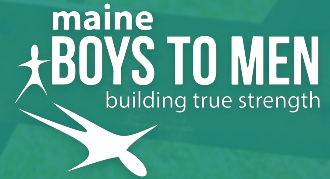


Reducing Sexism & Violence Program


Modern Masculinity Training Institute: In-Person Workshop

This Training Institute was made possible through a grant from the Maine Masonic Charitable Foundation

Day One, Building Connections



 MaineBoysToMen.org

 Info@MaineBoysToMen.org



[@MaineBoysToMen](https://twitter.com/MaineBoysToMen)

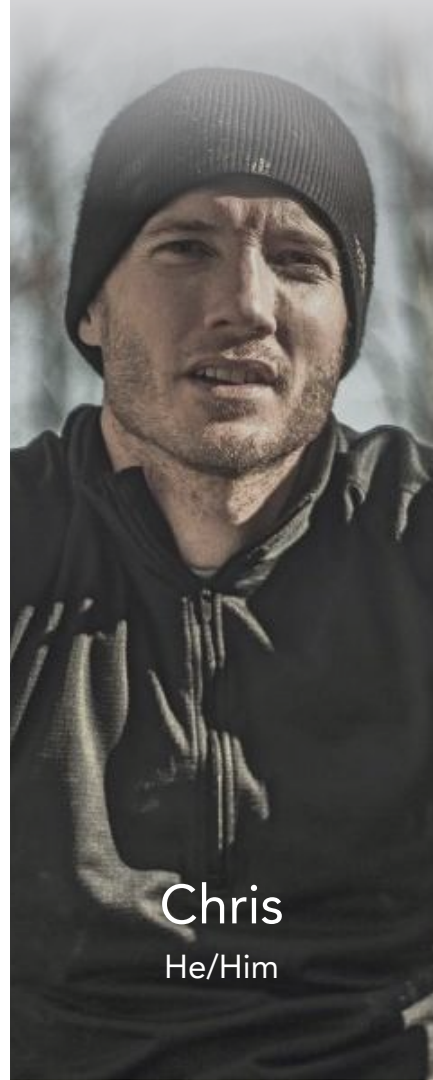
Welcome! 🖐️ 😊 As folks trickle in, consider the following question:

**The World Would Be
Better With More _____**

Meet The Team



Danny
He/Him



Chris
He/Him

Training Flow



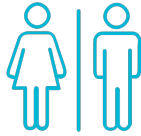
Day 1

Building Support and Safety - "Why Boys?"



Day 4

Module 3: Beyond the Binary & Narrow Masculinity



Day 2

Module 1: Gender Stereotypes



Day 5

Module 4: Upstander Intervention



Day 3

Module 2: Empathy and Consent



Day 6

Facilitation and Storytelling Techniques

Building Connections

Today's Training Flow

Introduction

- Who we are, purpose of the training
- Rope activity
- Building safety and support

Break

- "The Mask You Live In" clips
- Reflection exercise
- Dominant vs. counter story

Closing

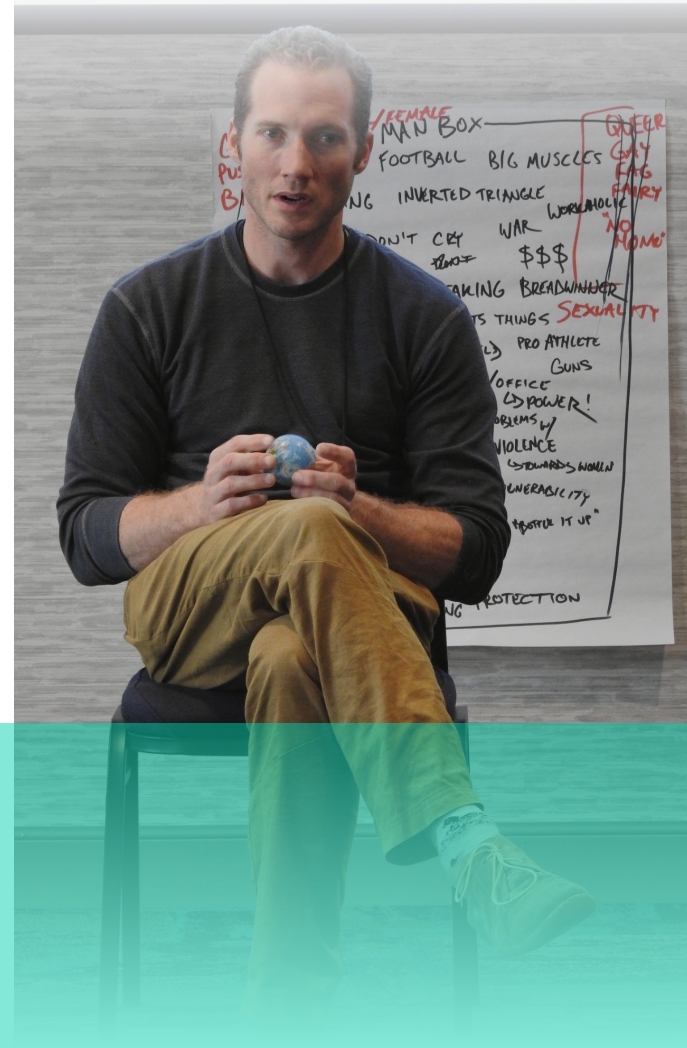
- Head, heart, feet



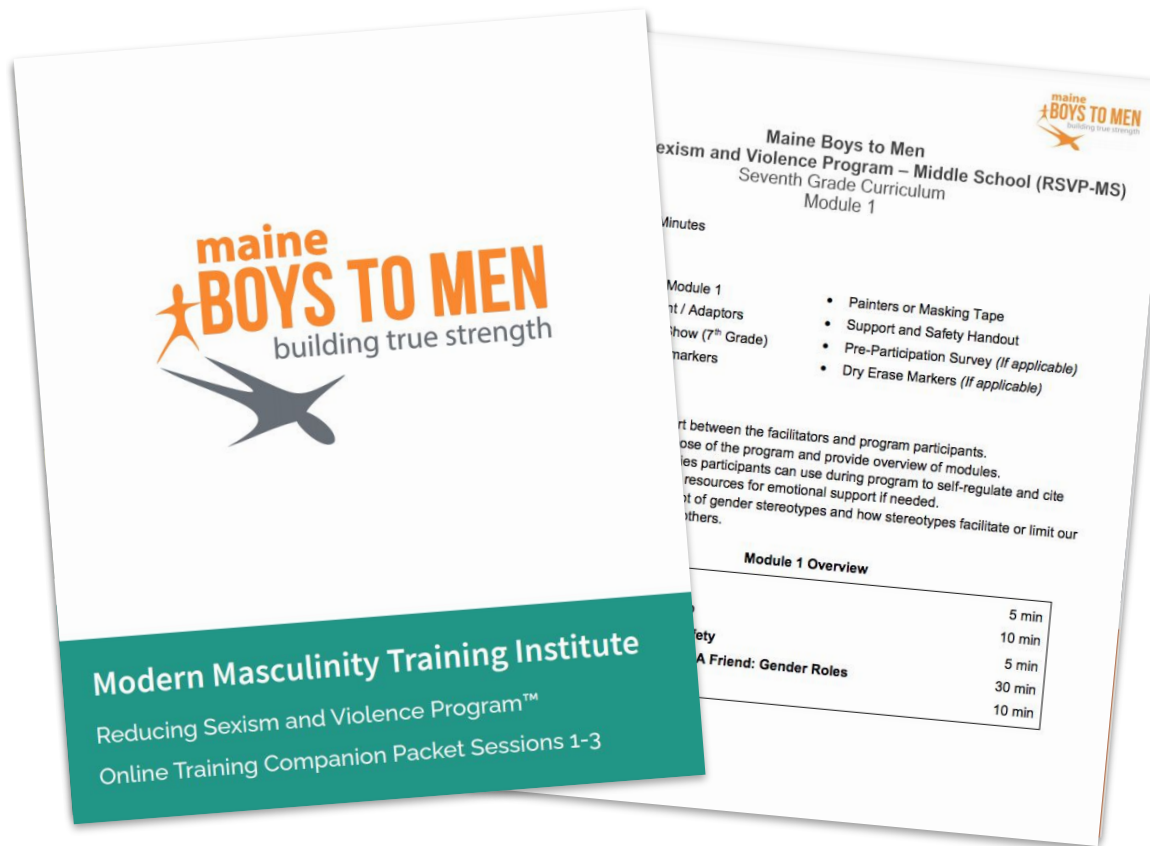
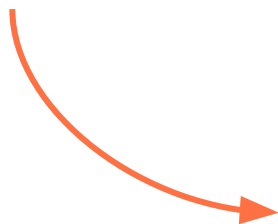
Housekeeping

Before We Get Started..

- Bathrooms
- Snacks, Water, Coffee
- Lunch
- Support staff
- Any questions?



Supplemental Materials



About Us

Our Vision

Maine Boys to Men envisions 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 Are Not Broken

Our Mission

Although Maine Boys to Men was founded to end male violence, our programs are applicable to all people of all genders.

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.



Purpose of Training

Our Purpose

We see educators and coaches as role models whose actions and behaviors shape the youth communities they are a part of.

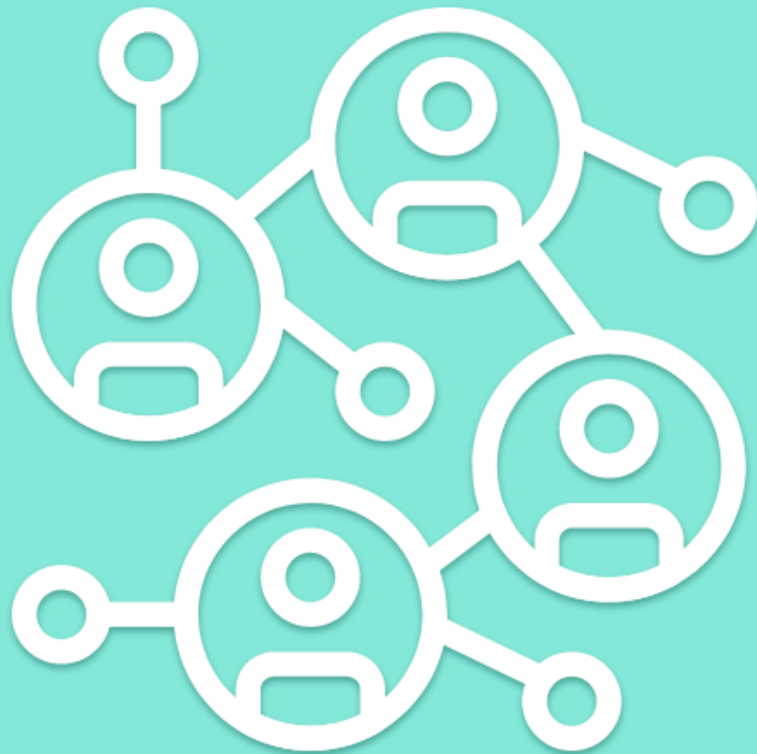
When role models and students are able to partner, it creates ripples through our communities that drives positive change over a lifetime.



