MANIFEST CHANGE FACILITATOR MANUAL

Ottawa Coalition to End Violence Against Women

Engaging men and boys in the prevention of gender-based violence

September 2018

Acknowledgements

The Ottawa Coalition to End Violence Against Women carries out its work on the traditional, unceded territory of the Algonquin people. The dynamics of sexual violence are intertwined with the historical and ongoing colonization of Indigenous peoples and lands, and our efforts must be informed by healing and accountability work led by First Nations, Métis and Inuit communities. We thank those Indigenous community agencies and community organizers who generously address our blind spots, demonstrate the links between accountability and the well-being of the community, and continue invite us into mutually respectful relationship.

MANifest Change's approach to primary prevention is rooted in the work of women and LGBTTQ2A+ survivors and advocates. We acknowledge their decades of resilience and resistance which shapes the invitation for men and boys to take our role and responsibility to address male violence. In particular we are grateful to OCTEVAW's member agencies for sharing their expertise.

The MANifest Change Gender-based Violence Prevention Model includes research and material from other violence prevention initiatives and organizations. We have tried to cite others' work throughout this manual.

Finally, a violence prevention model based on transforming relationships wouldn't work at all if not for the energy and insights of youth workers, teachers and frontline social service providers who have taken the facilitator training. Thousands of high school students and campus student leaders have attended MANifest Change workshops and shared their feedback with us. Special thanks are due to MANifest Change volunteer facilitators who generously give of their time and presence to walk with younger men as we explore what it means to be effective and caring male allies.

Contents

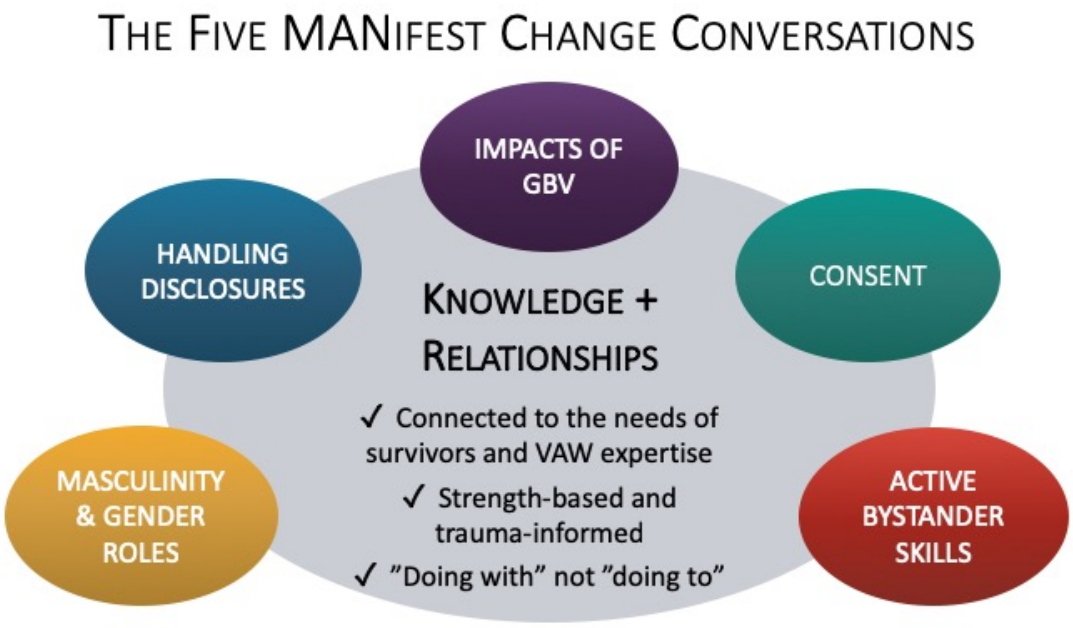
What is MANifest Change?

Introduction to the MANifest Change Gender-based Violence Prevention Framework

MANifest Change is a project of the Ottawa Coalition to End Violence Against Women. We support men and boys in preventing gender-based violence (GBV) which affects women and girls, gender non-conforming folks and men and boys. The project is based in decades of work by women and LGBTTQ folks to make our communities safer and more inclusive.

MANifest Change rests on intersectional feminist practice that is concerned with balancing power among people of all genders, racialized groups, sexualities, abilities, etc. In a society where power is awarded to some and denied to others, preventing violence means re-balancing power with each other, allowing space for healthy relationships in which conflict does not lead to abuse or harm.

We believe that men and boys have a lot to gain from expressing masculinity in ways that connect us to ourselves and others, rather than expressing masculinity in ways that dominate ourselves and others. In this sense, walking alongside women, girls and non-binary people as allies can be transformative for men as well.



MANifest Change is based around three central principles:

> Acting as a male ally means centering the needs of survivors of GBV and leaning on the knowledge of GBV activists and service providers.
>
> We invite men and boys to use our strengths to act as allies (e.g. critical self-reflection, positive values about masculinity and equity, resilience in the face of racism/abuse/intolerance, courage to act).
>
> Acting as an ally means we practice "doing with" - offering support without taking over; increasing the choices of survivors without imposing our own opinions; intentionally sharing our power and privilege to pursue equitable relationships.

The 5 MANifest Change Conversations can take several forms:

- informal peer-to-peer conversations;
- mentoring and coaching conversations;
- a series of 1 hour presentations;
- a series of five workshops (usually 1.5 - 2 hours each).

Clinicians may find that MANifest Change's trauma-informed, strength-based approach integrates well with CBT and other talk therapies.

We have seen that men and boys become effective allies through relationships, not simply the transfer of knowledge about GBV. That means that mentoring and coaching relationships, collegial relationships, teacher-student relationships, intimate relationships and friendships are all transformative opportunities for preventing GBV. A strength-based, non-shaming approach is essential. We train people of all genders to initiate the 5 MANifest Change Conversations with men, and we know that it's particularly important at this time for men to have these conversations with other men and boys.

The result is that men and boys who participate in the 5 MANifest Change Conversations are less likely to hold harmful beliefs about GBV and more likely to prevent or intervene in situations of GBV in their workplace, school, family or social circles. You can read more about the research and evidence base for the program at www.manifestchange.ca.

MANifest Change Facilitator Rubric

Stage One: 21 Hour Intensive Training

After the training, facilitators will have developed the following competencies.

Role of men and boys	Knowledge of GBV	Facilitation skills
Acknowledge the leadership and expertise of VAW advocates and be transparent about our blind spots	Describe some of the social norms that make GBV a persistent reality for most women, girls and LGBTTQ+ people	Recognize and create opportunities to initiate the MANifest Change conversations
Explain how men and boys can play a vital and positive role in preventing GBV	Recognize and challenge common myths about GBV	Create a safe space for participants to discuss sensitive issues in a productive and respectful way
Identify prosocial attitudes and behaviours that many men value	Recognize common forms of GBV, including sexual harassment, sexual assault, relationship abuse, physical violence	Use a strength-based, trauma-informed approach to engaging men as allies in preventing GBV
Describe the social pressures on men and boys that underlie self-harm, violence against other boys and men, violence against women and girls, homophobic and transphobic violence	Develop ways to discuss the role of power in GBV, including interpersonal dynamics, racism, poverty, colonization, immigration status, sexism, transphobia, homophobia, etc.	Acknowledge and work with the cultural aspects of gender roles and GBV
Explain the importance of consent to men in healthy, happy relationships and ending GBV	Communicate 3 concrete examples of the impact of GBV on women, girls and LGBTTQ+ folks	Learn to lead the MANifest Change conversations in a 1:1 coaching format or a workshop delivery format
Self-reflect on our own expressions of masculinity	Develop an understanding of campus and community resources for survivors of, witnesses to, and perpetrators of GBV	Become familiar with the interactive activities that drive the MANifest Change conversations
Make ourselves accountable to women and LGBTTQ+ colleagues by seeking their input on our efforts to prevent GBV		Develop strategies to handle questions that you can't answer on the spot

Stage Two: Practice and Implementation

As you put your skills into practice the following competencies are necessary.

