever felt “egged on” or received praise for being able to drink a lot? How did that make you feel?
- Have you felt expectations from other guys to drink alcohol or do drugs? For example, drinking being necessary to feel socially connected or to have credibility?
- Do you ever feel like you need to drink or consume drugs when you're sad or upset to cope with emotions/pain? Can you share more about why?
- What might be some healthier ways to cope and process emotions? How can men support each other?
- When do you draw the line between when using alcohol and drugs is healthy versus unhealthy?



## IV SAMPLE TALKING POINTS



- Today's conversation is not meant to single men out on the topic of drug and alcohol use, but rather to discuss more the role that gender and being a man can have on your relationship with drinking and drugs. Data shows that...
  - Men have higher rates of binge drinking, alcohol abuse, and drug use in most age groups.
  - Men are more likely to need emergency room care due to an overdose.  
[[National Institute on Drug Abuse](#), 2020]
- Guys often feel pressure to drink a lot around other guys especially to prove themselves or feel respected. I understand that. Our culture often gives praise to those who drink the most.
- One study found that 68% of male college students equated being able to “handle” consuming dangerous amounts of alcohol as part of what it means to act in a characteristically ‘masculine’ way ([source](#)).
- Even though we know that drinking dangerous amounts of alcohol can hurt us, we still do it (and do it more than women). Today isn't about saying “don't drink.” Rather, we want to ask, “Why is that?”
- Movies and TV shows like Superbad Bad, Project X, Euphoria, Shameless can show the effects drugs and alcohol can have on those around you, but they can also “normalize” their use and overuse.





### IV SAMPLE TALKING POINTS (CONT.)



- If you have family members– particularly men–that struggle with alcoholism or addiction, this can also impact how you might see alcohol and drugs as part and parcel of being a man or as a normal part of life.
- As men, you may feel like you always need to be self-reliant and that or leaning on others for support are considered weak. We understand that it can feel good to numb the pain with drinking or drugs.
- Excessive drinking or drugs can make us feel more alone or be less available to our loved ones. Let's all check in with ourselves, how we feel, and make as thoughtful choices for our wellbeing as possible.
- Together, we can work to support each other to deal with what's really going on. Needing to talk about being sad, angry, or anxious doesn't make us any less strong or capable.
- There are resources available on campus to support such as \_\_\_\_\_.  
[Share campus resources]



## V SAMPLE ACTIVITIES



### FOUR CORNERS: DRINKING AMONG MEN

*Label four corners of a room: Strongly Agree; Agree; Disagree; and Strongly Disagree. Read prompts one at a time, asking participants to move to the corner (or side) they align with. Discuss why participants chose their corner, then continue to the next prompts. Emphasize key talking points related to gender expectations, healthy and unhealthy drinking habits, emotional awareness, and support.*

#### Sample Prompts:

- I often feel pressure to drink from friends.
- I have been called names when I declined a drink or offer of a hit of something.
- If a guy doesn't want to drink, it means he's not manly enough.
- I often do or say things when I'm drunk or high that I wouldn't say sober.
- I often regret the things I do when I'm drunk or high the next day.



### MEDIA ANALYSIS: ALCOHOL ADVERTISING AND MASCULINITY

*Play an advertisement or other video with themes on manhood. Discuss the themes as a group.*

#### Sample Videos:

- [Miller Lite - MAN UP \(Superbowl\)](#)
- [Miller Lite - MAN UP \(2010\)](#)
- [Dos Equis - "Bromance"](#)

#### Sample Discussion Questions:

- What general messages do these ads send to the consumer? To men? To women?
- What do you consider to be a "masculine" drink? What about a "feminine" one? Where do you think these ideas came from?
- Do you think advertising has as much impact on how masculinity and alcohol are linked today? If not, what might be impacting it more?



## VI WORKSHOP RESOURCE LIBRARY



- **Curriculum:** Gender Messages in Alcohol Advertising - Media Smarts
- **Video:** Jordan Poyer Opens Up About His Battle with Alcoholism - The Players' Tribune
- **Video:** Breaking the Silence: Darren McFadden Opens Up About His Battle with Alcohol and Mental Health - 4th and 5
- **Video:** Former Warrior Chris Mullin shares experience overcoming alcohol abuse | HEADSTRONG - NBC Sports BA
- **Article:** Excessive Alcohol Use is a Risk to Men's Health - CDC
- **Article:** How toxic masculinity is linked to excessive drinking - Green Hill Recovery
- **Article:** Masculinity, Trauma, and Addiction: Breaking the Cycle of Toxic Masculinity to Get Men the Help They Need - St. Joseph's Institute
- **Research:** Gender and Intoxication: From Masculinity to Intersectionality - Geoffrey Hunt and Tamar Antin
- **Research:** Alcohol use by Athletes: Hierarchy, status, and Reciprocity - Harris, Jones, and Brown



# Workshop: Sexual Expectations, Consent, and Power

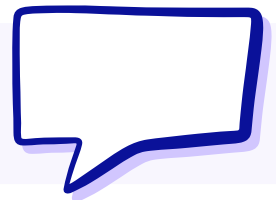
## I SAMPLE LEARNING OBJECTIVES



### LEARNERS WILL BE ABLE TO:

- Describe and give examples of the expectations placed on men around sex.
- Define the different elements of consent.
- Identify when they feel pressure during romantic and sexual relationships.
- Communicate effectively with romantic partners about consent.