Rope Activity

Building Connections

- What is your name?
- What are your pronouns? (*optional)
- What brings you to this training?



Permission Slip

Building Safety

- 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.

Support & Safety Resources

National and Local Support Services



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



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



National Suicide Prevention Lifeline: 1-800-273-8255
SuicidePreventionLifeLine.org



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



Domestic Violence Resource Helpline: 1-800-537-6066
ThroughTheseDoors.org

Self Care

Self Care In This Space

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
- Fidgeting or stimming



Breakout Rooms

Training Norms

- Active listening
- Breakout room timer
- Be sure to allow time for each member to share
- Assign one speaker in each group to report back when the breakout rooms close.



Turn & Talk

Reflect on your middle school experience:

- Who is one person you looked up to?
- What was your favorite thing to do with friends?
- What was your favorite thing you owned?

Break Time

Self Care Strategies:

- Get a glass of water or a snack
- Take three deep breaths
- Stand up and stretch
- Use the restroom



MaineBoysToMen.org



Info@MaineBoysToMen.org



[@MaineBoysToMen](https://twitter.com/MaineBoysToMen)

The Mask You Live In

“Man Up”



Man Up

Reflection Prompts

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?



The Mask You Live In

"Gender Differences"



Gender Differences

Reflection Prompts

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?



Turn & Talk

Share Out

- Share your reflections with your group

Dominant Vs. Counter

The Stories We Tell

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



Gender Stereotypes

Coming Up Next Time...

Middle School Module 1

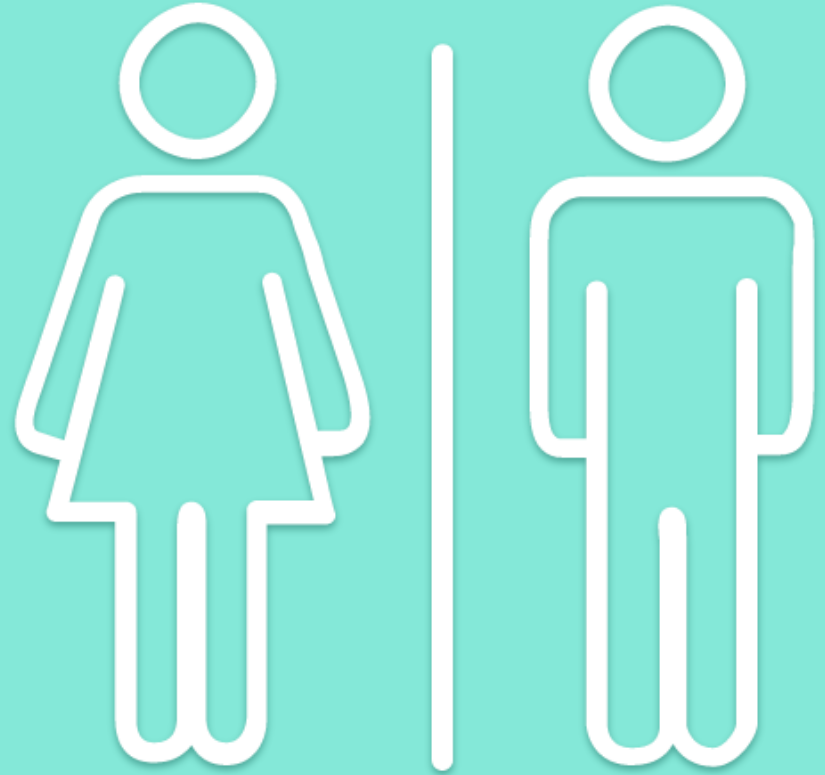
- Breakout room
- Building safety and support
- Exploring gender stereotypes through the lens of toys

Break

- Defining a stereotype
- Toy activity word clouds
- Q & A, storytelling and application

Closing

- Head, heart, feet



Closing Activity

Head, Heart, Feet



What's something you're thinking about 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?

↑ **Day 1**

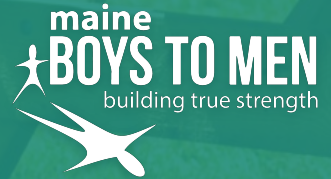
↓ **Day 2**

Reducing Sexism & Violence Program

Modern Masculinity Training Institute: In-Person Workshop

This Training Institute was made possible through a grant from the Maine Masonic Charitable Foundation

Day Two: Module One, Gender Stereotypes



MaineBoysToMen.org



Info@MaineBoysToMen.org



[@MaineBoysToMen](https://twitter.com/MaineBoysToMen)

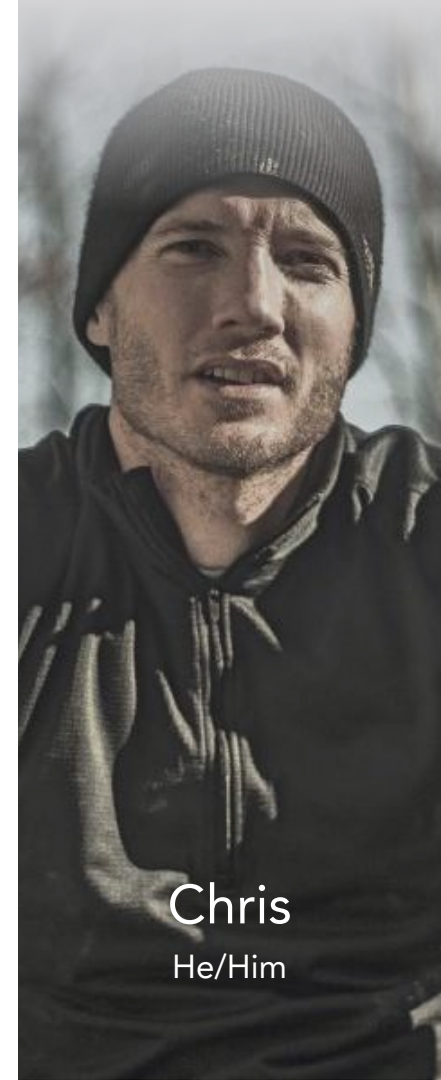
Welcome! 🖐️ 😊 As folks trickle in, consider the following question:

**What Is Your Favorite
Summertime Activity?**

Meet The Team



Danny
He/Him



Chris
He/Him

MMTI Is Blue

Middle School Is Orange

Be active participants, take notes and write down questions you might have and we will have time to answer these later!

Gender Stereotypes

Flow of Today's Training

- Connecting Question

Middle School Module 1

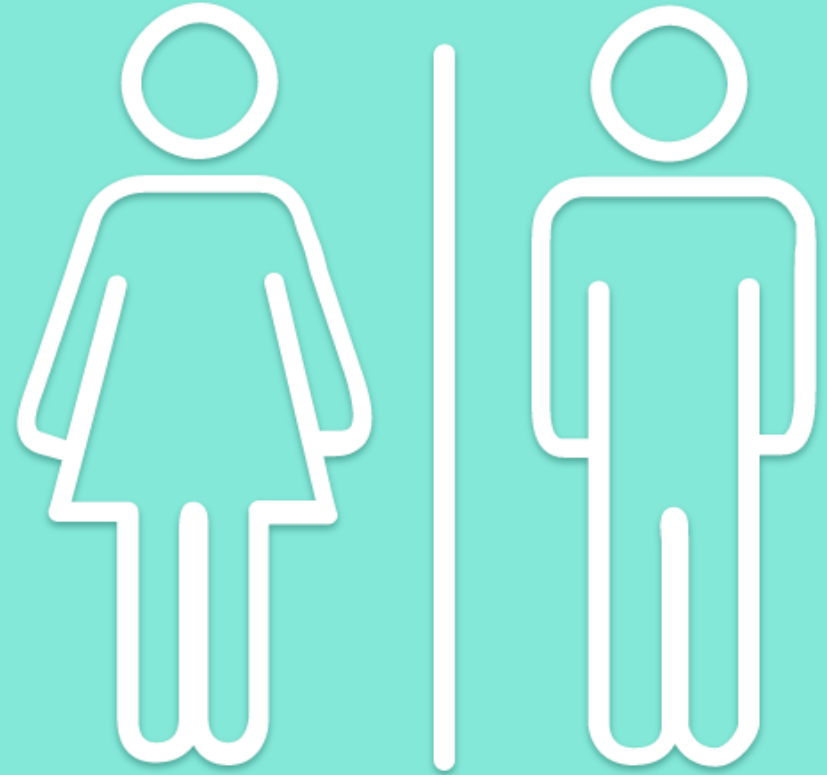
- Turn & talk
- Building safety and support
- Exploring gender stereotypes through the lens of toys

Break

- Defining a stereotype
- Toy activity word clouds
- Q & A, storytelling and application

Closing

- Head, heart, feet



Turn & Talk

Connecting Question

- What are you noticing about gender in society?

Middle School Mod 1

Why It's Important

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

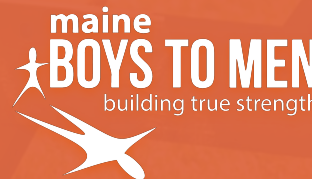


Welcome!

Reducing Sexism & Violence Program for Middle School

Middle School: First Session

This project was supported by Grant No. 2015-CY-AX-0013 awarded by the Office on Violence Against Women, U.S. Department of Justice. The opinions, findings, conclusions, and recommendations expressed in this publication / program / exhibition are those of the author(s) and do not necessarily reflect the views of the Department of Justice, Office on Violence Against Women.