Role of men and boys	Knowledge of GBV	Facilitation skills
Share a story that illustrates how you prevent GBV	Share anonymized examples of GBV that are common in your community and relevant to your audienc	Understand the specific needs of your audience and adapt to their needs
Share examples of unhealthy and healthy expressions of masculinity	Explain consent in a clear and nuanced way, while avoiding the idea that negotiating consent to sexual activity is “a grey area”	Practice opening a conversation with a clear purpose statement
Model and teach the skills of consent in the way you deliver the material	Give examples of what women and LGBTTQ+ advocates expect of men when we are acting as allies	Use open-ended questions and provocative questions, rather than dominate the conversation
	Accurately describe the role of false allegations in sexual harassment and assault reporting	Facilitate learning in ways that include quieter participants, as well as bring in perspectives not represented in the group
		Practice closing a conversation with clear “take-away” points and next steps
		Share and receive constructive criticism with co-facilitators

Stage Three: Training other MANifest Change facilitators

In order to support others to become facilitators, significant knowledge in the field of GBV as well as well-developed teaching and coaching skills are critical.

Role of men and boys	Knowledge of GBV	Facilitation skills
Continue to learn about a wide range of men's lived experiences, including as survivors of GBV and perpetrators of GBV	Participate in regular professional development with GBV experts	Develop a deep understanding of the MANifest Change conversations through continual practice
Ability to teach about social power dynamics through the intersections of race, economics, gender, immigration status, and other factors	Develop concrete practices (personally and organizationally) for maintaining accountability to women and LGBTTQ+ advocate	Understanding of trauma-informed best practices in education
	Recognize the common pitfalls of acting as an ally	Ability to break down a learning activity to its key components
	Comprehensive knowledge of campus and community resources for survivors of, witnesses to, and perpetrators of GBV	Ability to provide specific, culturally-appropriate feedback to other facilitators
		Ability to coach others on complex issues

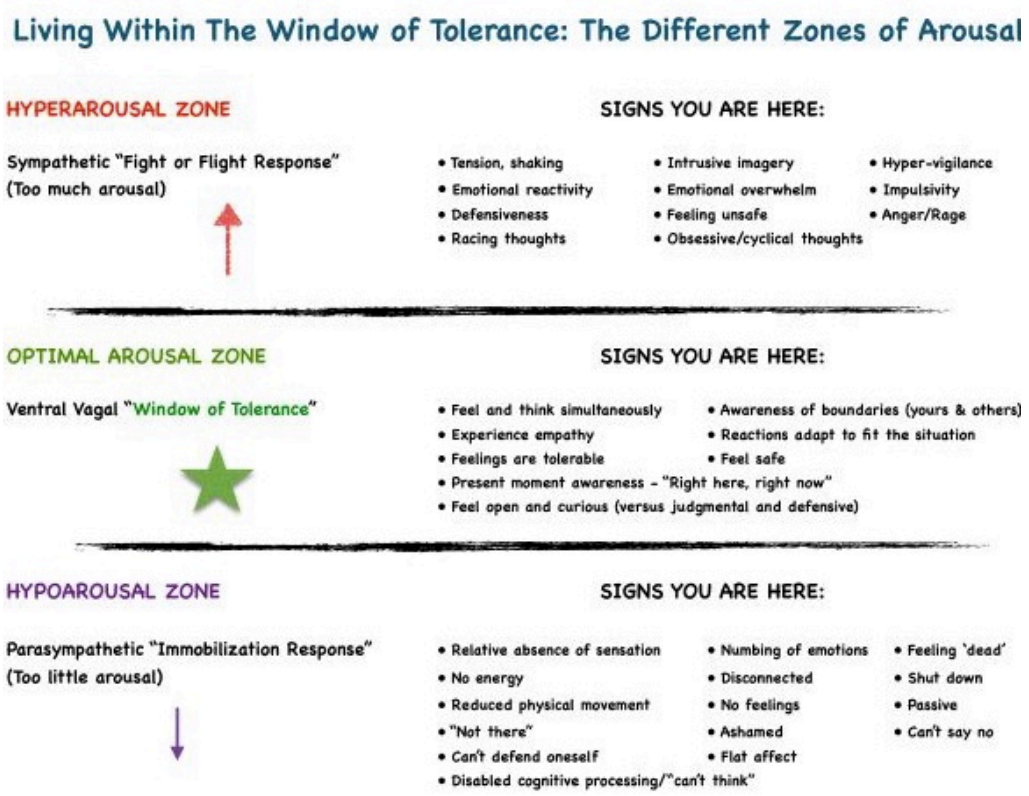
Trauma-informed pedagogy

Knowing the statistics on the prevalence of GBV, we recognize the range of experiences in any group of people we engage. We acknowledge that the experiences of victimization, witnessing harm and causing harm are often present among our colleagues, friends and family. The effects of trauma are felt by survivors of GBV, children or adults who witness violence, and the individuals choosing to harm others.

Trauma, as described by Peter Levine in Waking the Tiger, is the body's response to anything that is "too much, too fast, too soon". It is a physiological response, not only an emotional one, that shows up in different ways for different individuals.

If we stifle our protective responses in order to "push through", to avoid losing face in front of others or to escape to safety, the uncompleted protective responses remain present in our bodies, and can even be passed along intergenerationally (Resmaa Menakem, My Grandmother's Hands).

We can expect uncompleted trauma to affect us and others who might be part of these 5 MANifest Change Conversations. We can expect it when we witness sexual harassment at work, and try to intervene skillfully. We can even expect it when our concept of ourselves as good people is challenged (that's why scapegoating a "few bad apples" is so appealing!).



Physiologically, when we feel safe in our bodies and our self-concept, our nervous system is balanced in the “window of tolerance”. We have the capacity to be present to ourselves and others, process information and make informed choices. We may feel uncomfortable or challenged (which can be a productive learning experience), but not overwhelmed.

When we perceive a threat to our bodies or self-concept, our nervous systems may respond by disengaging, sleepiness or numbness (“freeze”). Or, our nervous systems may respond with increased arousal (“fight or flight”). Our bodies act to protect itself from a real or perceived threat independently of our values and training. As MANifest Change Facilitators, how we respond to our own nervous systems and the nervous systems of others is critical to everyone’s safety and ability to participate.