## II SAMPLE INTRODUCTION



“Often, consent is talked about as something for men to ‘obtain’ from women. However, this makes consent out to be a ‘transaction’ and ignores the question of whether men consent to something, entirely. So, today, I want to have a more balanced conversation that looks deeper into the foundation of consent, the expectations that exist around sex for men, and what power has to do with this all.”



## III SAMPLE DISCUSSION QUESTIONS



- What education have you received about the topic of consent? What did you gain from it? What was challenging about it?
- What does consent mean to you?
- Have you ever felt pressured to “go along” with someone you didn’t want to do, romantically or intimately?
- What sexual experiences are boys and men expected to have? Where do we get these expectations from?
- Has anyone ever asked you for consent in a sexual situation?
- What do you agree and disagree with about how consent is discussed in school, media, or elsewhere?
- What are examples of how someone could talk someone into doing something they don’t want to do sexually or otherwise? Why do you think people do that?



## IV SAMPLE TALKING POINTS



- Consent is a topic that is often misunderstood. The purpose of discussing consent isn't to "limit" or "stifle" sexual connection. Consent is not just something to be "obtained."
- Consent is about communication and connection: How can what we say and what we do ensure that we and our partners feel safe, respected, cared for, and listened to?
- Consent is a tool. An acronym that can help us communicate effectively is [FRIES](#). This tool is not a scientific checklist. Rather it is a checklist for connection.
  - Freely-Given: There is no pressure, fear of judgment, or retaliation.
  - Reversible: We can change our minds. Kissing today doesn't mean it will feel OK tomorrow.
  - Informed: Making sure that we know what we are agreeing to.
  - Enthusiastic: Whether in friendships or sex, we should only do things we want to do, not what we're expected to do.
  - Specific: Agreeing to one thing (kissing) doesn't mean agreeing to another (sex).



## IV SAMPLE TALKING POINTS (CONT.)



- Coercion refers to “the practice of persuading someone to do something by use of force or threats” or by using hostile humor.
- For men, there are many social expectations that involve pressure and coercion, meaning that there are many ways our consent and trust are broken. If you aren’t strong enough, wealthy enough, romantically-successful enough, or your genitalia isn’t big enough, you are often belittled, shamed, and maligned.
- It is not consensual how men learn about sex. Whether from friends, songs, or pornography, there are unrealistic expectations that cannot be met.
- Men deserve to be asked for consent.
- Consent can look like: Asking how someone feels; Excitement and calmness in the body; Active listening.
- Coercion can look like: Showing disappointment if someone says ‘no’; Stress and tension in the body; Not asking about someone’s boundaries or preferences.



## V SAMPLE ACTIVITIES



### SPECTRUM ACTIVITY: WHERE DO YOU LAND ON CONSENT?

*Tell participants that you will provide a few scenarios. For each scenario, have them share (either with their hands, verbally, or moving around the room) if the scenario is consensual or not (1 being consensual; 10 being non-consensual). Then ask follow-up questions and discuss each scenario to parse out key factors and principles of consent.*

#### Sample Scenarios (and others):

- Sidney and Kai are dating. Sidney tells Kai that she likes it when he compliments her body. The next day, she overhears Kai telling his friends about her body in a way that feels uncomfortable. When she tells Kai this, he says, “I thought you liked when I complimented how you look?”



### RESEARCH BRAINSTORM: MESSAGES ON SEX FOR BOYS & MEN

*Instruct participants to take 20-30 minutes to brainstorm as many messages about sex that boys and men receive as possible. Prompt them to consider their own life experiences, family, friends, tv, songs, family, friends and social media.*

*Ask them to be as specific as possible and to use online research. Then, have participants share their findings. Take shared, visible notes. Finally, host a discussion about these messages and what lessons participants can take away.*

#### Sample Discussion Questions:

- What messages from this list have been most impactful in your life? Which are harmful? Which are healthy?
- What can we learn from these messages to help us be more connected and healthy?
- What can men do to prevent unrealistic or harmful expectations about sex (such as with friends, kids, and partners)?