MaineBoysToMen.org



Info@MaineBoysToMen.org



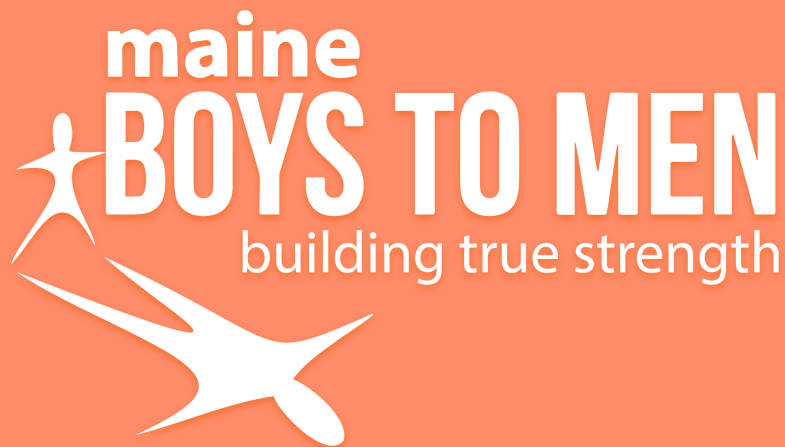
[@MaineBoysToMen](https://twitter.com/MaineBoysToMen)

Why We're Here

Our Vision

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



First Session

Goals For Today

Find Resources

- Familiarize ourselves with resources that we can access for support

Understand Stereotypes

- Understand stereotypes and their impact

Discuss Gender Roles

- Discuss how stereotypes influence gender roles.



Permission Slip

I give myself permission to..

Head

Express what I think and feel

Right Hand

Take care of those around me

Left Hand

Take care of myself

Right Foot

Explore and learn new things

Left Foot

Enjoy myself and have fun!



Self Care

Strategies

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:

- Talking to someone
- Going for a walk
- Take a few deep breaths
- Take a break from thinking



Support & Safety Resources

National and Local Support Services



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



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



Text LOVEIS to 22522 Chat with someone about your relationship



Sexual Assault Response Services of Southern Maine
Helpline: 1-800-871-7741
sarssm.org



National Suicide Prevention Lifeline: 1-800-273-8255
SuicidePreventionLifeLine.org



Domestic Violence Resource Helpline: 1-800-537-6066
ThroughTheseDoors.org

In School Support



Name

Guidance Counselor



Name

Guidance Counselor



Name

Social Worker

We're Going to a Birthday Party!

Okay, we're actually going to two birthday parties..

Party #1, The first birthday party is for a 3rd grade boy

Party #2, The second birthday party is for a 3rd grade girl

- 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?

We're Going to a Birthday Party!

What toy will you get for a gift?

3rd grade boy

3rd grade girl



Break Time

Self Care Strategies:

- Get a glass of water or a snack
- Take three deep breaths
- Stand up and stretch
- Use the restroom



MaineBoysToMen.org



Info@MaineBoysToMen.org



[@MaineBoysToMen](https://twitter.com/MaineBoysToMen)

What Is A Stereotype?

A stereotype is an over-generalized belief about a particular category of people. It is an expectation that people might have about every person of a particular group.

[illegible]

defeat explosive experience rock catch world harder surge combine launch destroy system bigger beat hit launch treasure take-down Ninjas long-range testing monster vehicle win journey start

ride huge robots opponents circuit quick buddy world harder surge combine launch destroy system bigger beat hit launch treasure take-down Ninjas long-range testing monster vehicle win journey start

victory dominate launcher rip circuit quick buddy world harder surge combine launch destroy system bigger beat hit launch treasure take-down Ninjas long-range testing monster vehicle win journey start

dart blaster dump combinations fight blast prove attack jump rides hit launch treasure take-down Ninjas long-range testing monster vehicle win journey start

transit train mission tread skills transform armour evil win journey start

ultimate unleash evolution full join

new action watch-out rapid earth spin metal robot full join

skill showroom gear weapons arena crash hero stop jumps rapin invaders cage racing

smash water mega battling raceway special-forces friends

stylishly dress totally beach girl magic friendship outfits party snow shower styling show like style

week plate kindness world treat pixie talk ride places camping races reveals mud climbing friends styling shower styling show like style

share designs pets change fun hair colour show like style

adventure glamour talking won life furthest keep trust choose like style

love babies fashion ever-after summer cute cozy design glam

rock nursery imagine shiny grow

perfect nails play killer

delicious stamp adorable inspired paisley

glamorous bedroom twirling cast time cutest best bath pet baller strut day panda

light-up outdoors gold look

adorable

Closing Activity

Head, Heart, Feet



What's something you're thinking about as a result of our time together?



What's something you're feeling as a result of our time together?



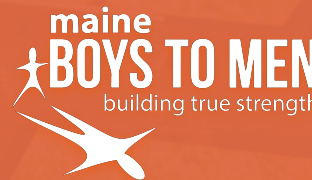
What's something you're motivated to do as a result of our time together?

Thank You!

See you soon for our next session

Module 2: Deeper Connections

This project was supported by Grant No. 2015-CY-AX-0013 awarded by the Office on Violence Against Women, U.S. Department of Justice. The opinions, findings, conclusions, and recommendations expressed in this publication / program / exhibition are those of the author(s) and do not necessarily reflect the views of the Department of Justice, Office on Violence Against Women.



MaineBoysToMen.org



Info@MaineBoysToMen.org



[@MaineBoysToMen](https://twitter.com/MaineBoysToMen)

Q & A

Middle School Module 1

- Do you have any open questions?
- Any questions for us as facilitators?
- Ex. "Why did we facilitate the way we did?"
- Ex. "Why did we present this content?"



Turn & Talk

Closing Question

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

Empathy & Consent

Coming Up Next Time...

- Breakout room

Middle School Module 2

- Empathy & Consent

Break

- Q & A
- Breakout Room

Closing

- Head, heart, feet



Closing Activity

Head, Heart, Feet



What's something you're thinking about 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?

↑ **Day 2**

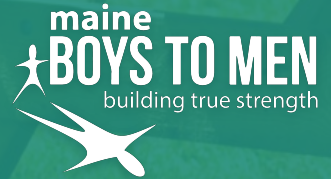
↓ **Day 3**

Reducing Sexism & Violence Program

Modern Masculinity Training Institute: In-Person Workshop

This Training Institute was made possible through a grant from the Maine Masonic Charitable Foundation

Day Three: Module 2, Empathy and Consent



MaineBoysToMen.org



Info@MaineBoysToMen.org



[@MaineBoysToMen](https://twitter.com/MaineBoysToMen)

Welcome! 🖐️ 😊 As folks trickle in, consider the following question:

How Are You Arriving To Today's Training Session?

Flow of Today's Training

Empathy & Consent

- Breakout room

Middle School Module 2

- Empathy & Consent

Break

- Q & A
- Breakout Room

Closing

- Head, heart, feet



Turn & Talk

Connecting Question

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

Middle School Mod 2

Why It's 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



Welcome!

Reducing Sexism & Violence Program for Middle School

Module 2: Deeper Connections

This project was supported by Grant No. 2015-CY-AX-0013 awarded by the Office on Violence Against Women, U.S. Department of Justice. The opinions, findings, conclusions, and recommendations expressed in this publication / program / exhibition are those of the author(s) and do not necessarily reflect the views of the Department of Justice, Office on Violence Against Women.



MaineBoysToMen.org



Info@MaineBoysToMen.org



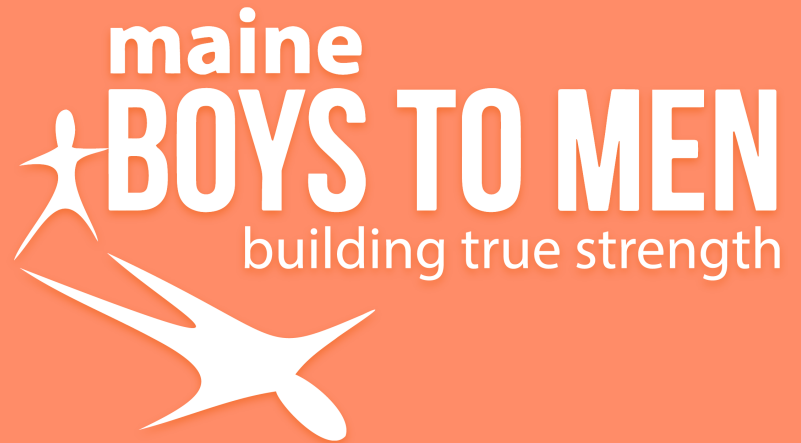
[@MaineBoysToMen](https://twitter.com/MaineBoysToMen)

Why We're Here

Our Vision

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



Second Session

Goals For Today

Understand Empathy

- Understand empathy and why it is important

Understand Consent

- Understand consent and why it is important

Consider Connections

- 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



The Importance of Empathy

Try To Understand How Other People Experience The World



Importance of Empathy

What Were The Main Points?

Be Observant of Others

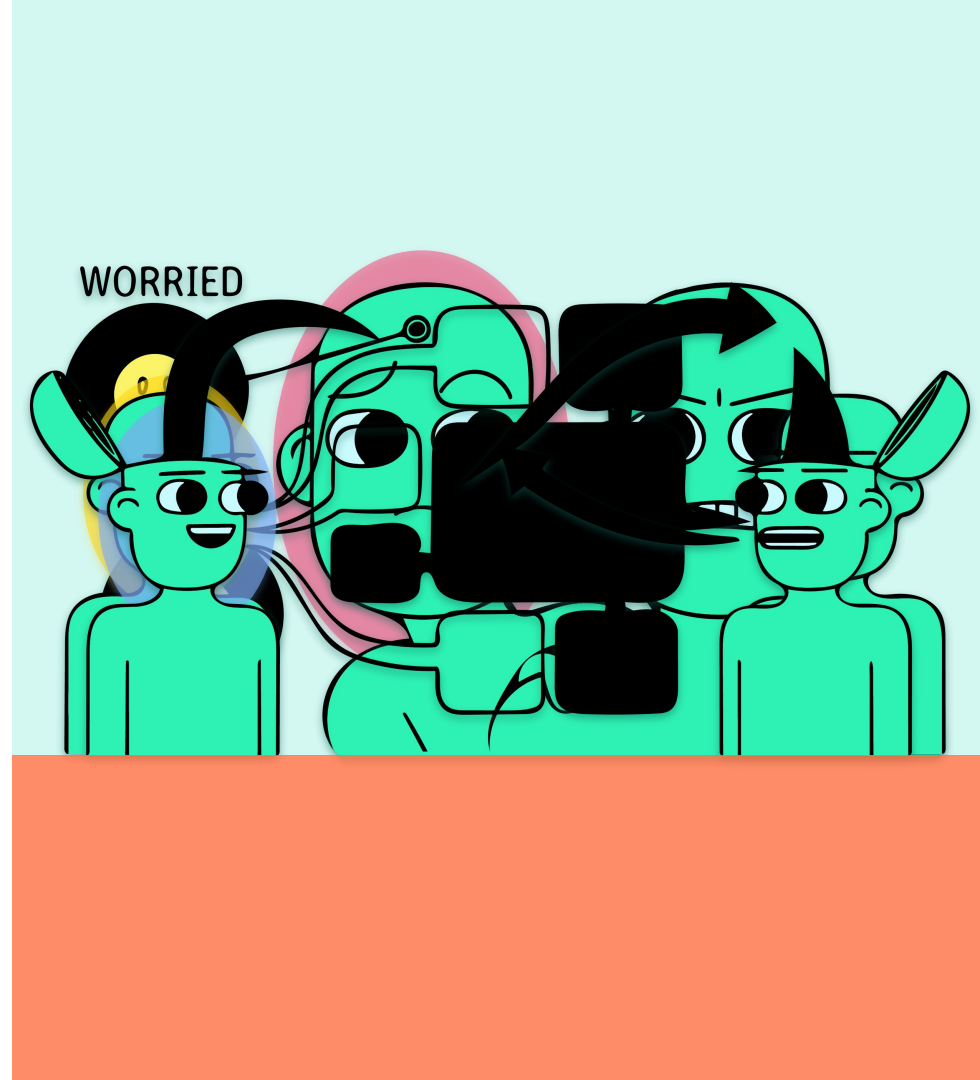
Curiosity about others is the first step to expanding your empathy