As public educators, mentors and coaches, an awareness of our body’s protective responses can help us attend to each other’s well-being by:

- normalizing a range of physiological protective responses by explaining the window of tolerance
- illustrating how the body’s protective responses show up in different ways
- pacing discussions of violence so that participants spend most of their time in the window of tolerance
- offering many ways to engage with the material so that participants can make choices that respect their well-being
- inviting participants to privately check where they are (in or out of the window of tolerance) at key times in the conversation
- noticing your own protective responses, making choices that bring you back into the window of tolerance, and sharing that information with participants when appropriate

It’s important to stay within our professional limits by taking care not to lead people into experiences that may overwhelm or revictimize them. Offering choice in how to engage the material is essential. Be ready to suggest other supports, e.g. peer support, counselling.

Skills for holding challenging conversations

We find that MANifest Change conversations are respectful, productive and "safe enough" for participants to try out new ideas, agree and disagree with peers, and ask challenging questions of the facilitators. We attribute this success to *working with* challenging points of view rather than ignoring or supressing them. Challenges to problematic attitudes and behaviours come in the form of invitations rather than labelling or shaming. We often hear about the challenges that come with opening conversations about GBV:

"Gender-based violence arises out of systemic power imbalances between men, women and non-binary people. Privilege blinds some to the experience of others."

"People of all genders have been betrayed and harmed in various ways that often go unacknowledged."

"The role of men and boys in addressing GBV is politically charged. Everyone is walking on eggshells."

In this context, facilitators need strategies that help participants identify and navigate the power imbalances in the group while remaining open to discovering room for collaboration. The following strategies can be used in ways that are respectful, educational and direct (Conflict and Communication working group, 1998).

Develop clarity of purpose

Each MANifest Change Conversation has clear pedagogical objectives and anchor statements that help us re-focus on those objectives when the conversation wanders. Clarity of purpose also produces accountability, e.g. if the group's goal for a conversation about consent is "to make sure my partner feels safe and is having a great time during sexual intimacy" the facilitator can challenge a participant who says its ok to pressure one's partner to have sex when she's intoxicated by asking how his position relates to the group's goal.

Common reasons for initiating a conversation include:

- I want to seize the initiative to **set a positive tone** for future conversations about GBV
- I want to **build trust** with others so we can have critical and clear-eyed conversations down the road
- I want to **inject a new perspective** into the usual "gender wars" script of men vs. women, victim-blaming myths and racist stereotyping
- I am choosing to **challenge a person's problematic attitude or behaviour** and asking them to take responsibility for it
- I am **offering my support** to someone as they deal with experiencing harm
- I am **offering my support** to someone as they take responsibility for harming someone else

- I am **asking for someone's help** to respond to a situation of GBV in our community

Get consent

Whether it's negotiating the agenda for a supervisor-employee check-in or a starting a casual conversation with a friend or co-worker, look for ways to model consent, e.g. "I've been talking to other people in our organization about preventing workplace harassment. Would it be ok if I get your thoughts on this, too?" Be honest about the power dynamics of a conversation – if you supervise the other person, or hold other forms of authority and status, they might not be able to refuse you. You risk disengagement at best and revictimization at worst if you force the MANifest Change Conversations on someone.

Self-disclosure and co-learning

You are learning together – periodically say what YOU are getting out of the dialogue. When appropriate, implicate yourself in both the problems and solutions of addressing GBV, e.g. "I sometimes notice myself wondering if a woman who was assaulted at a party bears some of the responsibility if she was intoxicated. That's an example of how ingrained victim blaming is our society. It's taken me some time to realize that the person who assaulted her chose to hurt her and that's where the responsibility lies."

Seeking the highest common denominator

This strategy relies on a positive shared purpose, or inviting someone into a shared purpose. E.g. in response to a participant who asserts that men underreport sexual violence and actually experience sexual violence at the same rates as women and LGBTTQ folks, we can say "Sounds like we both want to make sure that no-one of any gender has to experience sexual violence. There are a lot of ways that men suffer, too, and many of the social norms that cause violence against men and boys are linked to male violence against women and LGBTTQ folks."

Inquiry

Rooting a conversation in curiosity (rather than an unbridled campaign of persuasion) allows everyone space to try on new ideas and behaviours rather than become defensive or go on the attack.

APPENDIX B: ASKING QUESTIONS

There are certain types of questions that aid in collecting feedback at different stages of the learning process.

The Experiencing Phase

There are questions that are more effective at the beginning portion of a workshop that help break down resistance, or anytime there is resistance to moving on.

- How do you feel about that?
- What do you need to know?
- Could you be more specific?
- Could you offer a suggestion?
- What would you prefer?
- What are your suspicions?
- What is your objection?
- And?
- What's the worst or the best that could
- happen?
- Could you state that in another way?
- Would you say more about that?

The Reflection Phase

There are questions that are more geared towards generating response about an exercise that has just been completed, to help in completing the experience.

- Who else has a similar experience?
- How many feel differently?
- Who feels differently?
- What did you observe?
- How many feel the same?
- Are there any surprises?

The Generalizing Phase

Once the participants have shared their experience about the data of the exercise, there are questions that are directed towards making sense of that for the individuals and the group.

- How do you account for that?
- What does this suggest to you about/What does that mean for you? yourself? About men? How do these things fit together?
- Do you see a pattern here?
- What do you understand better about yourself?
- What struck you about that?

The Applying Phase

Participants are concerned with using what they have learned in their personal lives.

- How could you apply that?
- How could you make it better?
- What would you like to do with that?
- What is one thing you will do differently?

The Summary Phase

Process the entire experience and ask for feedback on how the workshop was run.

- How was this for you? What would you do differently?
- What were the positive and what are the costs and benefits? Negative points?
- If you had to do it again, what would you do?
- How might it have been more meaningful?
- What changes would you make?

Acknowledgement and validation

MANifest Change's gender transformative approach means that we provide men and boys with knowledge about male violence and information on what women and LGBTTQ people are asking us to do about it. In order for men to really digest this information and act authentically, we can't force-feed one "right" perspective – we should expect disagreement even among men who are already motivated to address GBV. And we will see push-back from men who feel stuck in a "war of the sexes" and don't trust women's knowledge and queer knowledge.

Active listening skills (paraphrasing and summarizing) allow facilitators to acknowledge various perspectives without agreeing with them. Responding calmly to a participant's victim blaming comment with "You think it's her fault she was assaulted" puts ownership of the comment where it belongs and places the comment starkly in the open where it can be discussed.

By contrast, if we suppress or ignore such commentary, the participant's concerns go unaddressed, jeopardizing the work we want to do together as male allies. The person feels increased pressure to agree with you to make you go away, rather than find their own ways of aligning themselves with women's efforts to address GBV.

Gratitude for raising myths

Rape myths are widely-held beliefs about sexual violence, e.g. "She provoked him by wearing a short skirt" or "It's not rape if it happens between a man and his wife." People of all genders have been socialized into these ways of thinking, and MANifest Change participants (and facilitators!) will inevitably adhere to them to varying degrees.

What hasn't been said can't be named or analyzed, so when a participant expresses a myth, we can begin by thanking him for raising this important issue, e.g. "I'm glad you mentioned the idea that women are as abusive as men because a lot of people think that's true. There's another perspective, though . . . "

In the moment or later on, you can follow up, e.g. "Women certainly can and do harm others. However, the Man Box expectations lead men meet our needs by controlling our partners, scaring them, and using severe physical violence. So, acknowledging the prevalence of male violence doesn't mean that women are perfect angels, but it does mean that the impact of male violence lands heavily on women, girls and LGBTTQ people, as well boys and other men."