## VI WORKSHOP RESOURCE LIBRARY



- **Toolkit:** Masculinity, Male Privilege & Consent Toolkit - me too.
- **Toolkit:** Consent Toolkit - Black Emotional and Mental Health Collective
- **Toolkit:** Male Athletics Playbook on Sexual Assault Prevention & Healthy Relationships - It's On Us
- **Toolkit:** Men4Change: Tackling and transforming harmful gendered norms and behaviours- University of Liverpool
- **Videos:** How Do You Know If Someone Wants to Have Sex with You? Using Consent Videos to Model Respect and Communication - National Sexual Violence Resource Center
- **Video:** Tea Consent
- **Video:** Why we need to change the way young men think about consent | Nathaniel Cole | TEDxLondonWomen
- **Video:** Men, Intimacy & The "Right to Sex" - Between The Scenes | The Daily Show
- **Article:** Your Gnarliest Questions About Consent, Answered - GQ
- **Research:** Educating Teenage Boys About Consent: The Law and Affirmative Consent in Boys' Socio-Sexual Cultures and Subjectivities



# Workshop: Dating

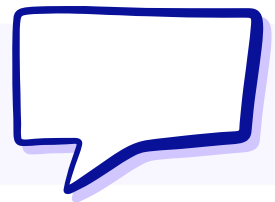
## I SAMPLE LEARNING OBJECTIVES



### LEARNERS WILL BE ABLE TO:

- Recognize when dating behaviors or habits are harmful.
- Explain the importance and value of discussing dating practices and experiences with peers.
- Apply dating practices that communicate respect, care, and integrity.

## II SAMPLE INTRODUCTION



“Beyond the stress that being in college brings with exams, new friendships, and adulthood, the subject of today is another big topic that most of us struggle with at some point: Dating. Between hookup culture, first dates, dating apps, and “ghosting,” figuring out the unspoken rules of college dating can seem like an impossible puzzle. That’s what we’re going to talk all about today! The purpose of today is to navigate that puzzle by discussing communication skills, boundaries, understanding desirable traits to partners, and more.”



### III SAMPLE DISCUSSION QUESTIONS



- With a show of hands, how many of you feel comfortable asking someone out? For those who hesitated to raise your hands, what about asking someone out makes you uncomfortable? And for those who did raise their hands, what's an example of how you would ask someone out?
- What do movies, TV, or social media tell men about how they can date successfully?
- Do you think men experience any particular challenges with dating? Why or why not?
- What terms are used to describe men when dating? For example, men who hook up with many people. Do you think these terms are fair?
- Who can tell me what ghosting is? Have any of you ever been ghosted? Ghosted someone? Why do you think that happened? Would you do anything differently?
- How do you usually handle breakups? When you're the one breaking up with someone? Other way around?
- How do you feel about dating apps? Thumbs up, middle, or down? Can a few people share why they voted the way they did and why? How do dating apps make you feel?
- What do you think is most attractive in dating profiles? What do you try to communicate through your dating profile?



## **IV** SAMPLE TALKING POINTS



- It can definitely be nerve wracking asking someone out on a first date, but it can be really simple. Try offering them a compliment about their outfit or making a note about a common interest.
- Not every 'ask out' will be successful. Rejection is a part of dating. While sometimes rejection might sting, be confident and remember that each rejection brings you one step closer to meeting someone who is right for you.
- Movies make it seem like women play "hard to get" and that men have to be persistent even if they are told no. However, respecting someone's decision is what it means to have integrity.
- It's okay and perfectly normal to be single! It's important to stay true to yourself and wait until you meet someone you really click with. In the meantime, put your energy into growing as a person, developing strong friends, and things you enjoy doing. These will help you be ready for the 'right' relationship.
- One of the reasons dating can be so confusing is that we're often not honest and direct about what we want and don't always know how to communicate those needs and desires. Get to know yourself—through things like talking to friends and therapy—so that you can be upfront with whomever you date.



## **IV SAMPLE TALKING POINTS (CONT.)**

- While common statements made about dating men like “men are trash” are too general, it’s worth understanding where this feeling might come from. Terms like “f-boy” and “soft-boy” express the real experience of men lying for sex or acting nice in many ways, but still belittling, demeaning, or being controlling.
- To counter these male stereotypes and treat people we date with respect... :
  - Communicate clearly if you want a committed relationship or not. Nobody is a mind reader!
  - Communicate when you’re no longer interested in pursuing a relationship with someone. It’s better to tell someone sooner rather than disappearing and leaving them feeling confused. “Ghosting” might seem like the easier way out and like you might be “protecting” the other person's feelings, but it can do the opposite.
- It can be tempting to rush into relationships. Setting boundaries from the beginning is important to keep the rest of our lives healthy. Talk through things like how often you’d like to see each other, what daily communication looks like, and how much time is split between each other and friends.
- When developing a dating profile, consider what the people you are interested in are looking for, not just what men see as the “ideal” man. For example, many women want men to know how to take care of themselves and be approachable, not just have big muscles.
- Breakups are painful, whether we as men express outwardly or not. Reach out to friends for support and do the same for them.



