



Modern Masculinity Training Institute

Reducing Sexism and Violence Program™

Online Training Companion Packet Sessions 4-6

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Purpose Of Training

When role models and students are able to partner, it creates ripples through our communities that drive 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

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Session 4: Beyond the Binary

Narrow Masculinity

Breakout Room

Connecting Question

- Can you think of a time in your life when you felt like you had to perform gender in a way that did not feel good?
- How did it make you feel?

Why Middle School Module 3 Is Important

- Teach how masculine stereotypes can be harmful to self and others
- Identify the pressures placed on boys and men to express a narrow form of masculinity (dehumanizing).
- Provide gender definitions
- Encourage students to express their expansive whole human selves

Middle School Content Below

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

- Learn about gender, and how it differs from sex, and sexual orientation
- Explore the stereotypes of masculinity, and the impact they have on boys and men
- Share and discuss our own stories involving masculinity

Would You Rather Activity

Put rope on the floor in the shape of two boxes, say we're going to play a game of would you rather. There are only three rules to this game:

- Listen to the facilitator read a scenario
- Make your choice by standing in one of the two boxes
- You must choose one of the two boxes

Scenarios:

- If you had to choose one pair of footwear to wear for an entire year, would you rather wear: #1 sandals or slides, or #2 boots? - Ask participants why they chose what they chose.
- If you had to choose a concert ticket, would you rather go to a: #1 Taylor Swift concert, or #2 a Justin Bieber concert? - Ask participants why they chose what they chose.
- You failed a test at school, when you get home would you rather: #1 Call/text a friend to talk about it, or #2 light the test on fire? (Thinking of stereotypes about doing poorly in school, violent reactions)

Debrief:

- Ask how did it feel to have limited options?
- Ask how would you define a binary?
- Ask what options does the gender binary provide? Circle back to toy activity, boys and girls aisles. Say that MB2M doesn't believe in the binary, but we work within it because it's useful as a way to explore gender stereotypes, etc.

What Is Gender?

Ask participants how they would define gender, ask participants to read aloud definitions as they animate in, and identify parts that stood out to them.

- **Gender Binary**, A concept or belief that there are only two genders that are opposite forms of masculine and feminine
- **Gender Identity**, Personal sense of being a woman, man, both, neither, or anywhere along or outside the gender spectrum
- **Gender Expression**, The way a person expresses their gender identity, typically through their appearance, dress, behavior, pronouns etc.
- **Sex Assigned at Birth**, Refers to reproductive systems, hormones, chromosomes, and other physical characteristics
- **Sexuality**, Personal sense of physical, emotional, and/or romantic attraction (or lack of thereof, not everyone experiences attraction)

Man Box

What are some of the messages we hear about how to "Be a Man"

- Ask if participants have heard the phrase "man up". Get answers about how a man stereotypically acts. Write them on the board in the following format:

Pressure Words:	"Be a Man"
<p>Sexuality</p> <p>Gay Fag Homo</p>	<p>Goes to War Competitive Goes Hunting</p> <p>Closed-Off Arrogant Dominant Angry Protective</p> <p>Tough Provider Strong Aggressive Sports</p> <p>Doesn't Cry Fighter Muscular Tall Plays Football</p> <p>Emotionally Unavailable Stoic Alpha-male</p>
<p>Gender</p> <p>Sissy Bitch Pussy</p>	
<p>Ability</p> <p>Idiot Retard Sped</p>	
Consequences:	<p>Poor mental health, substance abuse, harm to self and others, lack of support</p>

- Have facilitators share personal anecdotes to ground the lesson
- Ask why is the box comfortable sometimes? If you step out of the box you might hear derogatory pressure words pushing you back in, there may be consequences, etc.
- Ask if participants have felt pressure to remain in the box. As a facilitator, mention how these pressures have made you feel.
- Emphasize that a lot of the terms in the box are not inherently bad. There are some great things in the box
- So if not everything in the box is bad, when do the constraints of the box become problematic?
- Closing out exercise: What can we do at ___ Middle School to break down the walls of the box?
- Answers: #1 stop using derogatory language/making derogatory jokes, #1 celebrate your whole self (including things that are outside of box)
- Ask what do you appreciate about yourself that doesn't fit with your prescribed box?

End of Middle School Content

Breakout Room

Closing Question

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

Coming Up Next Session

Middle School Module 4

- Exploring upstander intervention strategies
- Q&A, storytelling and application

Session 5: Middle School Module 4

Upstander Intervention

Breakout Room

Connecting Question

- Think about a time in your life when you noticed something that did not feel right to you. Did you intervene? Did you not intervene? How did it feel?