Conversations about gender are rife with generalizations about others ("Men think with their dicks", "Women really mean 'maybe' when they say 'no'"). Setting a guideline that we speak only from our own experience creates more room for learning. Challenge generalizing and "mind-reading" by naming it as a thought distortion and replacing it with curiosity, e.g. "we don't know what every woman thinks about 'regretting sex the next day', but how could we learn more about it? Who could we ask?"

Be hard on issues, soft on people

De-personalize problematic comments and seek the input of others instead of arguing, e.g. rather than "What you said is wrong", you can try "Let's look at that idea for a moment. Is there anything that could be dangerous about that way of thinking? What could be risky about that?"

We can thank people for being brave enough to challenge us (without necessarily agreeing with them) and ask the group "What does it say about a guy when he can allow others to challenge his point of view?" or "Do you think effective male allies need to be able to change our minds sometimes rather than be right at all costs?".

Shift the burden of proof

Facilitators can challenge myths by putting the burden of proof on the person expressing the misconception, e.g. "I've also heard other people say that many sexual assault allegations are false. Do you personally know of anyone who has falsely accused a partner or ex? How do you know the accusation wasn't true?" It can be more productive to explore our assumptions than argue the facts (rebutting immediately with the statistic that 92-96% of sexual violence allegations are found to be true invites the person to muster a new argument rather than considering what that number means).

It's ok not to know

The Man Box tells men that we should always be right, always have an answer, and always have the confidence to take a position on issues we know little about. Facilitators can disrupt this dynamic by normalizing your own lack of knowledge, e.g. "I don't know what the answer is, but I bet we can figure out who to ask."

Seek answers from people with GBV expertise, including survivors who have chosen to educate others (don't turn to people who haven't explicitly offered to talk about their experience of GBV!). Decide what your group will do to learn more about the issue, who will do it and when. This level of accountability discourages grandstanding and playing "devil's advocate" that is more about saving face than real learning.

It can be disarming to share your bewilderment or confusion when you don't know how to respond to problematic statements, e.g. "When you say that women who get groped at the club should expect it there, I feel disturbed. I don't know what to say or what the answer is, but it makes me really uncomfortable." Then, you can ask others what they think, or follow up later when you are clear about your response.

Explore resistance

Debate and conflict can be productive; however, polarized arguments are less productive because people's ego and sense of safety depends on being right or winning, which doesn't allow for trying on new ideas or admitting blind spots.

When someone is debating in order to win an argument or "exercise my right to free speech" we can either bring the conversation back to an anchor statement, or press deeper into the speaker's underlying needs, e.g. "We've talked about how we all care about community safety, including you, of course. And yet I've noticed that you are debating every fact about GBV. What might be making it hard for you to explore a different perspective on this right now?" This can be an opportunity for the whole group to explore the barriers in "believing women" without shaming those participants who are struggling to acknowledge their blind spots.

Strength-based coaching skills

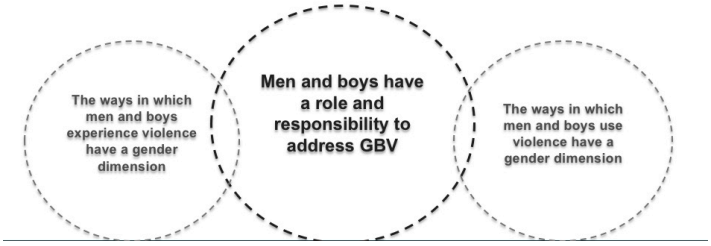
Easy ways to start the five MANifest Change conversations

No, you don't have to wait for someone to make a sexist comment in order to talk about addressing GBV!

- "I took this training last month and it really challenged me to [insert your experience]. I've decided to ask others what they think about this issue. What are your thoughts?"
- "I've been thinking about what you said earlier and I'd like to know if you're willing to hear my response."
- "I'd like to know what other guys' experiences/thoughts/feelings are about . . . "[if you are a guy]
- "I'm curious what some guys think about . . . . "[if you are not a guy]

Step 1: Accept and invite

Invite him into a conversation and clearly state the topic; if necessary, clarify that this is not a disciplinary conversation.



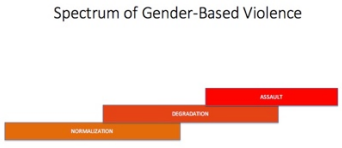
Try . . .	Avoid
Giving examples of the benefits to him and other community members of having this conversation	Judging or evaluating who he is
Validating his good intentions and positive values about gender equity and community safety	Embarrassing him in front of others

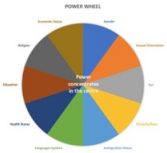
Step 2: Explore his perspective

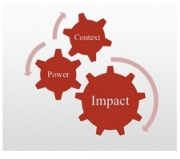
Try . . .	**Avoid**
Posing provocative, open-ended questions	Interrogating him
Using your body language and active listening skills to show you are present to his story	Inserting too much of your own perspective at this point
"Joining without merging" – being present with him doesn't mean you have to identify with his feelings or agree with his point of view	Questioning the importance of his personal experiences
Validating his good intentions and positive values about gender equity and community safety	

Step 3: Offer new information

Try . .	**Avoid**
Telling a story that illustrates the impact of GBV on women, girls and gender non-conforming people	Shaming him for holding misogynist values or harming others – implicate yourself as well and show you are learning, too
Giving examples of how men and boys use their strength in positive, connecting ways	
Gently and directly challenging rape culture myths and victim blaming	







Step 4: Set expectations

Try . . .	**Avoid**
Stating, in positive and goal-oriented terms, what behaviours you expect of men and boys in your community	Lowering our standards for men and boys – keep expectations high
Describing the role and responsibilities of men and boys in preventing GBV	

Step 5: Support the next step

Try . . .	**Avoid**
Offering to act as a sounding board as he refines his ideas into appropriate actions	Doing his personal work for him
Walking with him, if he wishes – don't expect him to go against his peer culture all alone	Setting unrealistic goals – break it down into manageable steps
If appropriate, bringing other peers or community resources in for support	Expecting changes without ongoing support and follow-up
Agreeing on a time to follow up, and do it!	

Strength-based group facilitation skills

Develop clarity of purpose

Facilitator notes include clear learning objectives. Activities are easier to facilitate when you have a clear beginning, middle and end in mind. Frequently restate the learning objectives so that the group can keep itself on track. End with 2-3 "take-aways" that give participants a concise way to move from learning to action.

Co-create shared expectations for dialogue

The process of negotiating shared expectations about how to conduct a respectful, productive dialogue is detailed in the Masculinities and Gender Roles Workshop Facilitator Notes. Make sure it is strength-based – ask what people WANT from each other (not just what they don't want). Ask how they like to be challenged. Tell them how they can challenge you respectfully. Drill down on vague responses like "show respect", e.g. "What can I do to show you that I respect you, even when we see things differently?"

Group contracts should allow the participants to choose how much or how little to engage in the conversations to come.