## V SAMPLE ACTIVITIES



### ANALYZING MEDIA: DATING APP SURVEY DISCUSSION

*Provide 10 minutes for participants to read, “[Study Reveals Biggest Dating App Mistakes and Tips for Guys.](#)” Ask participants to annotate the tips with questions and what that agreed or disagreed with. Host a discussion, emphasizing where people’s perceptions of desirable dating app habits come from as well as practical strategies for being successful with dating apps.*

#### Sample Discussion Questions:

- What strategies can we take to develop our dating profile and photos?
- What strategies can we take about how to message people we like?
- Are there any mistakes you’ve made listed in the article?



### FOUR CORNERS: DATING

*Label four corners of a room: Strongly Agree; Agree; Disagree; and Strongly Disagree. Read prompts one at a time. Ask people to move to the corner they align with. Discuss why participants chose their corner, then continue to the next prompts. At the end, discuss takeaways from the activity.*

#### Sample Prompts:

- The guy should always pay on the first date.
- You have a responsibility to tell someone you’re no longer interested in them.
- It’s implied that there will be physical intimacy after a first date.
- I enjoy using dating apps.
- The best way to get over a breakup is to get with someone else right away.

#### Sample Discussion Questions:

- How do you think it makes the person you’re dating feel when \_\_\_?
- What experiences led you to believe \_\_\_?
- Do you feel like your opinion on \_\_\_ might change?

**VI WORKSHOP RESOURCE LIBRARY**

- **Video:** Trevor Noah on “Men, Intimacy & The ‘Right to Sex’” - The Daily Show
- **Report:** Young women often face sexual harassment online – including on dating sites and apps - Pew Research Center
- **Report:** Online Harassment 2017 - Pew Research Center
- **Article:** How to Navigate the Complicated World of College Dating - Very Well Mind
- **Article:** How to Know if Hooking Up Is Right for You and Your Mental Health - AskMen
- **Article:** How to Be an Ethical Hookup Partner | Teen Vogue
- **Article:** The Healthy Alternative to Ghosting - One Love Foundation
- **Article:** Tinder and the Dawn of the “Dating Apocalypse” - Vanity Fair
- **Article:** The darkest side of online dating - BBC



# Workshop: Stalking & Digital Relationships

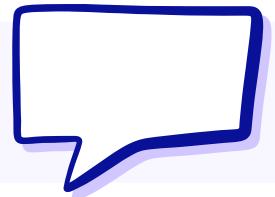
## I SAMPLE LEARNING OBJECTIVES



### LEARNERS WILL BE ABLE TO:

- Describe and give examples of stalking.
- Recognize when behaviors in pop culture and movies are harmful and not “romantic.”
- Restate in their own words why digital boundaries are important to set in a relationship.
- Contrast healthy digital behaviors versus unhealthy ones.

## II SAMPLE INTRODUCTION



“Some of you may have seen romantic comedy movies like “[Say Anything](#),” where the guy shows up in the middle of the night with a boombox outside of his ex-girlfriend’s window to play her “their song.” This portrays this act as really romantic. However, behaviors like this are actually more alarming than might often be thought and raise the question of: When does being “persistent” cross the line towards abuse? This is why today we’re going to talk about stalking and how talking about expectations in digital relationships can be an important first step.”





### III SAMPLE DISCUSSION QUESTIONS



- Who can tell me what they think “stalking” means? Who do you think it happens to?
- What are some examples of stalking?
- Where do you draw the line between being “persistent” and “stalking?”
- Do you feel like sharing your location with someone you’re dating is necessary? What about friends? Family?
- Do you feel like if you’re dating someone they should respond to you right away? Why or why not?
- How do you feel about your partner having the password to your phone or social media accounts?



## **IV** SAMPLE TALKING POINTS



- Defining stalking: [\[SPARC\]](#)
  - What is it? “A pattern of behavior directed at a specific person that would cause a reasonable person to fear for the person’s safety or the safety of others; or suffer substantial emotional distress.”
  - Stalking can happen to anyone of any gender, but “the majority of stalking victims are female. It is estimated that 1 in 3 women and 1 in 6 men will experience stalking in their lifetime.”
  - Stalking is serious. It can lead to mental health challenges, difficulty in school, and even suicide.
- While being somewhat “persistent” is OK, it’s critical to understand that repeated unwanted behavior is not OK. We can understand this boundary by asking someone if our behavior is OK with them and reading body language.
- It is a reality that men are [more likely](#) to stalk than women. This is not to black, shame, or attack, Rather, let’s ask why this is the case? For example, men learn from places like the media, TV, and movies that “never giving up” is romantic.
- Stalking can be misinterpreted or reframed as a way to “show love.” This is manipulative, though. Let’s walk through with some other examples of harmful, stalking behavior: [\[One Love Foundation | Inside the Mind of a Stalker\]](#)