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 and Share

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



Turn & Talk

Break into pairs

- Each person will share whatever they'd like for 45 seconds, and their partner will practice active listening

Break Time

Self Care Strategies:

- Get a glass of water or a snack
- Take three deep breaths
- Stand up and stretch
- Use the restroom



MaineBoysToMen.org



Info@MaineBoysToMen.org



[@MaineBoysToMen](https://twitter.com/MaineBoysToMen)

What is Affirmative Consent?

A clear, verbal, and enthusiastic “yes” that is freely given

Freely Given

Agreement made without pressure or manipulation

Ongoing

Anyone can change their mind about what they’re interested in doing, anytime

Informed

Not deceiving or lying -
Understood by everyone involved

Specific

Clearly communicated; Saying yes to one activity is not an agreement to do others

Enthusiastic!

Yes means yes! It’s about wanting to do something, not feeling like you have to or should do something

Wave, Handshake, Hug

Partner Activity

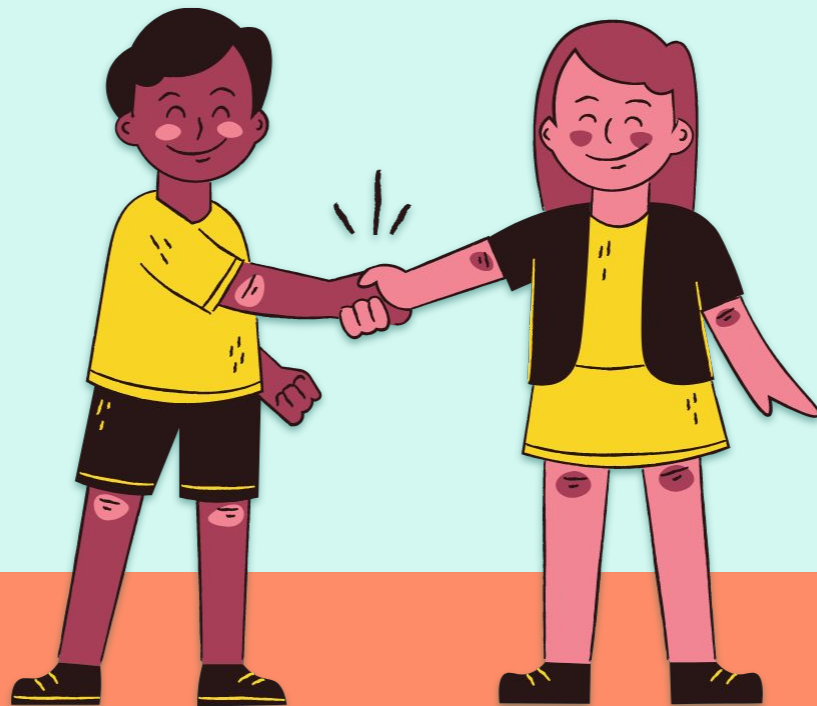
Three Rules:

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

hug + hug = hug

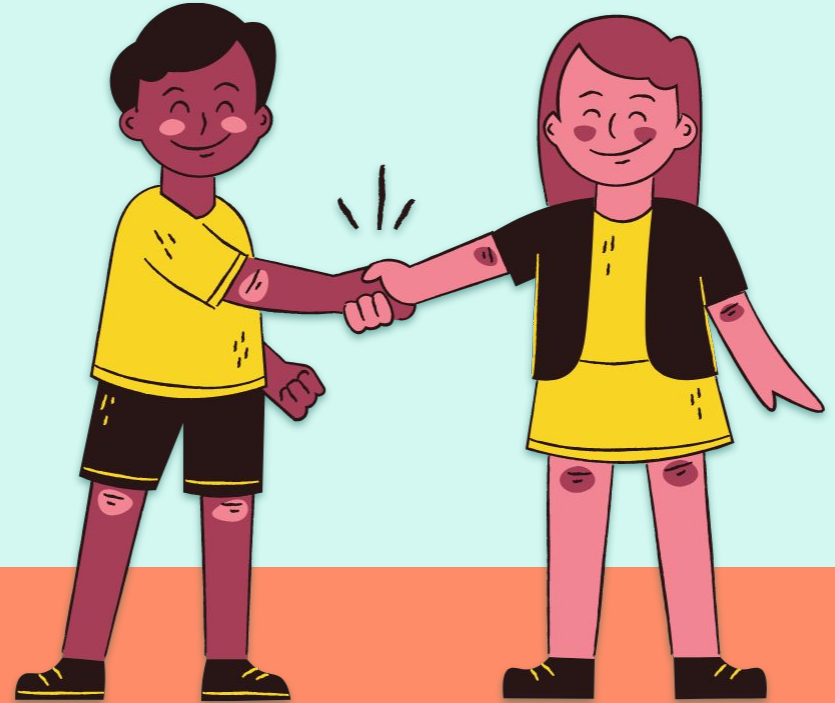
wave + handshake = wave

hug + handshake = handshake



Wave, Handshake, Hug

Debrief



Consent

It's Simple As Tea



Affirmative Consent

What You Need: G.E.A.R.

Given Freely

- Neither person should feel forced to give consent

Enthusiastic

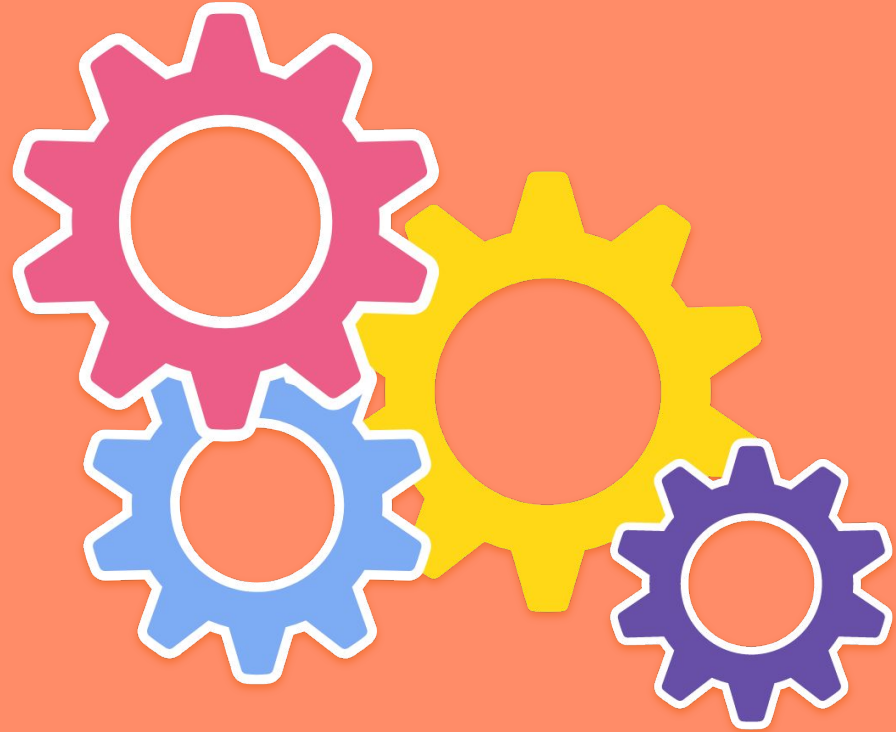
- Each person should give an excited "Yes!"

Aware

- Consent can not be given or obtained if someone is unconscious or not alert

Reversible

- Each person always has the right to take back consent



Asking for Consent Shows Empathy

How are Empathy and Consent Related?

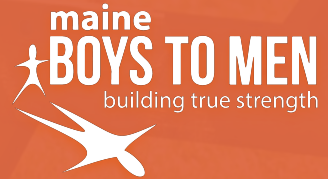


Thank You!

See you soon for our next session

Module 3: Exploring Masculinity in Stories and Culture

This project was supported by Grant No. 2015-CY-AX-0013 awarded by the Office on Violence Against Women, U.S. Department of Justice. The opinions, findings, conclusions, and recommendations expressed in this publication / program / exhibition are those of the author(s) and do not necessarily reflect the views of the Department of Justice, Office on Violence Against Women.



MaineBoysToMen.org



Info@MaineBoysToMen.org



[@MaineBoysToMen](https://twitter.com/MaineBoysToMen)

Q & A

Middle School Module 2

- Do you have any open questions?
- Any questions for us as facilitators?
- Ex. "Why did we facilitate the way we did?"
- Ex. "Why did we present this content?"



Turn & Talk

Closing Question

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

Coming Up Next

Narrow Masculinity

- Breakout room on gender performance

Middle School Module 3

- Beyond the Binary, Narrow Masculinity

Break

- Q & A
- Breakout Room

Closing

- Head, heart, feet



Closing Activity

Head, Heart, Feet



What's something you're thinking about 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?