As the facilitator, be clear about what you will do if the conversation strays from the group contract, e.g. simply remind them of the group contract, ask "is this how you wanted the conversation to go?", "what could we change so that the conversation is productive and respectful?", etc.

If there isn't time to develop a group contract, clearly state your expectations for a respectful and productive conversation.

Actively manage the agenda and the flow

Usually, the richest parts of a conversation are unplanned. Having clarity of purpose allows you to let the group choose its own path towards the learning objectives. You can always bring them back to the original purpose if they get bogged down.

Re-state the scope before giving the floor to someone who overshares or is off-topic, e.g. "The topic right now is 'what are the expectations that men face in our sex lives?' Rob, can you tell us what you think of that?"

You can refocus on the learning objectives by acknowledging tangential topics and "parking" them in a "parking lot" list. You might come back to them later, or share the list with the group at the end of a session to ask what they want to follow up on next.

As the facilitator, you can't possibly know all the needs of the group ahead of time. Tangents sometimes signal unmet needs that must be addressed before the group can

move on. In particular, pay attention to the voices of people who weren't part of setting the agenda and whose voices are often marginalized.

Summarizing frequently allows you to help the group track where they are at, and clarifies what you are learning together.

Ensure equitable airtime

Invite participants to regulate their own participation levels by inviting them to "step up" or "step down". People who learn through verbalizing ideas with others will get the conversation started in the group. At certain times, the talkers might need to "step down" to make space for other voices. Likewise, the quieter people in the group who learn through introspection, or who expect their opinions to be dismissed, can be encouraged to "step up" and risk expressing their ideas once the conversation seems safe enough.

Activities that invite participants to work solo and in small groups allow quieter voices to emerge – don't expect everyone to participate in whole group discussion. A circle in which each person gets the chance to speak or pass can also help balance airtime.

A simple statement like "let's take a moment to hear from anyone who hasn't spoken yet and would like to" can create a pause that allows quieter or marginalized voices to come forward.

Encourage dissent

It's tempting to always "direct teach" the information we want people to absorb and advocate for our view on what that information means and what should be done about it. There is a place for direct, passionate teaching in the MANifest Change conversations.

In keeping with MANifest Change's principle of "doing with, not doing to", direct teaching needs to be balanced with seeking alternative viewpoints. Alternative viewpoints include approaches to preventing GBV we haven't considered before, as well as mainstream rape myths that undermine gender equity.

Periodically asking "Is there another way to interpret this?" or "What is another way to see this?" depersonalizes the next comment and makes it safer to dissent. The group gains trust in each other and in the facilitator when they see that it's ok to disagree (e.g. that conflict can be productive).

This is particularly important when participants feel defensive or pressured into telling the facilitator what they want to hear. Bringing objections out into the open without shaming the commentator allows for critical discussion, identification of blind spots, and often, participants will productively challenge each other's harmful beliefs.

Encouraging dissent and exploring resistance to the facilitator's ideas allows the group to come up with analysis and solutions that fit their context. It "reality proofs" the learning so that concerns are addressed rather than fostering an environment where the goal is to give

the right answer to the facilitator. If participants are going to act on their new understandings outside of the training room, we can't skip this step!

Address harmful comments

Harmful comments are those that undermine the humanity of others (dismissive generalizations, outright attacks, insisting on victim blaming). E.g. "What about men who are being raped in prison by gays?" or "You can't trust women – they'll turn around and cry rape on you." When harmful comments are made during a group discussion, the facilitator has a responsibility to address it in front of the group, even if you intend to follow up with the person in a private discussion later. Possibilities include:

- Remind participants of group contract and ask if this is the kind of productive conversation they were hoping to have
- Name the impact of a behaviour, e.g. "What you just said had a homophobic element to it that dehumanizes LGBTTQ people."
- If the comment is harmful, but still relevant to the discussion: "What you just said had a homophobic element to it that dehumanizes LGBTTQ people. Is there respectful way you can make your point/pose your question?"
- If the comment is harmful, and takes away from the purpose of the discussion: "That comment has a homophobic element to it that dehumanizes LGBTTQ people, and isn't helping us with our goal, so I'm going to set it aside for now. We started out talking about men's role in preventing GBV in our families. Does someone who hasn't spoken yet have a perspective on this?"

It can be hard to find "good enough" words to name a harmful comment in the moment. Sometimes the facilitator can come circle back at the end of an activity to address it, e.g. "The comment about prison rape from a few moments back was outside our group contract – in the next discussion, let's make sure our comments don't label or dehumanize people." You can invite the group to reflect on how to handle harmful comments in the future, or you can invite anyone who has suggestions to talk to you outside the workshop.

Tips for facilitating role plays

Role plays offer the opportunity to move from ideas to behaviour changes, so that people are physically, emotionally and mentally prepared to take action. Rehearsing a new behaviour in a safe place with people you trust, giving and receiving constructive feedback, can be an effective way to get from talk to action.

Give very clear instructions when setting up role plays that include the purpose and a behavioural goal. Provide a slide or handout that states the scenario and the role-players' task. Make sure at least one of the facilitators has experience leading and debriefing role plays.

Suggestions for handling high emotions, anxiety about role playing, or the possibility of retraumatizing someone:

- Always allow participants to engage to the degree they feel comfortable, including allowing people to act as observers, take breaks when they want, or pass when invited to speak.
- Build up to a role play by giving the scenario, having people talk through possible responses in small groups, discussing them briefly as a whole group, and then trying out ideas in a role play activity
- Provide participants with a scripted line to start things off, e.g. “Are you a dude or a chick?” – don’t just say “Alright, everybody, act transphobic! Go!” – this keeps things moderated and realistic; don’t give people license to overplay their role and potentially create a level of tension that is re-victimizing for others
- Consider providing break-out rooms for each small group to increase privacy and reduce performance anxiety
- If an individual is reluctant to role play but motivated to learn, invite them to choose someone in the room to shadow and learn by watching (get the person’s consent before assigning a shadow to them)

If the group can’t settle down, take the activity seriously, or participants are here just to hang out in a safe space, not wanting to take risks:

- Let them goof off a little – it’s a heavy topic and people might need to blow off steam
- Make sure at least one of the facilitators has the skills to manage a noisy or distracted group
- Refocus the group by asking if they see the point of the role play and want to continue; if there is reluctance, suggest alternatives . . .

Alternatives to role playing

- Invite the “class clown” to join you at the front of the room as a “human puppet”; get them to help you role play some ideas while others watch; ask observers for ideas and try them out with the extroverted volunteer
- Facilitators role play with each other while participants watch and give feedback
- For active bystander skills training - show a video that presents a challenging situation and invite participants to brainstorm strategies to handle it; ask them to script a few possible responses on paper; invite them to give you their ideas (anonymously) and read them out loud; discuss as a group

What is gender-based violence?

Framing gender-based violence

The United Nations Declaration on the Elimination of Violence against Women defines gender-based violence as any act "that results in, or is likely to result in, physical, sexual or psychological harm or suffering to women, including threats of such acts, coercion or arbitrary deprivations of liberty, whether occurring in public or in private life." This definition focuses on the harm experienced by women and girls (MANifest Change Conversation 3: The Impacts of GBV).