## **IV SAMPLE TALKING POINTS (CONT.)**

- [Guilting you or inventing] emergencies to elicit sympathy. Example: “Why are you doing this to me? Don’t you care about me?”
  - [Making] empty promises to prolong contact. Example: “This is the last time, I swear. I just need closure.”
  - [Blackmailing], no matter how far of a stretch. Example: “I’ll tell your boss about the time you called in sick.”
  - [Twisting] your words to suit their agenda. Example: “I know that you really do love me and that your friends are just trying to brainwash you against me.”
  - [Giving] expensive or elaborate gifts with strings attached. Example: “After all I’ve done for you...”
- 
- Trust how you feel and be aware of your actions or those of friends. If someone continually violates your boundaries, showing up unannounced and texting you nonstop when you haven’t replied, these are warning signs.
  - There are resources on campus for you or anyone you know experiencing uncomfortable repeated contact or stalking.
  - One way we can prevent stalking is by respecting digital boundaries, communicating proactively, and teaching our friends to do the same: For example:
    - How often do you feel comfortable texting/calling?
    - At what point do we feel comfortable tagging each other in photos?
    - Are there conversations you would rather have in person than over text?



## V SAMPLE ACTIVITIES



### **EPISODE OR VIDEO SCREENING: “YOU” OR “THERE’S SOMETHING ABOUT MARY”:**

*Screen an episode of “You” or the film, “There’s Something About Mary.” Discuss the relationship dynamics and where stalking was present.*

#### **Sample Discussion Questions ([SPARC Discussion Guides](#)):**

- What kind of behaviors in the film would be considered stalking?
- Are there ways that the film portrayed stalking in a positive light?
- Do you think if this were happening in real life and not a movie people would gloss over it as much?



### **CONCENTRIC CIRCLES: DIGITAL RELATIONSHIPS**

*Set up to two circles or rows of chairs facing each other. Instruct participants to sit in the chairs and that you will have a few rounds of one-on-*

*one discussions for 3-4 minutes each using a prompt. Rotate partners after each prompt so that everyone has the chance to connect with different people. Ensure both individuals have the chance to share during each round.*

#### **Sample Prompts:**

- Have you ever experienced or heard of uncomfortable or unwanted messages over Instagram or Snapchat? If so, what was uncomfortable about them?
- What do you wish was different about digital communication around dating?
- How do you feel about location sharing with a romantic partner? What are the pros and cons?



## **VI** WORKSHOP RESOURCE LIBRARY



- **Video:** Relationship and Technology - AMAZE
- **Video:** Stalking Awareness Videos | Stalking Awareness & Prevention | SPARC
- **Article:** On-Campus Resources for Stalking: How Safe Do You Feel On Campus? - One Love Foundation
- **Article:** Inside the Mind of a Stalker - One Love Foundation
- **Article:** 10 "Romantic" Movies that Present Stalking as Love - Screen Rant
- **Article:** How often should you communicate digitally? - One Love Foundation
- **Article:** The Psychology of Stalking - VICE
- **Research:** Majoring in stalking: Exploring stalking experiences between college students and the general public | Crime Victims' Institute College of Criminal Justice Sam Houston State University



# Workshop: Rejection

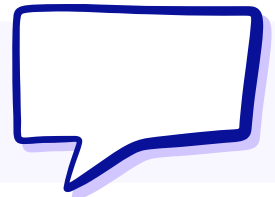
## I SAMPLE LEARNING OBJECTIVES



### LEARNERS WILL BE ABLE TO:

- Identify healthy and unhealthy ways of handling rejection.
- Give examples of how to break up with someone in an empathetic manner.
- Summarize the connections between gender expectations for men and rejection.

## II SAMPLE INTRODUCTION



“For better or for worse, rejection is a universal experience that we all go through. From a show of hands, who here has been rejected? It could be anything from asking someone out to not making it onto a team. Navigating rejection can definitely feel tough at times and like a blow to our confidence. But the truth is that rejection is normal and not everyone gets everything they want. There are healthy ways to deal with getting broken up with and respectful ways of breaking up with someone else. We’re going to talk more about that today.”



## III SAMPLE DISCUSSION QUESTIONS



- What are stereotypes around rejection and breakups that we see from TV and movies?
- Do you think being rejected or broken up with as a man brings up particular feelings or connotations?
- Think of a time in your life you were rejected or broken up with:
  - What are some feelings and emotions that came up for you? How did you handle it in the days afterwards?
  - Did you get support from friends, family or others after? How so? Or, why not?
  - How do you usually react when someone rejects you? Do you accept their decision or try to counter it?
  - Did you learn any lessons from that time? Are there any lessons to be learned from rejection in general? If so, what are some examples?
- Have you ever seen guys react negatively to rejection? What did they do and why do you think they responded that way?
- Have you ever had to reject someone? How did you feel about it? Do you wish you'd done anything differently?



