



# Modern Masculinity Training Institute

Reducing Sexism and Violence Program™

Online Training Companion Packet Sessions 1-3

# About Maine Boys To Men

**We envision a world where people of all genders are equally valued, respected, and safe.** Our mission is to end all forms of male violence and self-harm and advance gender equity by supporting the development of self-aware, empathetic boys and men. Boys and men are bombarded by narrow, confusing, and often destructive messages about what masculinity is and isn't, contributing to a culture of self-harm, disrespect, and violence against others. Our unique set of workshop experiences, rooted in a broader view of masculinity and gender as a whole, empower all people to notice and intervene long before situations become harmful or violent.

## **It Works**

We know our programs work because they are grounded in extensive research, practice, and 3rd party evidence. For example, a recent evaluation of our work in middle schools, led by the University of New Hampshire's Prevention Innovations Research Center, demonstrated a significant decrease in the endorsement of attitudes supporting male power and privilege, a self-reported increase in emotional awareness, and a significant increase in the endorsement of gender equity in relationships! Third party evaluations of our work in high schools, including a multi-year study by The Maine Center for Public Health, showed changes in attitudes, behaviors, and beliefs about sexism, sexual harassment, and gender-based violence and validated that participants leave with a greater willingness to play an active role in disrupting situations that could otherwise lead to violence.

## **Where We're Headed**

Maine Boys to Men is a local organization that has earned national and international attention. We have been partially funded through a 6-year partnership with the Department of Justice Office on Violence against Women (OVW). This has brought national attention to our unique and effective violence prevention strategy that starts with the healthy development of boys and involves entire communities. As we respond to significantly increased demand for our work, we are more formally training others to deliver our programs while using our direct program delivery within Greater Portland to inform and further strengthen our curriculums

## **Youth Led, Youth Informed**

Our workshops are a springboard for change and the impact is amplified as youth leaders bring this important work to their communities. Our comprehensive youth engagement strategy empowers trained youth as valued leaders who drive change by working with peers and adults within their communities. They are truly driving the change that we envision. Our Youth Advisory Council, made up of 15 student leaders across multiple communities, brings an important voice and perspective to the development and direction of our programs.

**Boys Are Not Broken**

Our approach is grounded by the belief that it is not the boys, but rather the culture in which they live and grow, that is in need of repair. All boys have the potential to become emotionally healthy, respectful, non-violent men, but are often led in different directions by narrow, confusing, and destructive messages about masculinity. While holding boys and men to a higher degree of individual accountability, we also put an appropriate level of focus on the environment—families, schools, community organizations, and peer culture—as key ingredients of change in the lives of boys.

**Purpose Of Training**

When role models and students are able to partner, it creates ripples through our communities that drives positive change over a lifetime. To support this collaboration, we are providing tools to create meaningful change around the topic areas of gender roles, sources of violent behavior, and methods for interrupting violence. Together, we feel confident we can create communities of safety, inclusivity, play, compassion, and healthy competition for the youth we serve.

**Purpose Of This Companion Packet**

This companion packet is for use in conjunction with the Maine Boys to Men Modern Masculinity Training Institute, Reducing Sexism and Violence Program™ online training. These resources and notes are to assist in making sure important topics and information are highlighted for attendees and to help allow for reflection on the material covered by Maine Boys to Men during the training sessions.

**Course Overview**

**Session 1) Building Support and Safety, "Why Boys?" ----- Page 4**

**Session 2) Middle School Module 1: Gender Stereotypes ----- Page 8**

**Session 3) Middle School Module 2: Empathy and Consent----- Page 12**

# Session 1: Building Support and Safety

## *"Why Boys?"*

### **Rope Activity**

Please state the following;

- 1) Your name and pronouns
- 2) What do you teach/coach and where?
- 3) What brings you to this training today?

### **Permission Slip**

I give myself permission to be imperfect.

Complicated issues do not always have one correct answer, so I give myself permission to be incorrect.

I know best my own experience, and I will put myself and my safety first by only sharing what I feel comfortable with.

I have permission to struggle with these topics and be upfront and honest about my feelings.

I do not have to feel guilty about who I am, what I have been taught, and what my experiences are.

I will remain mindful that my experience may differ from others.

I have the right to state my opinion and will respect the opinions of others by using kind language.