What this definition does not make clear is the identity of the group causing harm. The vast majority of violence experienced by women and girls is committed by men and boys. In Canada, men are the offenders in over 90% of spousal violence cases across a broad spectrum of offences including sexual assault, major assault, uttering threats and criminal harassment (Statistics Canada, 2006).

However, most men do not participate in criminal violence against women, and, quite the opposite, acknowledge that men have a responsibility to prevent GBV (White Ribbon, 2012). In other words, there is a large group of men whose values oppose harming women and girls, but we may not have the skills to recognize common situations of GBV, or the skills to challenge male peers who are harming others, or the ability to recognize the ways in which our silence allows the violence to continue. It is this large group of men and boys that MANifest Change mobilizes.

The UN definition of GBV is also silent on the violence experienced by LGBTTQ+ people. Homophobic and transphobic assaults affect 1 in 2 people in the United States, and the daily low level aggressions that target and/or push trans and queer people to the side cause extensive social, psychological and financial harm. MANifest Change takes a gender transformative approach that invites men and boys to recognize gender and sexual diversity as a strength, not as a reason for self-hatred or a reason to target others.

Gender-based violence doesn't happen in a vacuum. It is connected to other social systems that emphasize domination over connection. The balance of power among two-spirit, masculine and feminine people in Indigenous communities has been deeply disrupted by European colonial processes. As a result, Indigenous women, girls and two-spirit people are at much greater risk of violence than their non-Indigenous counterparts. Anti-Black racism, precarious immigration status, disability, and economic marginalization combine with GBV in complex ways that disempower some people while raising up others.

MANifest Change recognizes that men and boys have a lot to gain by setting aside "power-over" relationships in favour of sharing power with women, girls and LGBTTQ people. Though men and boys are favoured with certain privileges and protections, many still pay a cost, particularly Indigenous men and men of colour. Boys experience homophobic bullying

and/or sexual abuse at high rates. Though these experiences fall outside the typical definition of "gender-based violence", they have a gendered dimension. Paying attention to the ways in which male privilege is used to divide and conquer, and the ways in which it requires men to choose domination over connection is a vital part of becoming an effective male ally, as well as a potential pathway to wholeness for many men and boys.

Facts on gender-based violence

Forms of gender-based violence include

- Intimate Partner Violence (IPV), commonly known by the legal term Domestic Violence, is abusive behaviour from a current or ex-partner
- Sexual Assault – any sexual contact without consent
- Street Harassment – cat-calling, persistent unwanted advances or touching in public spaces, e.g. music festivals, clubs and bars, public transit
- On-line harassment – non-consensual sharing of private photos, harassing a person via social media, promoting the normalization of violence against women in private forums, gender-based threats in gaming chat

Why focus on what guys can do to end VAW?

- VAW is not just a women's issue - it involves everyone
- Men and boys, women and girls all experience violence, but most violence is committed by men;
- Most men do not commit violence, but they can often prevent or stop VAW if they know what to do

Why do men use violence against each other and women, LGBTTQ people, children?

- As a way to feel more powerful and in control when life events are overwhelming – addiction, economic stress, breakdown of relationships with loved ones
- Guys who grow up with violence at home are more likely to use violence against their own partners and children; however most guys who were abused as kids do not go on to abuse others (1in6.org)
- As a way to prove our masculinity to other men or to women

Why don't we hear more about VAW?

- More than other forms of criminal violence, GBV is under-reported and it is difficult to gather accurate data. Research suggests that **90% of women survivors do not report their experiences of violence** because they may not be believed, they can experience intimidation for speaking out, and reporting to authorities can drain survivors emotionally and financially without resulting in justice.
- It is estimated that 1 in 3 women will be sexually assaulted during her life; every minute of every day, a Canadian woman or child is being sexually assaulted (Canadian Research Institute for the Advancement of Women, 1998)
- The Ottawa Police Service investigates on average 375 victims of sexual assault per year, and the vast majority of the victims are women.
- From April 2013 to March 2014, the Ottawa Hospital Sexual Assault and Partner Abuse Care Program (SAPACP) saw 212 clients who were sexually assaulted.

Intimate partner violence is any form of violence (physical, psychological, sexual, financial) committed by legally married, separated, divorced, common-law, dating and other intimate partners. Intimate partner violence occurs in heterosexual and same-sex relationships and among men, women and trans people. However, the most common perpetrators of police-reported violence against women are their current or former male intimate partners.

- Over half a million women in Canada experienced intimate partner violence between 2004 and 2009.
- The Ottawa Police Service investigates 4500 cases related to domestic violence per year, and the vast majority of the victims are women.
- From April 2013 to March 2014, the Ottawa Hospital Sexual Assault and Partner Abuse Care Program (SAPACP) saw 85 clients who were physically assaulted by their partner.

Some people are at greater risk of violence.

- **LGBTTQ people** (Lesbian, Gay, Bisexual, Transgender, Two-Spirited, or Queer) experience higher levels of violence than cis- and straight people. An Ontario-based study found that
    - 20% of trans people had experienced physical or sexual assault due to their identity.
    - 35% of trans people were subjected to verbal threats or harassment.
- **Indigenous women experience high levels of violence** because of poverty, loss of culture, and the enduring impact of residential schools.

- Aboriginal women report violent victimization of both spousal and non-spousal violence, at a much higher rate (2.5 times) than compared to non-Aboriginal women.
- Aboriginal women report more severe forms of violence, including being sexually assaulted, beaten, choked, or threatened with a weapon, than non-Aboriginal women.

What about violence against men?

Some attempts have been made to suggest that the rates of perpetration and prevalence of violence in intimate partner relationships is symmetrical; that is to say, equal between men and women. A more in depth analysis of Stats Canada data concludes that men's perpetration of violence against women is more frequent, more physically severe, more likely to be fatal, less often used in self-defence, and more often used as an ongoing tool of power and control as opposed to episodic type violence (Kimmel, 2002, Dobash, 2004).

While men certainly can and do experience violence, a selective use of these statistics, methodological flaws and conflicting evidence all dispel this myth of gender symmetry (Flood 2007, 1999).

When men experience violence in intimate relationships, it is far from equal to women's experiences of gender-based violence, particularly when you expand the understanding beyond violence in intimate partner relationships to sexual violence, harassment, stalking, workplace violence, etc. (White Ribbon Issue Brief).

Signs of an abusive relationship

If you're beginning to feel as if your partner or a loved one's partner is becoming abusive, there are a few behaviors that you can look out for.

- Telling you that you can never do anything right
- Showing jealousy of your friends and time spent away
- Keeping you or discouraging you from seeing friends or family members
- Insulting, demeaning or shaming you with put-downs
- Controlling every penny spent in the household
- Taking your money or refusing to give you money for expenses
- Looking at you or acting in ways that scare you
- Controlling who you see, where you go, or what you do
- Preventing you from making your own decisions
- Telling you that you are a bad parent or threatening to harm or take away your children
- Preventing you from working or attending school
- Destroying your property or threatening to hurt or kill your pets
- Intimidating you with guns, knives or other weapons
- Pressuring you to have sex when you don't want to or do things sexually you're not comfortable with
- Pressuring you to use drugs or alcohol

Source: National Domestic Violence Hotline

http://www.thehotline.org/is-this-abuse/abuse-defined/

1-800-799-7233

Conversation 1: Masculinities and gender roles

Coach's approach

Purpose

Demonstrate that healthy masculinity is about the power to connect with others, not the power to dominate others.