## IV SAMPLE TALKING POINTS



- The feeling of rejection can come from many places. One common place for men is a sense of loss of control or a sense of failure as a man as they are told that they need to be in the driver's seat at all times.
- It can be a blow to our confidence when things don't go our way, but it is never okay or helpful to react with defensiveness, personal insults and anger, or even worse violence and revenge.
- Try to respond with respect. This can be a true show of your character if you're able to respond to rejection with respect and accept the other person's.
  - Remind yourself of your positive qualities.
  - Take some time to reflect.
  - Surround yourself with people you enjoy spending time with and who care about you.
  - Spend time doing activities that you enjoy and that make you feel confident!





## IV SAMPLE TALKING POINTS (CONT.)



- Consider the saying: “Rejection is redirection!” Rejection gives us a new opportunity to find a better fit for our lives, whether that be a person or job. Reframing rejection in this way can be helpful and can help it serve as a source of personal growth.
- Rejection is especially hard if we feel that “who we are” is being judged. However, “who we are” can change. Take what you can from the experience and leave behind what is not useful.
- Having to turn someone down is also not a fun position to be in. Consider these strategies:
  - Be direct with your feelings. Delaying a decision causes more hurt for the other person.
  - Remember to consider how that person may feel. Communicate with them how you would want to be if you were on the receiving end.
- Right after rejection is a common time for people to lash out and sometimes hurt the other person, either emotionally or physically. Watch out for potential warning signs of abusive behavior like stalking.
- Let’s work to support our friends and hold them accountable to the standards of integrity that we believe in.



## V SAMPLE ACTIVITIES



### SCENARIOS ROLE PLAY: REJECTION

*Share one scenario at a time. Ask the pairs to practice how they would respond to the scenarios. Ask follow-up questions to prompt deeper reflection on participants actions and feelings. Finally, summarize key ideas or best practices on handling rejection.*

#### Sample Scenarios:

- Person 1 tells Person 2 that they're not interested in pursuing things further with them after going on a few dates.
- Person 1 tells Person 2 that they got cut from the fraternity recruitment process. Person 2 is upset and lashes out verbally at Person 1.

#### Sample Discussion Questions:

- Did your partner respond differently than how you would've in that situation?
- Did you find it challenging to form a response or deliver the rejection?
- How can we approach rejection in the healthiest way possible?



### VIDEO SCREENING & DISCUSSION: REJECTION

*Show the video, "What I learned from 100 days of rejection." Host a discussion with the group.*

#### Sample Discussion Questions:

- Do you feel comfortable or uncomfortable asking for things you know you might not get? Why?
- Did listening to Jiang change your perspective on rejection at all? If so, how?
- What's one thing you've been afraid to do because of fear of rejection? Do you feel more likely to do it after watching this video?



## VI WORKSHOP RESOURCE LIBRARY



- **Video:** Dealing With Rejection: What's the Best Way? - AMAZE Org
- **Video:** Therapist Reacts to Couples Trying to Save Their Relationships - Healthline Mental Health
- **Video:** How To Deal With Rejection - AMAZE Org
- **Article:** A Crash Course In Handling Rejection - One Love Foundation
- **Article:** 6 things to do after a breakup - University of Colorado Boulder
- **Article:** 6 Ways to Maintain Your Mental Health During a Break-Up - One Love Foundation
- **Reddit Thread:** In case you wanted some examples of male entitlement, or why I broke off my relationship
- **Research:** Men, relationships and partner-initiated break-ups: A narrative analysis - Olife, et al.



# Workshop: Culture, Family History, and Masculinity

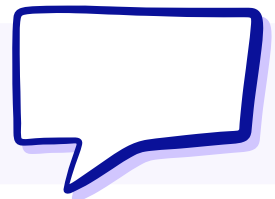
## I SAMPLE LEARNING OBJECTIVES



### LEARNERS WILL BE ABLE TO:

- Discuss more comfortably with their peers how the messages they received about manhood were shaped by their culture, ethnicity, and race.
- Give examples of how other men's cultural backgrounds impact how they understand what it means to "be a man."
- Summarize how different historical contexts impact the characteristics of what it means to be "be a man."

## II SAMPLE INTRODUCTION



"It can be hard to talk openly about how the families and cultures we come from have shaped us. To be the men that we want to be, though, requires us to reflect on the good and the bad of what we were told it means to be men.

Today, we're going to take the time to learn about each other, our family histories, and cultures more."



### III SAMPLE DISCUSSION QUESTIONS



- What does “culture” mean to you? What values are emphasized in your culture or family?
- How did you come to your understanding of what it means to be a man? Who or what influenced that?
- How do you think perceptions of masculinity are passed down from generation to generation? Do you feel they’ve changed very much?
- What are the responses to showing vulnerability or emotions other than anger in your culture or upbringing?
- What does the conversation around men’s mental health look like in your culture or community? Has that impacted how you view your own emotions?
- What are some ways that you could begin to change perceptions of masculinity in your culture or family? Are there certain conversations you’d like to have?
- What differences exist between men in terms of their cultures and identities? Is it difficult to have conversations about these differences?