I will respect the privacy of those in the room and agree that what is shared personally in this room will stay in this room.

I will speak from my own experience using "I" statements.

I can choose to seek support before, during, or after our time together.

**Is there anything missing, or anything you would like to add to the Permission Slip?**

**Signature:**

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## Support & Safety



Text **TEEN** to 839863  
Trained teen support  
BEFORE problems  
become a crisis



**Sexual Assault Response  
Services of Southern Maine**  
Helpline: 1-800-871-7741  
[sarssm.org](http://sarssm.org)



Text **HOME** to 741741  
24/7 support for  
anyone in crisis



**National Suicide Prevention**  
Lifeline: 1-800-273-8255  
[SuicidePreventionLifeLine.org](http://SuicidePreventionLifeLine.org)



Text **LOVEIS** to 22522  
Chat with someone  
about your relationship



**Domestic Violence Resource**  
Helpline: 1-800-537-6066  
[ThroughTheseDoors.org](http://ThroughTheseDoors.org)

## Self Care

Self-care looks different for everyone. Being patient with ourselves and taking the time and space necessary is important for everyone.

### This may look like:

- Feeling your feet on the ground
- Standing and stretching
- Grabbing a drink of water
- Turning your camera off for 30 seconds and focusing on your breath

## Breakout Room

### Who's In The Room?

- What do you think Middle School-aged boys might be thinking about us?
- What do you think Middle School-aged boys think we are thinking about them?
- What assumptions might we have about Middle School-aged boys?

## The Mask You Live In Notes

Take two minutes to reflect on the clip we just watched

- What is one thing you can relate to in this clip?
- How does this relate to your work?

### "Man Up"

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### "Gender Differences"

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## **Breakout Room**

### **Reflection Exercise**

- Share your reflections with the group

## **Dominant Vs. Counter Story**

### **Dominant Story**

- The dominant narrative is an explanation or story that is told in service of the dominant culture's interests and ideologies

### **Counter Story**

- A counter story is a narrative that resists the dominant story and offers a positive alternative
- A counter story of masculinity would help to develop a healthier masculinity and promote more diverse expressions and actions in men

## **Coming Up Next Session**

### **Middle School Module 1**

- Exploring gender stereotypes through the lens of toys
- Q&A, storytelling and application

# Session 2: Middle School Module 1

## *Gender Stereotypes*

### **Breakout Room**

What are you noticing about gender in our society?

### **Why Middle School Module 1 Is Important**

- Discuss support/safety, selfcare
- Give permission for boys to take these topics seriously
- Look at gender through lens of toys
- Have fun!

### **Middle School Content Below**

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### **Why We're Here**

Maine Boys to Men envisions a world where people of all genders are equally valued, respected, and safe.

- Build a connected, engaged, and supportive community
- Elevate the leader within each of you
- Empower you to act against harassment, violence / abuse
- Support you in building a thriving community

### **Lesson Goals**

- Familiarize ourselves with resources that we can access for support
- Understand stereotypes and their impact
- Discuss how stereotypes influence gender roles.



## Birthday Parties!

- What toy will you get for a gift?
- How did you come up with that idea?
- How do you know they will like the gift you chose?

**Party #1, 3rd Grade Boy**

**Party #2, 3rd Grade Girl**

[illegible]

## Closing Activity

## Head, Heart, Feet

- What's something you're thinking about or have learned as a result of our time together?
- What's something you're feeling as a result of our time together?
- What's something you're motivated to do as a result of our time together?

## End of Middle School Content

## Breakout Room

How do you see the content in this module applying to your community?

## Coming Up Next Session

## Middle School Module 2

- Introduce the basics of boundaries, consent, and empathy as the foundation of violence prevention
- Q&A, storytelling and application

## Middle School Module 1 Notes

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

# Session 3: Middle School Module 2

## *Empathy & Consent*

### **Breakout Room**

What are you noticing in your community around unwanted touch and attention? (in person or online)

### **Why Middle School Module 2 Is Important**

- Empathy as the foundation of violence prevention
- Opportunity to strengthen our connection to participants and invite deeper reflections into some heavier topics
- To start to practice skills
- Introduce the basics of consent and boundaries

### **Middle School Content Below**

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### **Why We're Here**

Maine Boys to Men envisions a world where people of all genders are equally valued, respected, and safe.