Primary MANifest Change Resources

The Strongest Man

Gender Boxes

Acceptance and invitation

"I'd like to hear your definition of what it means to act like a man. I'm always interested in what other guys think about manhood."

Explore his perspective

"What does strength mean to you (not just physical strength)?"

"Who is the strongest man in your life?"

Focus on connective strengths, e.g. "he's there for me" "he teaches me" "he listens to me" "he doesn't let me get away with bullshit" "he puts the needs of his family and community before his own"

Share new information

"Sometimes, pressure to act like a man includes things that harm ourselves or the people around us, e.g. feeling that you have to prove you are not gay, showing that you can dominate others through physical threat or violence, proving your manhood by displaying how many women you've been with, catcalling women, always being the one to make the decisions in a relationship".

Illustrate the impact of these behaviours on men (e.g. anxiety, numbness, unnecessary physical confrontations, isolation and loneliness, stress-related disease) and women (the emotional, mental, physical, financial and social impacts of being targeted by VAW) and

gender non-conforming people (the emotional, mental, physical, financial and social impacts of being targeted by transphobia and homophobia).

Set expectations

Expectations should be positive and goal-oriented. You can link your expectations to the strongest man question, e.g. “A moment ago we were talking about how a strong man has respect for himself and others. That’s what I expect here, for example . . . [describe the respectful behaviour you want to see].”

“I expect every guy to show respect for himself and for the people around him.”

“I expect that we accept people for who they are, without homophobic/racist/sexist comments or jokes.”

“I expect that we accept people’s moods and emotions, whether they are feeling happy, depressed, angry, satisfied, scared, disappointed, etc.”

“I expect that we are honest with each other when someone makes a mistake and harms someone else.”

Implicate yourself – show that you hold yourself to the same standards, that you are still learning, too.

Support

“How can we help each other use our strength to [name behaviour you want to see].”

“This was a really great conversation. When do you think we could talk about this again?”

The Strongest Man

Think of a strong man in your life (not just physical strength)? It could be someone in your family, a friend, teacher or coach, or someone you don't know personally but look up to.

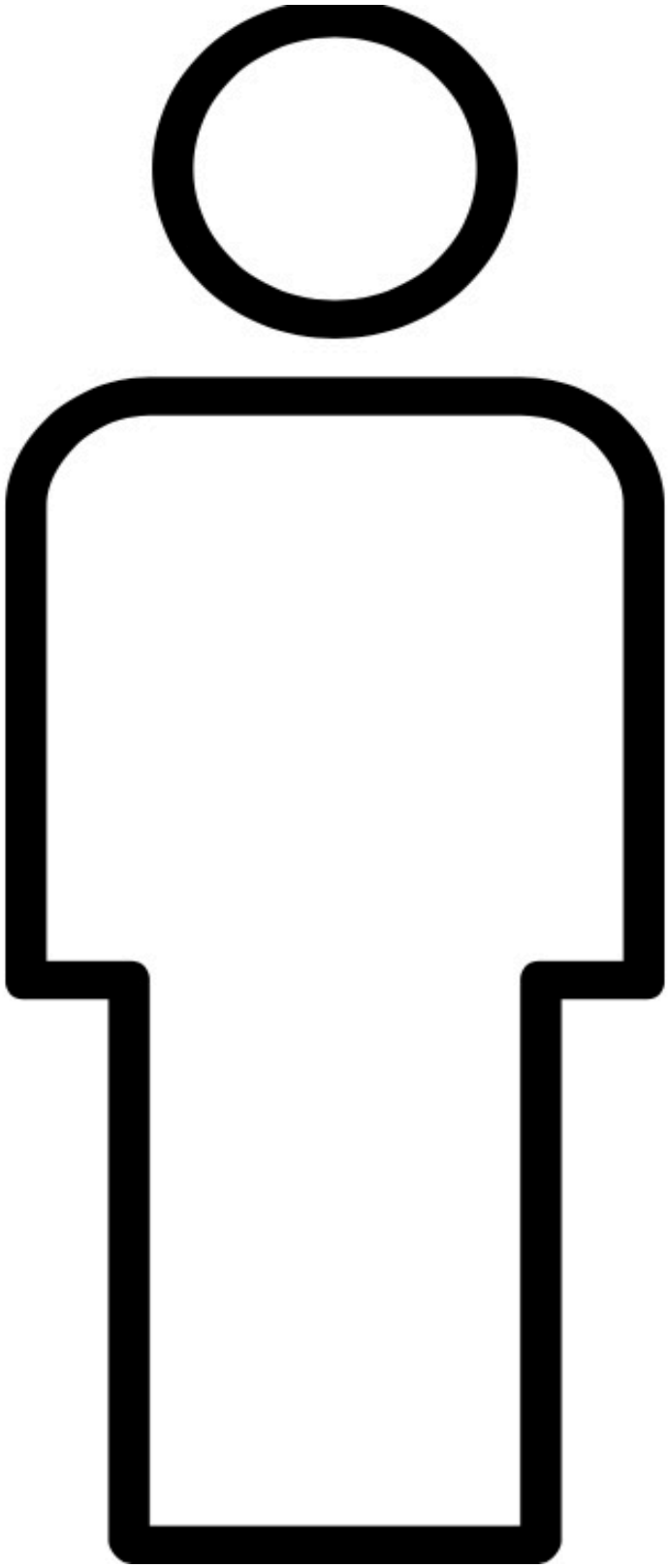
How does he show his strength?

How does he treat others?