↑ **Day 3**

↓ **Day 4**

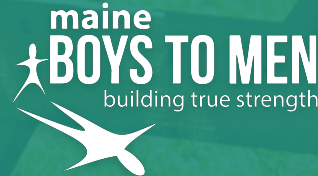
Reducing Sexism & Violence Program

Modern Masculinity Training Institute: In-Person Workshop

This Training Institute was made possible through a grant from the Maine Masonic Charitable Foundation

Day Four: Module Three, Beyond the Binary

Narrow Masculinity



MaineBoysToMen.org



Info@MaineBoysToMen.org



[@MaineBoysToMen](https://twitter.com/MaineBoysToMen)

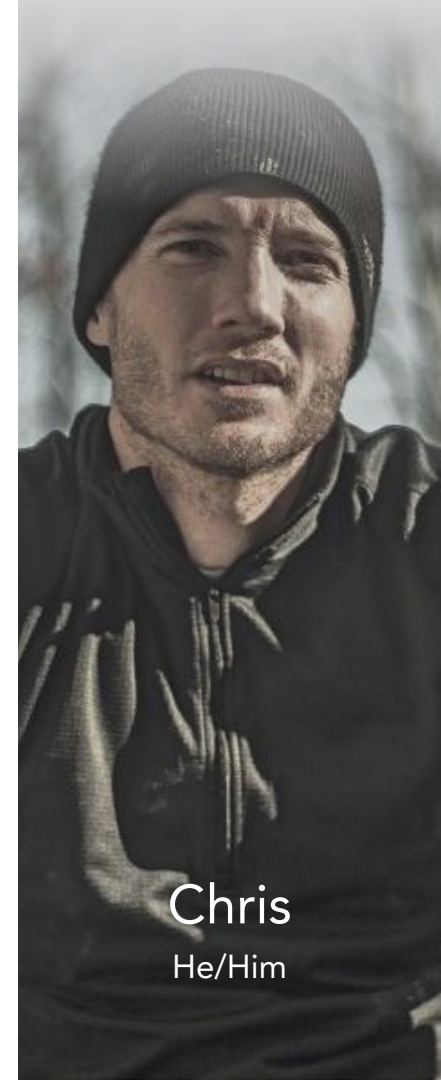
Welcome! 🖐️ 😊 As folks trickle in, consider the following question:

**If You Could Instantly Become
An Expert In Something,
What Would It Be?**

Meet The Team



Danny
He/Him



Chris
He/Him

Take The MMTI Training Survey



1. **Prior** to this training session, my **knowledge** on each topic below was:

	1 (very low)	2	3	4	5 (very high)
The concept of continuum of harm	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How society's concept of masculinity impacts boys	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Why it is important to work with young boys	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2. As a result of **completing** this training session, my **knowledge** on each topic below is:

	1 (very low)	2	3	4	5 (very high)
The concept of continuum of harm	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How society's concept of masculinity impacts boys	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Why it is important to work with young boys	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

3. My **confidence level in the following skill prior** to the program was:

	1 (very low)	2	3	4	5 (very high)
Engage a group using the rope activity to form group connections	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

4. My **confidence level in the following skill** as a result of **completing** this program is:

	1 (very low)	2	3	4	5 (very high)
Engage a group using the rope activity to form group connections	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Flow of Today's Training

Narrow Masculinity

- Turn & talk on gender performance

Middle School Module 3

- Beyond the Binary, Narrow Masculinity

Break

- Q & A
- Breakout Room

Closing

- Head, heart, feet



Turn & Talk

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?

Middle School Mod 3

Why It's 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

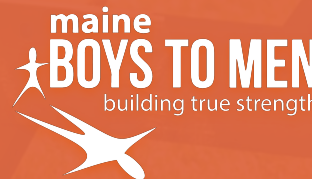


Welcome!

Reducing Sexism & Violence Program for Middle School

Module 3: Beyond the Binary & Narrow Masculinity

This project was supported by Grant No. 2015-CY-AX-0013 awarded by the Office on Violence Against Women, U.S. Department of Justice. The opinions, findings, conclusions, and recommendations expressed in this publication / program / exhibition are those of the author(s) and do not necessarily reflect the views of the Department of Justice, Office on Violence Against Women.



MaineBoysToMen.org



Info@MaineBoysToMen.org



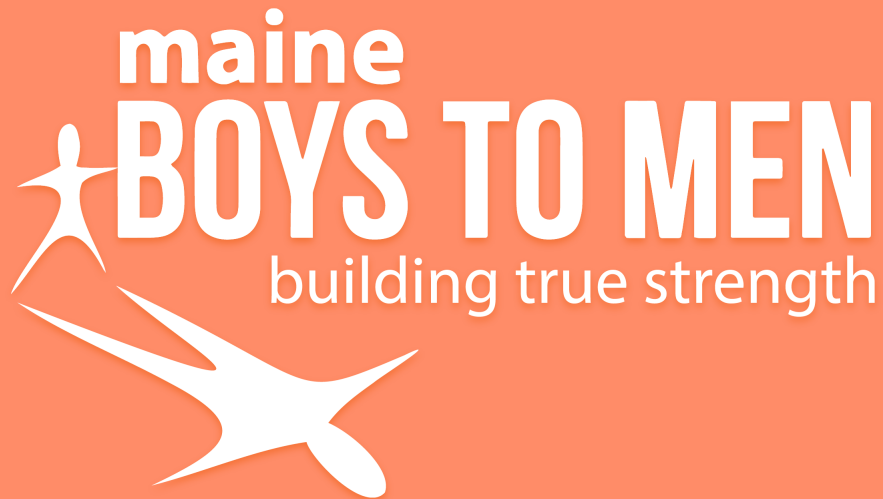
[@MaineBoysToMen](https://twitter.com/MaineBoysToMen)

Why We're Here

Our Vision

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



Third Session

Goals For Today

Understand Gender

- Learn about gender, and how it differs from sex, and sexual orientation

Explore Gender Stereotypes

- Explore the stereotypes of masculinity, and the impact they have on boys and men

Share Out

- Share and discuss our own stories involving masculinity

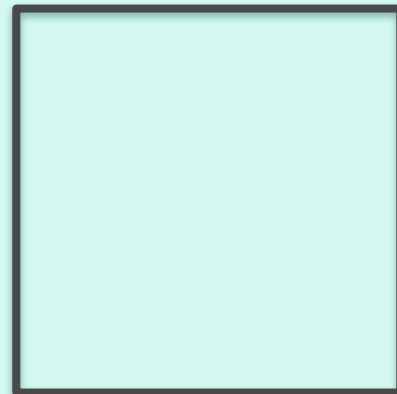
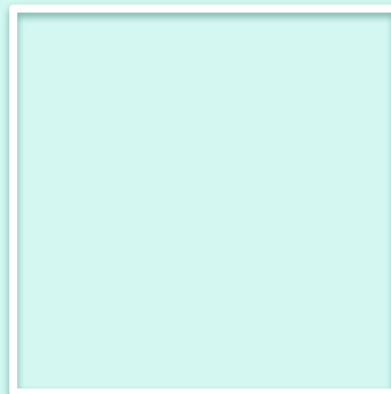


Binary Boxes

Would You Rather?

- 1) Listen to the facilitator read a scenario
- 2) Make your choice by moving to one of the two boxes
- 3) You must choose one of the two boxes

Would You Rather?



Binary Boxes

Would You Rather?

- 1) Listen to the facilitator read a scenario
- 2) Make your choice by moving to one of the two boxes
- 3) You must choose one of the two boxes

Would you rather wear
sandals/slides or boots for a year?

Sandals or Slides

Boots

Binary Boxes

Would You Rather?

- 1) Listen to the facilitator read a scenario
- 2) Make your choice by moving to one of the two boxes
- 3) You must choose one of the two boxes

Would you rather go to a Taylor Swift or Justin Bieber Concert?

Taylor Swift

Justin Bieber

Binary Boxes

Would You Rather?

- 1) Listen to the facilitator read a scenario
- 2) Make your choice by moving to one of the two boxes
- 3) You must choose one of the two boxes

You failed a test,
would you rather call/text a friend or
set the test on fire?

Call/Text a Friend

Light Test on Fire

What is Gender?

Expanding Our Gender Vocabulary:

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)

Break Time

Self Care Strategies:

- Get a glass of water or a snack
- Take three deep breaths
- Stand up and stretch
- Use the restroom



MaineBoysToMen.org



Info@MaineBoysToMen.org



[@MaineBoysToMen](https://twitter.com/MaineBoysToMen)

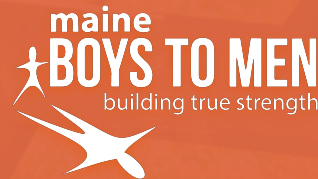
What are Some of the Messages We Hear About How to “Be a Man”

Thank You!

See you soon for our next session

Module 4: Upstander Intervention

This project was supported by Grant No. 2015-CY-AX-0013 awarded by the Office on Violence Against Women, U.S. Department of Justice. The opinions, findings, conclusions, and recommendations expressed in this publication / program / exhibition are those of the author(s) and do not necessarily reflect the views of the Department of Justice, Office on Violence Against Women.



MaineBoysToMen.org



Info@MaineBoysToMen.org



[@MaineBoysToMen](https://twitter.com/MaineBoysToMen)



Q & A

Middle School Module 2

- Do you have any open questions?
- Any questions for us as facilitators?
- Ex. "Why did we facilitate the way we did?"
- Ex. "Why did we present this content?"



Turn & Talk

Closing Question

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

Coming Up Next

Upstander Intervention

- Breakout room on experiences with intervention

Middle School Module 4

- Upstander Intervention

Break

- Q & A
- Breakout Room

Closing

- Head, heart, feet



Closing Activity

Head, Heart, Feet



What's something you're thinking about 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?