Why Middle School Module 4 Is Important

- To interrupt beliefs and behaviors before they become harmful to self and others. (To break the continuum of harm).
- To provide MS students with the tools and resources that gives them the confidence to intervene
- To increase leadership skills and empower youth

Middle School Content Below

Why We're Here

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- Build a connected, engaged, and supportive community
- Elevate the leader within each of you
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- Support you in building a thriving community

Lesson Goals

- Go over all our learning from the past sessions
- Learn how to be an upstander
- Learn specific skills for intervening as an upstander

Dance Partners Activity

Set up the room with two sheets of paper on opposite sides of the classroom walls, one reading "#1 I don't feel good about this situation, and the other reading "#5 I feel good about this situation". Encourage participants to listen to their gut, move whenever they'd like. Feel free to talk to others in the group about why they moved to a certain spot

Speakers Notes

- Read through the story piece by piece, allowing participants to move throughout the room after each segment, and ask a participant or two why they moved to their current position.
- Ask participants to empathize with the characters in the story. How might Sean and Emma be feeling right now? What could Sean have done differently? What could a bystander have done?
- Is dating something that happens in your school? What does this look like (healthy/unhealthy)?
- What do you think about this snap message exchange?
- In your school, would you imagine these folks as friends or as a romantic couple?
- Why do you think Emma first goes to her friends rather than Sean?
- Who gets to decide what Emma does at the dance?
- How does this situation feel to you?
- Does this seem like it's developing into a healthy relationship?
- What direction do you think this relationship is heading in?
- Are there points in this story, during the interactions the Sean and Emma have, where someone could have intervened?

Upstander Intervention

Discuss how the continuum of harm can be stopped by intervening in harmful situations.

- Bystander Effect: Individuals are less likely to offer help to someone in need when other people are present; the greater the number of bystanders, the less likely it is that one of them will help.
- Upstander Effect: When one person stands up, it becomes more likely that others will as well. If violent behavior (language, interactions, etc.) is "checked" early on, it may prevent things from getting worse.

4 D's + 1 C Strategy

Give tools and language on how to effectively intervene. Ask how could an upstander have intervened in this story? Explain how each of the following strategies works. Ask students how they would use each one. Define and apply each strategy to the moral barometer story. Ask if they can self-identify with any of these strategies.

- **Direct**, Taking action in the moment to address either the instigator or the person being targeted. This does not mean the action is necessarily confrontational
- **Delegate**, Getting others involved to help. Could be calling friends to assist, accessing a resource such as a teacher, chaperone, or calling a hotline for advice
- **Diversion**, Providing a distraction to interrupt the situation (does not have to be 100% true)
- **Delayed**, Taking action after the incident. It's never too late to do something. Reaching out to the person targeted later with a statement of support or offer help
- **Connect**, Taking the time to bring others into the conversation rather than pointing fingers and blaming, practicing empathy to build connections which in turn supports behavior change

End of Middle School Content

Breakout Room

Closing Question

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

Coming Up Next Session

Facilitation & Storytelling Techniques

- How to build relationships
- Q&A, storytelling and application

Session 6: Facilitation & Storytelling Techniques

Building Relationships

Breakout Room

Connecting Question: What makes a good story?

Facilitation Skills

There are five key principles that we want every middle school participant to experience. If these are happening in the room, it is a successful program.

- 1) This work is fundamentally about giving participants permission to fully express their whole selves.
- 2) This work is also about planting the seeds of ideas, including modeling that there are many different ways that masculinity can be expressed.
- 3) It is important that participants can engage with the material at their own pace. We do not advocate for calling on participants individually or forcing participation. We like to use the term "challenge by choice."
- 4) Facilitators should always be modeling vulnerability that moves the group forward, but it's about the group, not the facilitator.
- 5) Keep the facilitation engaging; it's important that participants have a holistically positive experience with the material and the facilitators.

How to Build Relationships

Accessing MS Students

- Schools
- After school programs
- Camps
- Athletics
- Clubs

Outreach

- Pre-existing relationships
- Cultivate the Relationship
- Storytelling
- Research
- Ask for help
- Co-facilitation
- Offer one activity

Scheduling & Logistics

- Length of training
- Location
- Size of Group
- Adult presence
- Disclosures

Demeanor

- Have fun
- Flow, engagement, organic
- Make connections
- Ask students in the group for help early on,: Carrying things, etc.



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Thank You For Attending Sessions 4-6!

Stay Connected:

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