### IV SAMPLE TALKING POINTS



- From an early age, culture informs how we view the world and how we behave. This includes how we view gender and our family roles.
  - Example: In Latinx cultures, “machismo” is often a traditional component of culture that enforces gender hierarchy both within the household and broader culture. Machismo culture typically places emphasis on men being dominant, unemotional, breadwinners, and exhibiting sexual prowess. Not all components of machismo are necessarily problematic. Bravery is another value machismo emphasizes, and bravery definitely isn’t a bad thing.
- Oftentimes, we aren’t conscious of how our family members impact our views on what it means to “be a man” or be “unmanly.” As kids, many of our caregivers told us to “man up” and not shed any tears. Or, they told us we had to fight to defend ourselves. Or, they told us to be proper and not get into trouble to beat the stereotypes made about us. These messages shape us as adults: How we see crying; How we see communication; and How we see success.



### IV SAMPLE TALKING POINTS (CONT.)



- There are a lot of reasons why men of color are less likely to both seek out and receive mental health support – much to do with systemic inequalities, provider bias, and also stigma about mental health within communities of color.
- If we don't understand the histories that each of our cultures and communities have faced, it is hard to build authentic relationships with one another. In addition to understanding each other's' cultural histories, it's vital to acknowledge power, discrimination, and approach our conversations with [cultural humility](#). Not all men have the same experiences. Let's try to be aware of what we might not be aware of, not make assumptions, and recognize, in particular, that our race, sexuality, class, and ability-status impact how we see being men.



## V SAMPLE ACTIVITIES



### VIDEO SCREENING & DISCUSSION: SACRED MANHOOD

View the [Sacred Manhood: An Intergenerational Conversation on Trauma and Healing for Boys and Men of Color](#) video (or ask participants to view it ahead of time). Consider selecting clips instead of the whole video, too. Host a discussion on the concepts of family history and culture surrounding masculinity.

#### Sample Discussion Questions:

- What parts of the presenters' stories did you connect with?
- Do you wish there were more spaces available for men who share the same race as you?
- What differences did you notice between the presenters' cultural experiences?



### CONCENTRIC CIRCLES: CULTURAL HISTORY

*Set up to two circles or rows of chairs facing each other. Instruct participants to sit in the chairs and that you will have a few rounds of one-on-one discussions for 3-4 minutes each using a prompt. Rotate partners after each prompt so that everyone has the chance to connect with different people. Ensure both individuals have the chance to share during each round.*

#### Sample Discussion Prompts:

- What did you learn it means to “be a man” from your family? Have any messages been passed down across generations?
- Are there experiences that you think are specific to men in your racial or ethnic group?
- What do you think are the biggest cultural differences between men? Why?





## VI WORKSHOP RESOURCE LIBRARY



- **Workshops:** RISE
- **Workshop:** Exploring Where I'm From - Facing History & Ourselves
- **Workshop:** Mainstream & Margin - Training for Change
- **Handout:** Power/Non-Power Chart - Tri-County Domestic & Sexual Violence Intervention Network
- **Video:** Intersectionality - AMAZE Org
- **Video:** Sacred Manhood: An Intergenerational Conversation on Trauma and Healing for Boys and Men of Color - Bioneers
- **Video:** Masculinity Legacy EP 4. Generations - The Center for Cultural Power
- **Video:** Latino Men Talk About Vulnerability - Pero Like
- **Video:** Intergenerational Stories of Black Masculinity - Museum of the African Diaspora
- **Article:** What is Toxic Masculinity and How Does Culture Contribute to it? | by Udara Jayawardena



# Supplement: Culturally & Community-Specific Workshop Resources

## I BLACK MEN

- **Toolkit:** The Barbershop Toolbox | HeForShe
- **Curriculum:** It's Your Business: HBCU Bystander Intervention Curriculum - Black Women's Blueprint
- **Program:** Black Masculinity (Re)Imagined - Black Emotional and Mental Health Collective
- **Program:** Sleeves Up, Violence Out - 100 Black Men of America, Inc.
- **Video:** Mental Health | S2E1 | Men's Round Table | A Black Love Series
- **Virtual Affinity Spaces:** A Call to Men
- **Organization:** Ujima: The National Center on Violence Against Women in the Black Community
- **Organization:** YBMen Project
- **Organization:** 100 Black Men of America, Inc.
- **Organization:** Black Emotional and Mental Health Collective