↑ **Day 4**

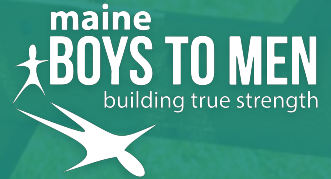
↓ **Day 5**

Reducing Sexism & Violence Program

Modern Masculinity Training Institute: In-Person Workshop

This Training Institute was made possible through a grant from the Maine Masonic Charitable Foundation

Day Five: Module Four, Upstander Intervention



MaineBoysToMen.org



Info@MaineBoysToMen.org



[@MaineBoysToMen](https://twitter.com/MaineBoysToMen)

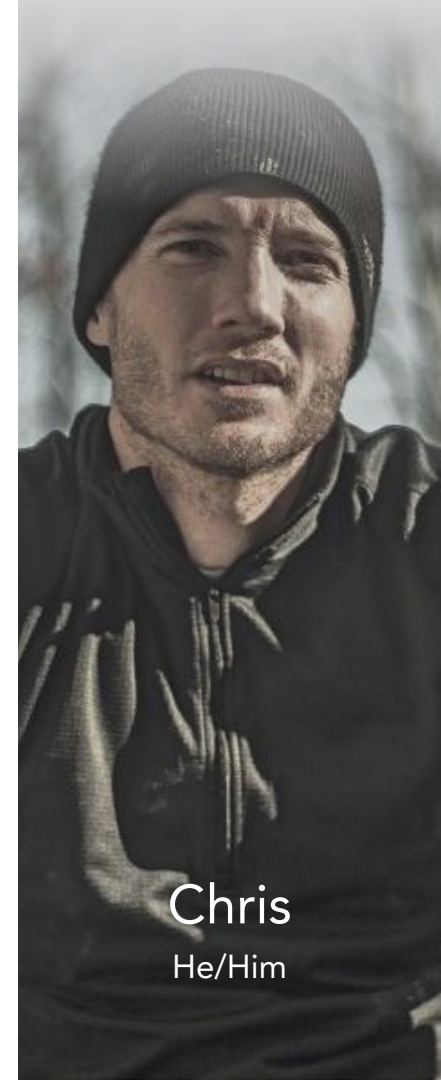
Welcome! 🖐️ 😊 As folks trickle in, consider the following question:

**If You Were A Potato, How
Would You Like To Be Cooked?**

Meet The Team



Danny
He/Him



Chris
He/Him

Flow of Today's Training

Upstander Intervention

- Breakout room on upstander intervention

Middle School Module 4

- Upstander Intervention

Break

- Q & A
- Breakout Room

Closing

- Head, heart, feet



Turn & Talk

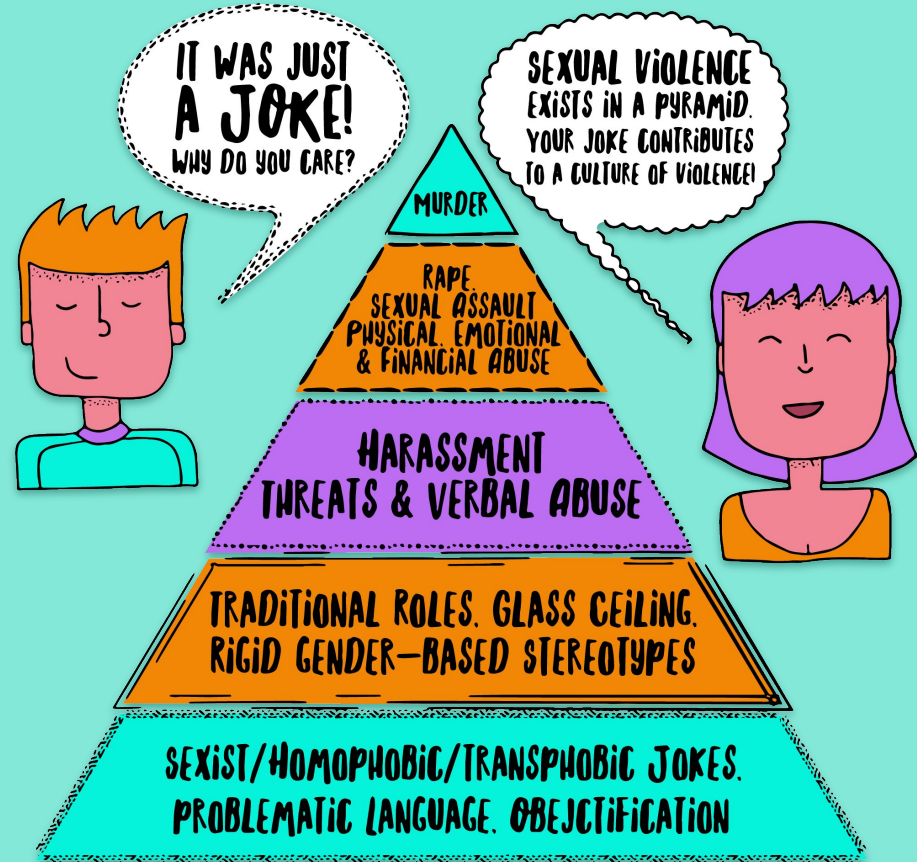
Connecting Question

- 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?

Middle School Mod 4

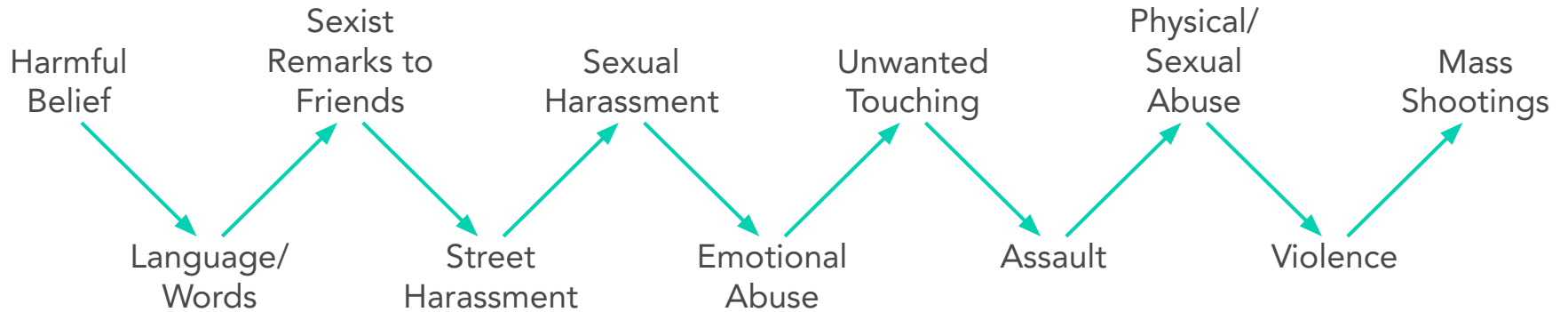
Why It's Important

- 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.
Empower youth



Continuum of Harm

Why it's Important

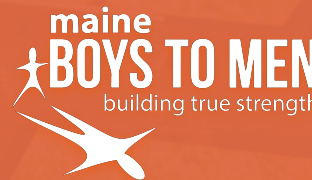


Welcome!

Reducing Sexism & Violence Program for Middle School

Module 4: Upstander Intervention

This project was supported by Grant No. 2015-CY-AX-0013 awarded by the Office on Violence Against Women, U.S. Department of Justice. The opinions, findings, conclusions, and recommendations expressed in this publication / program / exhibition are those of the author(s) and do not necessarily reflect the views of the Department of Justice, Office on Violence Against Women.

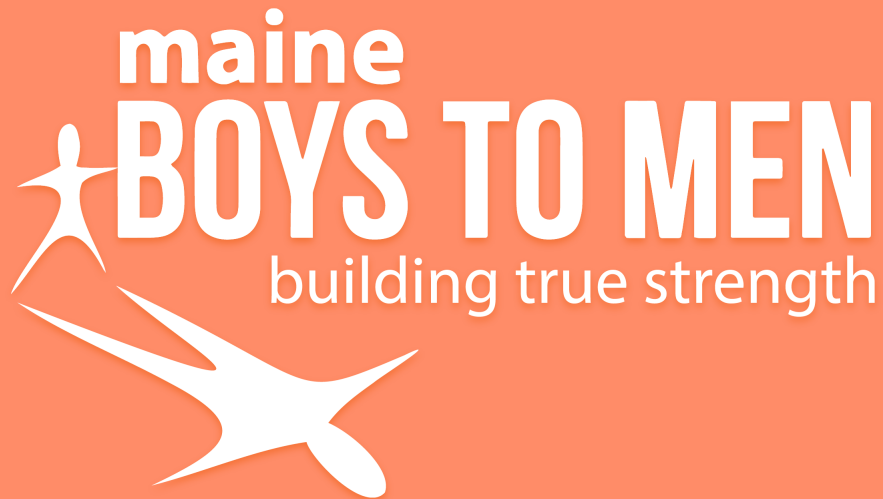


Why We're Here

Our Vision

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



Fourth Session

Goals For Today

Recap

- Go over all our learning from the past sessions

Upstander Intervention

- Learn how to be an upstander

Develop Skills

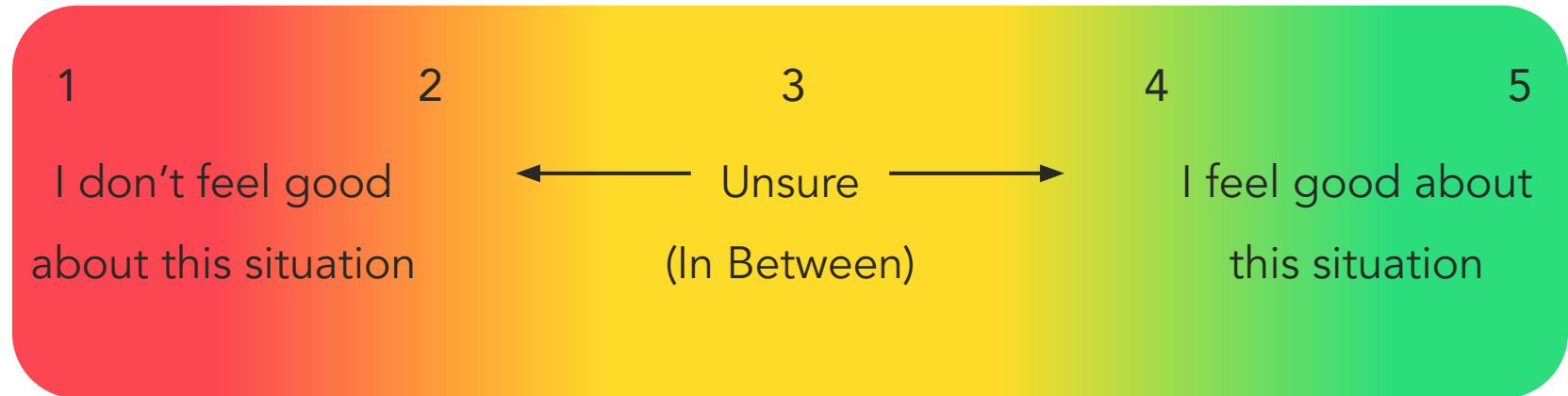
- Learn specific skills for intervening as an upstander



Dance Partners

Barometer Activity

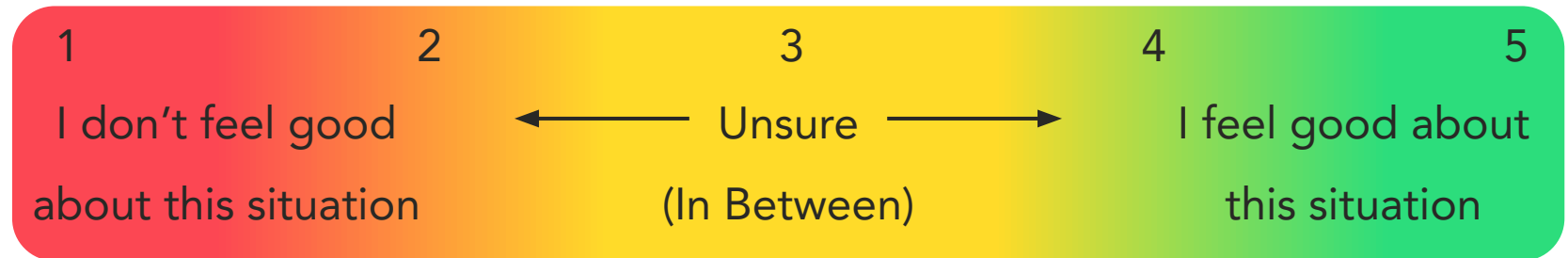
We are going to read a story and you will move across the room to show on a scale of 1-5 how comfortable you are with the situation.