- Build a connected, engaged, and supportive community
- Elevate the leader within each of you
- Empower you to act against harassment, violence / abuse
- Support you in building a thriving community

### **Lesson Goals**

- Understand empathy and why it is important
- Understand consent and why it is important
- Consider how empathy and consent are connected, and their value in building a safe school environment.

## Mirror Mirror Partner Activity

- Stand face to face with your partner
- One person will lead and the other will be the mirror
- The leader will make movements and the mirror will mimic those movements
- Follow along as closely as you can, and then we will switch in 45 seconds

## Answers We Often Hear From Students

Explain what these skills have to do with practicing empathy.

- Really paying attention
- Reading body language
- Not going too fast/fool the other person

## The Importance of Empathy Notes

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## **Three Main Points**

### **Be Observant of Others**

- Curiosity about others is the first step to expanding your empathy

### **Use Active Listening**

- You don't need to share someone's opinion in order to understand it and acknowledge it, and listening will help inform and expand your own opinion

### **Open Up & Share**

- Open up about your own feelings and experiences, empathy is a two way street that is built upon mutual understanding

## **What Is Affirmative Consent?**

- Ask for definition of consent from participants, and hear feedback.
- Definitions should animate in. Ask a participant to read definitions. Then ask participants to identify parts that stood out to them.
- Danny and Chris do role play about sip of water. Danny asks for a sip, Chris says no. Danny tries to convince him, and Chris stays strong. Danny guilts him into giving him sip. Much to his chagrin, Chris relinquishes water.
- Danny asks if that was consent. Chris said yes, so what was wrong with it? What part of definition did that not meet? Hear feedback from students.
- Say we will now do an activity to practice consent..

## **Wave, Handshake, Hug**

### **Three Rules:**

- Completely silent
- Choose one of three greetings: Wave, Handshake, or Hug
- Default to whoever offers least amount of contact;
- hug + hug = hug
- wave + handshake = wave
- hug + handshake = handshake

## Questions to Ask Students

- As participants return to seats, ask how it went. Ask why the 3rd rule is there? - This is because we don't want to make anyone feel uncomfortable.
- Ask how many hugs they saw. Connect what they saw to empathy. Ask if participants think a room full of girls would hug more. What does a hug show? <- empathy/connection
- Ask how this relates to romantic relationships. Usually we don't get many responses. Danny gives an example of going on a date, getting pizza and watching a movie. As Danny is walking this person home, he really wants a kiss. How does Danny know if the person wants to kiss him too? (answers about leaning in (90/10), sending it, etc.). Ask what happens if the other person didn't want to be kissed, how would that other person feel? > Hurt/violated/unsafe
- Ask if the relationship is going up or going down at that point? How do we prevent this discomfort from occurring? You could ASK!
- Get answers about it being awkward. Contrast that to discomfort due to 'sending it'. Talk about how asking doesn't have to be awkward. Awkward vs. uncomfortable... awkward probably a lot better. This is a tough part to facilitate and facilitators can get sucked into difficult conversation. Don't gender the people in these stories. MS boys might respond with genders, but don't do it as a facilitator.

## Consent, It's As Simple As Tea Notes

Preface: talk about how we're about to watch a video about consent and sex. There might be parts that are funny or awkward. \*\*\*Note: There are inappropriate versions of this video on youtube. Make sure you are using the clean version.

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## What You Need for Affirmative Consent: G.E.A.R.

Ask participants to read each part of the acronym. Talk about the importance of each point, tie it back to water bottle interaction between Danny and Chris. For “reversible” in particular, you can talk about wave/handshake/hug activity, and how you might be engaged in a hug and then decide you don't like it.

Ask how are empathy and consent related? Empathy and consent show that we are listening to the other person, we care how they feel, and shows respect for the other person by opening up about boundaries.

## End of Middle School Content

## Breakout Room

How do you see the content in this module applying to your community?

## Coming Up Next Session

## Middle School Module 3

- Beyond the binary; Narrow masculinity
- Q&A, storytelling and application

## Middle School Module 2 Notes

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Thank You For Attending Sessions 1-3!

## Stay Connected:

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**Instagram:** @MaineBoys2Men - **Facebook:** @MaineBoysToMen

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