## **II NATIVE MEN**

- **Program:** Engaging Native Men and Boys | Minnesota Indian Women's Sexual Assault Coalition
- **Program:** Kizhaay Anishinaabe Niin - Encouraging Indigenous Men to End Violence Against Indigenous Women
- **Campaign:** We Are All Sacred: Prevent Sexual Violence - Minnesota Indian Women's Sexual Assault Coalition
- **Article:** For Indigenous men, masculinity can be a 'glass ceiling' of sorts, professor says | CBC Radio
- **Video:** Okicitawak: Worthy young men - perceptions of Indigenous manhood | Keestin O'Dell | TEDxMacEwanU
- **Video:** Indigenous Masculinity With Elder Gerry Oleman & Aaron Nelson-Moody - UBC Learning Circle
- **Virtual Affinity Spaces:** A Call to Men
- **Research:** “Where are the Brothers?” Native Hawaiian Males and Higher Education - Loea Akiona
- **Research:** Domestic Violence, Sexual Violence, and Human Trafficking in Native Hawaiian Communities
- **Organization:** Wica Agli
- **Organization:** Mending the Sacred Hoop
- **Organization:** National Indigenous Women's Resource Center



**III**

**LATINO MEN**

- **Curriculum:** El Camino: A Goal-setting Sexual Health Promotion Program - Child Trends
- **Workshop:** El Hombre Noble - Sacred Manhood - National Compadres Network
- **Videos:** Latino men in the movement to end gender-based violence podcast - Esperanza United
- **Video:** Machismo hurts men too | Alejandro Jimenez | TEDxMileHigh
- **Video:** Latino Men Talk About Vulnerability - Pero Like
- **Article:** Understanding Machismo: Challenging Stereotypes and Mental Health Implications in the Hispanic Community - Pennsylvania Psychiatric Institute
- **Virtual Affinity Spaces:** A Call to Men
- **Organization:** National Compadres Network
- **Organization:** Latinos United for Peace and Equity
- **Organization:** Esperanza United



### **III ASIAN MEN**

- **Workshops:** South Asian Sexual & Mental Health Alliance
- **Article:** How America tells me and other Asian American men we're not attractive | The Seattle Times
- **Article:** Why Asian Americans Don't Seek Help for Mental Illness | McLean Hospital
- **Article:** Asian American masculinity is being increasingly celebrated. But many men still face stereotyping - Washington Post
- **Article:** Where South Asian Men Process Trauma - Asian American Writers Workshop
- **Virtual Affinity Spaces:** A Call to Men
- **Report:** Engaging Asian Men: Divesting from Gender Violence; Investing in Gender Equality, 2013 - Asian Pacific Institute on Gender-Based Violence
- **Research:** Engaging Men to End Domestic Violence in South Asian Communities in the United States - Ramesh Awasthi
- **Organization:** Asian Pacific Institute on Gender-Based Violence
- **Organization:** Asian Mental Health Collective



### **III WHITE MEN**

- **Video:** White Men: Time to Discover Your Cultural Blind Spots | Michael Welp | TEDxBend
- **Article:** White Men Are Feeling Left Out Of Diversity, Equity, & Inclusion. Why Should We Care and What Should We Do? - Forbes
- **Research:** Challenging Heterosexual White College Men to Engage in Campus Diversity Efforts: An Orientation Imperative
- **Research:** “It's hard to speak up”: Lessons learned from engaging U.S. white college men in conversations on racism - Vianden & Gruber
- **Organization:** White Men as Allies Learning Lab

### **IV DISABLED MEN**

- **Curriculum:** UNIT 3 DISABLED MASCULINITY - Renu Addlakha
- **Video:** Masculinity and Disability - Oliver Lam Watson
- **Video:** Disabilities and masculinity (Episode 3; Season 1) - Men Who Take Baths
- **Research:** Physical Disability and Masculinity: Hegemony and Exclusion | - Leslie Swartz, Bongani Mapumulo & Poul
- **Research:** Perceptions of Manhood and Masculinities Among Disabled Violently Injured Black Men in a Hospital-Based Violence Intervention Program - Rutgers



**V**

**LGBTQ+ Men**

- **Curriculum:** Taking Pride: A Healthy Relationships Workshop Series Created for Youth by Youth - University of British Columbia
- **Video:** Journeys Through Trans Masculinity - As/Is
- **Video:** Can I Be a Trans Man and Still Have Privilege? Jameela Jamil
- **Video:** 'The Day Ahead' looks at LGBTQ domestic violence - Newsy
- **Article:** Our Stories [of Abuse in LGBTQ+ Relationships] - Say It Out Loud
- **Article:** Relationship Abuse among LGBTQIA\* Communities - One Love Foundation
- **Article:** Gay Men's Obsession with Masculinity Is Hurting Their Mental Health | Them
- **Article:** Transgender Men See Sexism From Both Sides - TIME Magazine
- **Research:** Conformity to Masculinity Norms and Mental Health Outcomes Among Gay, Bisexual, Trans, Two-Spirit, and Queer Men and Non-Binary Individuals - Cooper, et al.
- **Organization:** Say It Out Loud
- **Organization:** The Trevor Project