Dance Partners

Barometer Activity

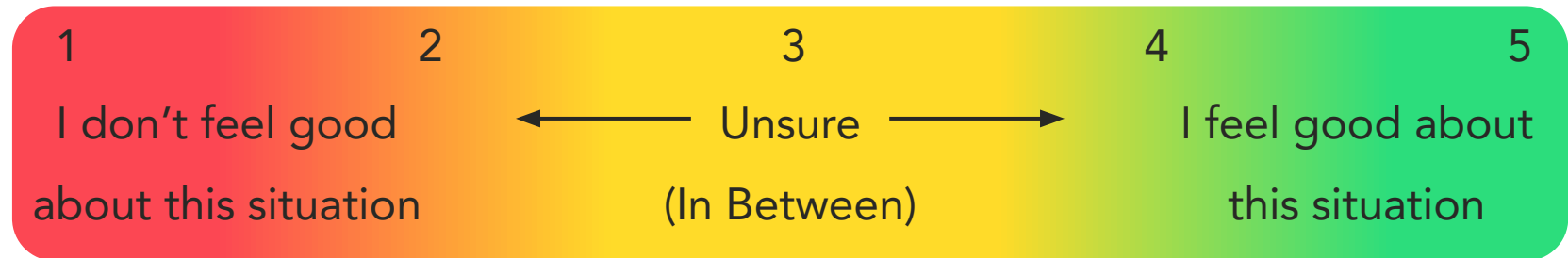
Middle school dances only come a few times a year, so Sean and Emma are really looking forward to it. They have been flirting for a few months, and this is the first thing they'll do together.



Dance Partners

Barometer Activity

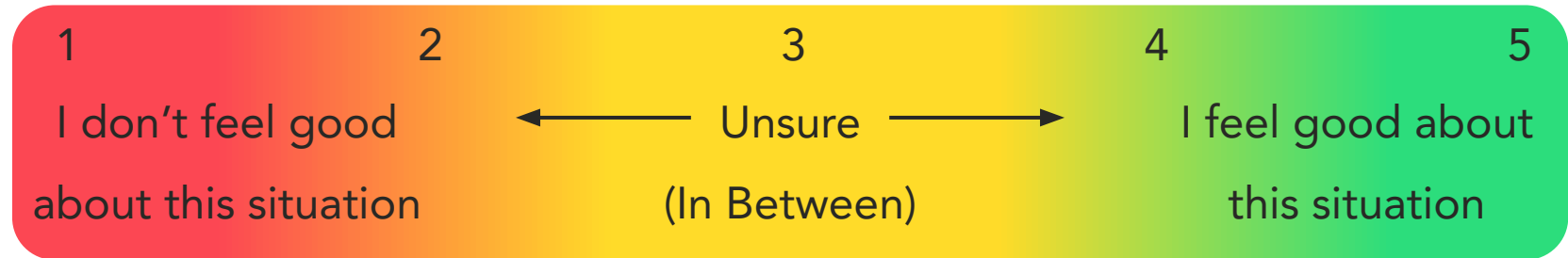
Emma sends Sean a Snap that reads: "Can't wait until Friday 🤔" Sean replies "I can't wait to have you all to myself 😊"



Dance Partners

Barometer Activity

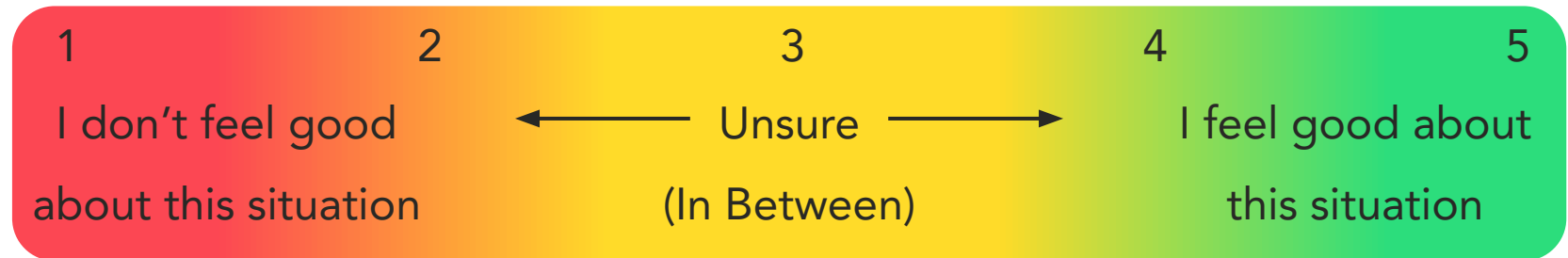
A full day has gone by, and Sean is wondering why Emma has not responded to his snap. He asks his friends if he should say something to her. One of them says "Hey don't worry about it, she's yours at the dance". He responds "Yeah, sure, okay."



Dance Partners

Barometer Activity

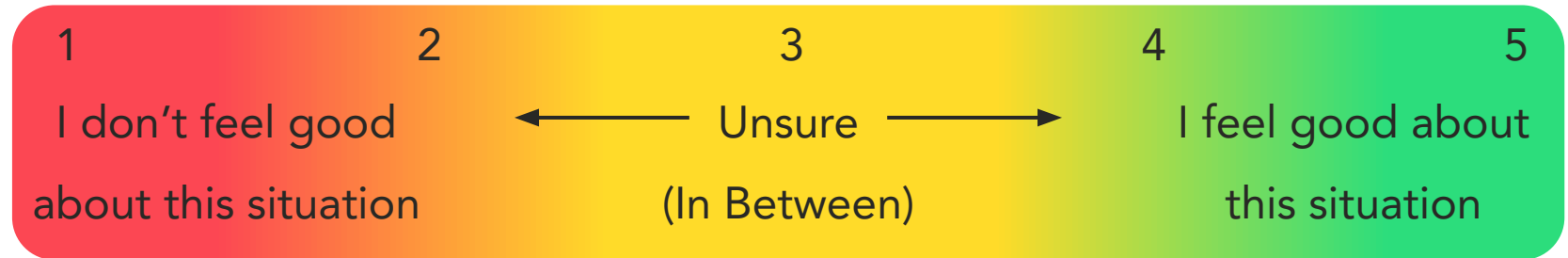
Sean and Emma meet up at the dance, and they're both still excited for the night. Then Emma see her friends, and walks over to them to say hi. Sean walks off to the side of the gym alone, looking over at the crowd and occasionally glaring at Emma.



Dance Partners

Barometer Activity

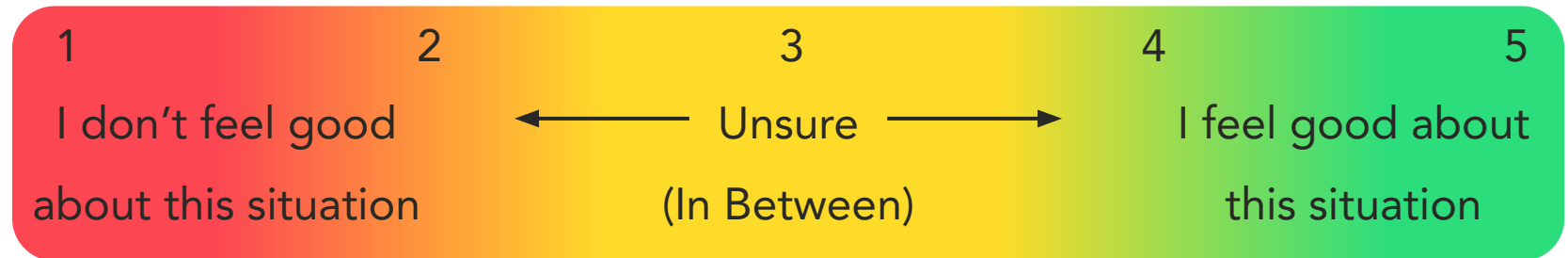
Emma's favorite song "Blinding Lights" comes on, and all of Emma's friends yell as they run towards the dance floor. One of Emma's friends asks why she isn't going with them. She explains, "Sean doesn't dance, so I am not going to dance either because I don't want to make him upset."



Dance Partners

Barometer Activity

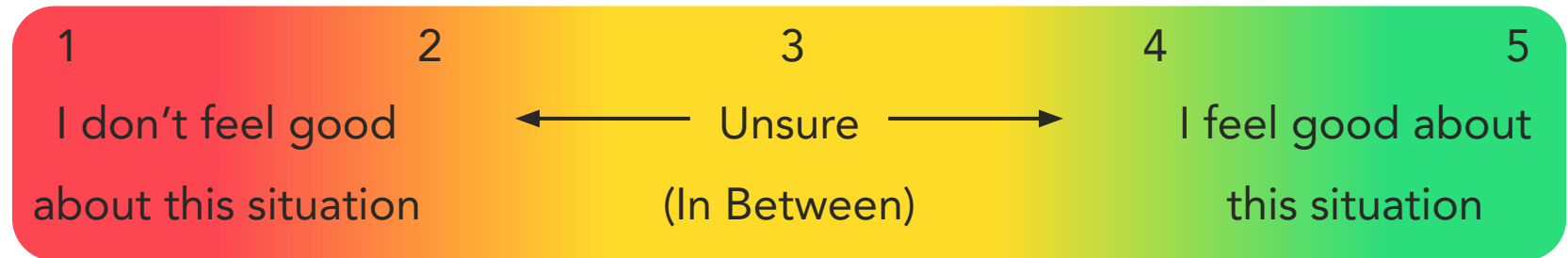
A few moments later, Emma's close friend Zane runs over to Emma and asks her if she wants to start dancing with them, so she begins dancing with Zane and Chloe. She's smiling and laughing now—it looks like she's finally having fun.



Dance Partners

Barometer Activity

Sean sees Emma dancing with her friends and gets annoyed. He walks into the group and pulls Emma away from Zane and Chloe. Emma stays with Sean for the rest of the dance, but she's not smiling or laughing anymore



Dance Partners

Where do you think Emma & Sean's Relationship is going?

- 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?

Break Time

Self Care Strategies:

- Get a glass of water or a snack
- Take three deep breaths
- Stand up and stretch
- Use the restroom



MaineBoysToMen.org



Info@MaineBoysToMen.org



[@MaineBoysToMen](https://twitter.com/MaineBoysToMen)

What is an Upstander?

What Does an Upstander Do?

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.

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.



**How Could Upstanders Have
Intervened In This Story?**

How Could They Have Intervened?

The 4 D's + 1 C of Upstander Intervention

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

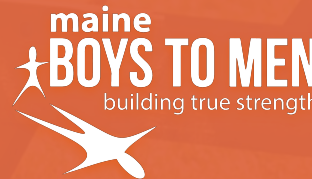
Taking the time to bring others into the conversation rather than pointing fingers and blaming, practicing empathy to build connections which in turn supports behavior change

Thank You for Everything!

We hope to see you again soon! 🙌 😊

Check Out "The Youth Take" on Apple Podcasts or Spotify

This project was supported by Grant No. 2015-CY-AX-0013 awarded by the Office on Violence Against Women, U.S. Department of Justice. The opinions, findings, conclusions, and recommendations expressed in this publication / program / exhibition are those of the author(s) and do not necessarily reflect the views of the Department of Justice, Office on Violence Against Women.



MaineBoysToMen.org



Info@MaineBoysToMen.org



[@MaineBoysToMen](https://twitter.com/MaineBoysToMen)

Q & A

Middle School Module 4

- Do you have any open questions?
- Any questions for us as facilitators?
- Ex. "Why did we facilitate the way we did?"
- Ex. "Why did we present this content?"



Turn & Talk

Closing Question

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

Coming Up Next

Final Session!

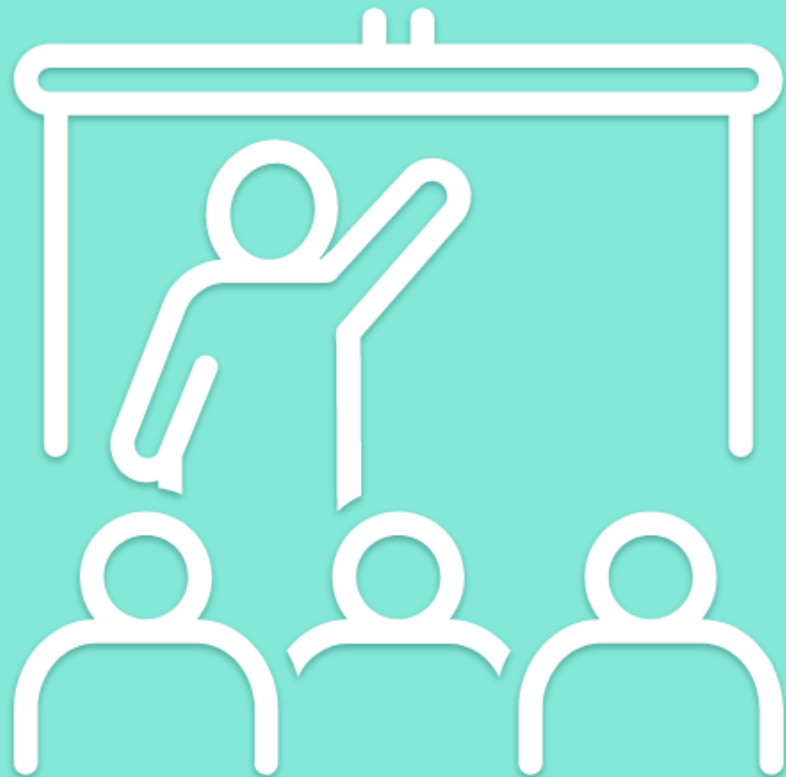
- Breakout room on storytelling
- Facilitation skills and techniques

Break

- Building relationships
- Reflection exercise
- Staying connected to MB2M

Closing

- Head, heart, feet



Closing Activity

Head, Heart, Feet



What's something you're thinking about 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?

↑ **Day 5**

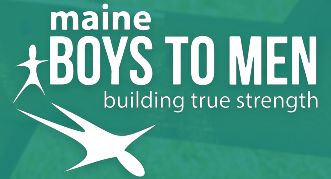
↓ **Day 6**

Reducing Sexism & Violence Program

Modern Masculinity Training Institute: In-Person Workshop

This Training Institute was made possible through a grant from the Maine Masonic Charitable Foundation

Day Six: Facilitation and Storytelling Techniques



MaineBoysToMen.org



Info@MaineBoysToMen.org



[@MaineBoysToMen](https://twitter.com/MaineBoysToMen)

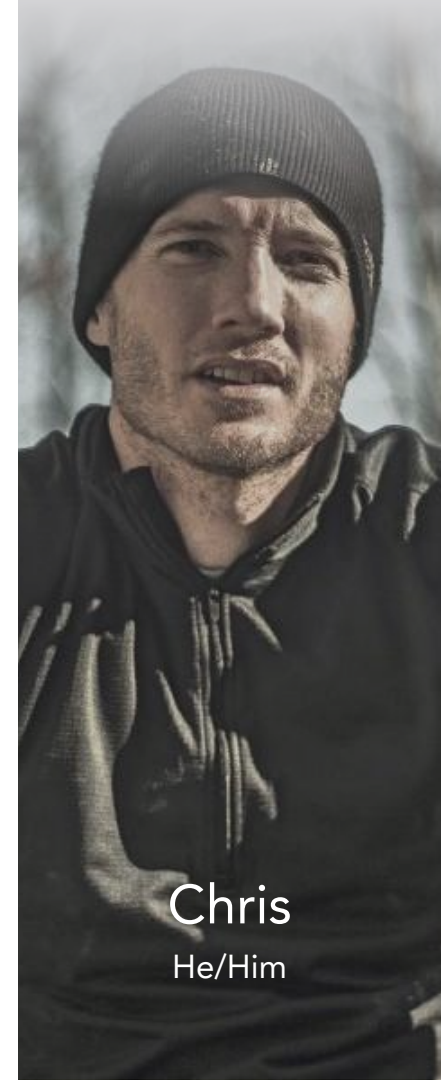
Welcome! 🖐️ 😊 As folks trickle in, consider the following question:

**If You Had The Power Of
Teleportation Right Now,
Where Would You Go And Why?**

Meet The Team



Danny
He/Him



Chris
He/Him

Flow of Today's Training

Facilitation & Storytelling

- Breakout room on storytelling
- Facilitation skills and techniques

Break

- Building relationships
- Reflection exercise
- Staying connected to MB2M

Closing

- Head, heart, feet



Turn & Talk

Connecting Question

- What makes a good story?

“At Maine Boys to Men, we believe that storytelling is the key to powerful and transformative relationships with young people that can shift us from a culture of violence to one of dignity and respect. Our shared humanity is found in our stories.”

- *Storytelling Guide*

What Makes

Why do you think MB2M uses the word “facilitator” rather than teacher/educator?

A Good Facilitator?

Chat your answer and we'll display it on the slide

Facilitation Skills

Above All, Do This

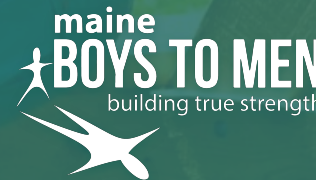
There are five key principles that we want every middle school participant to experience. If these are happening in the room, it is a successful program.

- This work is fundamentally about giving participants permission to fully express their whole selves.
- This work is also about planting the seeds of ideas, including modeling that there are many different ways that masculinity can be expressed.
- 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.”.
- Facilitators should always be modeling vulnerability that moves the group forward, but it’s about the group, not the facilitator.
- Keep the facilitation engaging; it’s important that participants have a holistically positive experience with the material and the facilitators.

Break Time

Self Care Strategies:

- Get a glass of water or a snack
- Take three deep breaths
- Stand up and stretch
- Use the restroom



MaineBoysToMen.org



Info@MaineBoysToMen.org



[@MaineBoysToMen](https://twitter.com/MaineBoysToMen)

How to Build Relationships

Laying the Groundwork



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

Community Impact

Reflection Exercise

- How do you anticipate bringing this work to your community?
- What parts of this training specifically do you see making a direct impact?
- Who do you think you will collaborate with? Where do the relationships already exist?
- What do you envision are your next steps?



Turn & Talk

Share Out

- Share your reflections in small groups

Group brainstorm

Next Steps with Maine Boys to Men

Next Steps with Maine Boys to Men

To recap, the goals of the Modern Masculinity Training Institute are twofold:

- 1) To train a new cohort of facilitators to deliver the RSVP-MS curriculum and to be able to reach a larger number of boys and male-identified folks with this critical and transformational content;
- 2) To cultivate the leadership within each of you to do the self-discovery and self-reflection necessary to challenge sexism and ultimately stand up as leaders to prevent, interrupt, and ultimately end gender bias, harassment, abuse and violence.



Next Steps

- Training evaluation survey
- CEUs and certificates
- Support our work
- Any questions?



A Maine Boys To Men Podcast

Stay Connected

- Check out The Youth Take
- Follow Maine Boys To Men on social media
- Reach out via email



Take The MMTI Training Survey



1. **Prior** to this training session, my **knowledge** on each topic below was:

	1 (very low)	2	3	4	5 (very high)
The concept of continuum of harm	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How society's concept of masculinity impacts boys	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Why it is important to work with young boys	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2. As a result of **completing** this training session, my **knowledge** on each topic below is:

	1 (very low)	2	3	4	5 (very high)
The concept of continuum of harm	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How society's concept of masculinity impacts boys	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Why it is important to work with young boys	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

3. My **confidence level in the following skill prior** to the program was:

	1 (very low)	2	3	4	5 (very high)
Engage a group using the rope activity to form group connections	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

4. My **confidence level in the following skill** as a result of **completing** this program is:

	1 (very low)	2	3	4	5 (very high)
Engage a group using the rope activity to form group connections	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Closing Activity

Head, Heart, Feet



What's something you're thinking about 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?