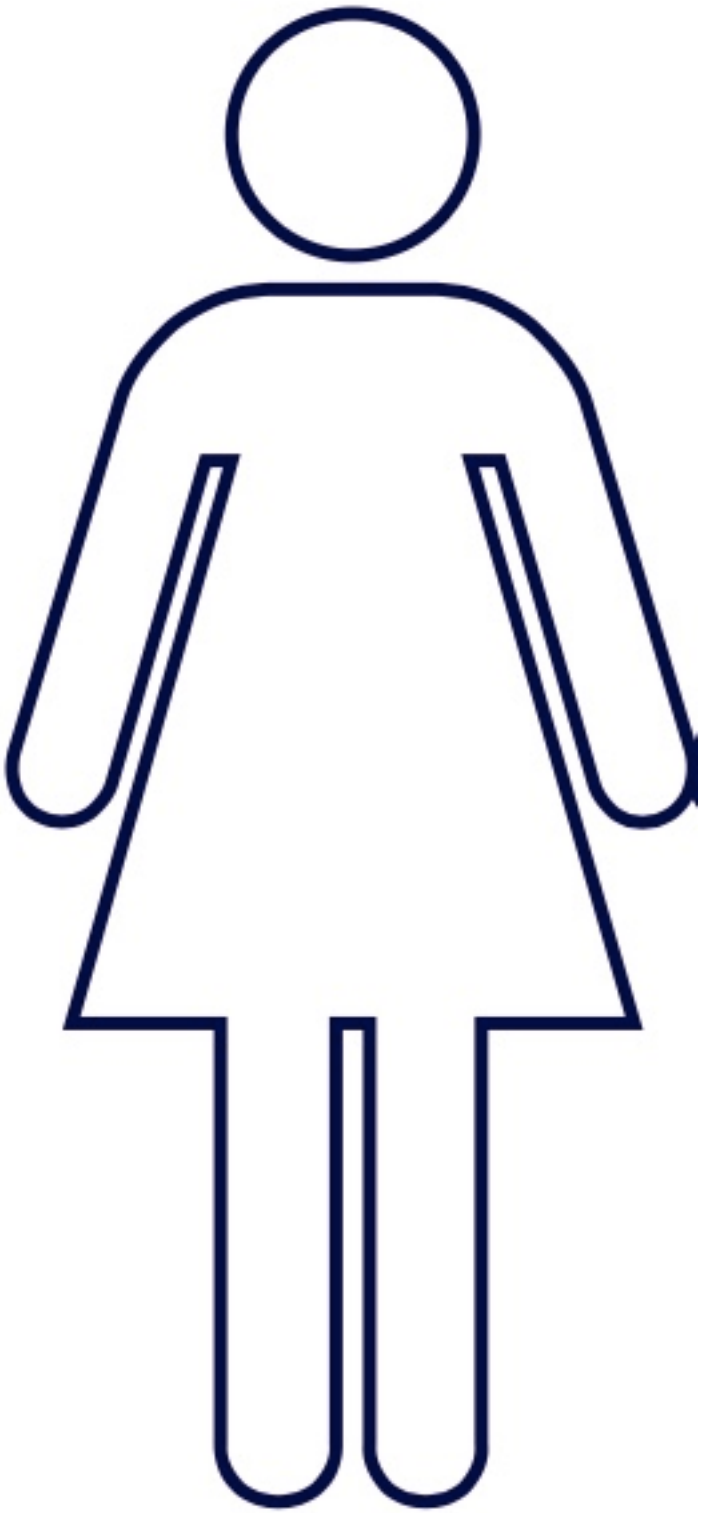
How does he treat himself?

Look at the list of strengths you just made. Which strengths are about connecting with people? Are any of them about dominating or controlling others?

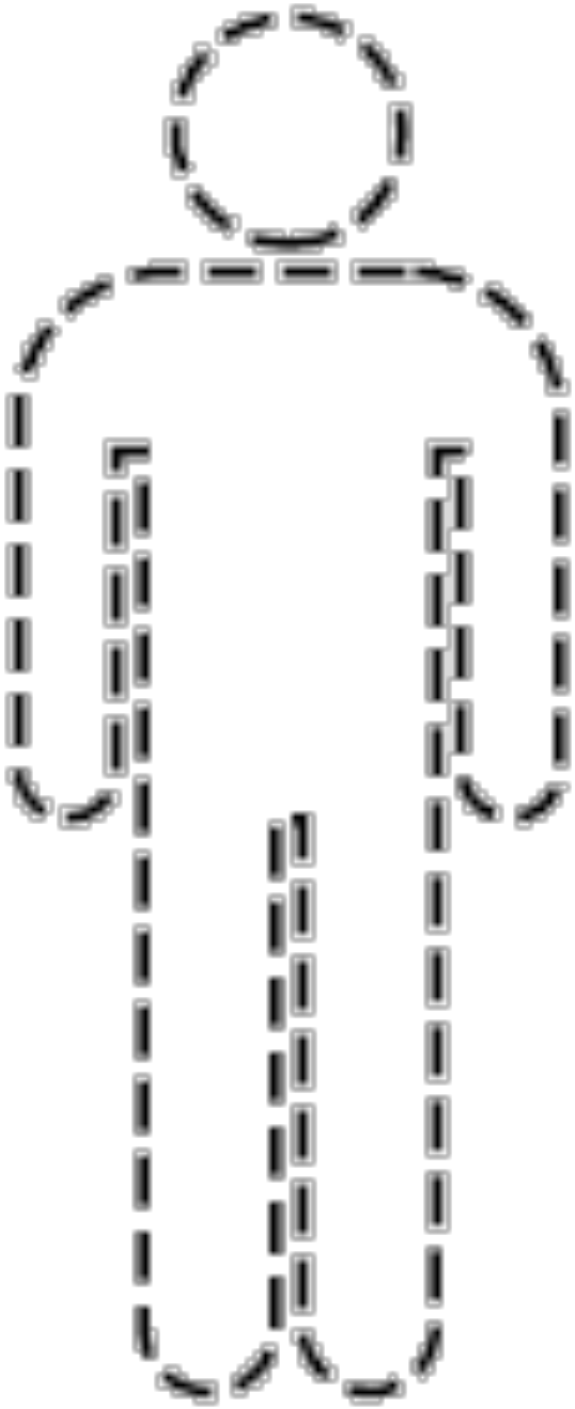
The Man Box



The Woman Box



The Non-Binary Gender Box



Masculinities and Gender Roles Workshop Facilitator Notes

Time: 2 hours

Overview

This discussion of what it means to be a man sets the tone for the entire workshop series. It opens with a strength-based approach to positive masculinity and invites participants to think critically about ways of "acting like a man" that rely on dominating ourselves and others. There is a lot of value to men and boys holding these conversations in all-male groups. A skilled facilitator will foster a sense of comfort, draw out the strengths of an all-male group, and challenge harmful group norms and beliefs about gender-based violence.

Objectives

1. Participants begin to build trust with each other and with the facilitators by creating group expectations
2. Participants create a positive anchor for discussions about masculinities by identifying characteristics and habits they consider strengths in men
3. Participants explore the pressures men and boys face to prove our masculinity by dominating ourselves and others

Workshop Agenda

Introductions (5-10min)

Facilitators introduce themselves and why they have chosen to become involved with MANifest Change. This is an opportunity to describe your values about gender equity and community safety, or to talk about how you learned that GBV is also a men's issue.

Invite the participants to introduce themselves to you and/or each other.

Materials

Pre-Workshop Survey Packages

Pens for survey

Laptop, projector and speakers

Chart paper and markers

Administer Pre-Workshop Survey (20min)

Ideally, you will have met with participants earlier to complete this survey, as it uses up a lot of workshop time. Collecting this data is essential to developing the evidence base for the MANifest Change program. Instructions for administering the survey ethically and effectively are found in a separate document.

Introduction to Gender-Based Violence and MANifest Change (10min)

What is gender-based violence? Many people face some form of violence at some point in their lives – it might be a subtle kind of harm or more obvious. The kind of violence, when and how often it happens is often connected to their gender.

E.g. 1 in 6 men experience childhood sexual abuse, LGBTQ+ folks face high levels of harassment and physical abuse, and 1 in 3 women experience sexual violence (often from a partner) as well as harassment at work and in public places. We will be looking at examples of all these situations.

When we talk about gender, we are talking about whether someone is masculine, feminine, both, in-between or neither. We will look at expectations for certain genders that can be healthy or unhealthy.

Across the globe, there are men working to end GBV. Here in this place, for example, Indigenous people are working to address GBV in their own communities and GBV that is caused by Canadian colonization. [Acknowledge the traditional territory and original inhabitants of the land you live on].

White Ribbon is an organization that has been supporting men to end GBV since the 1990s and has spread across the world. Promundo and Sonke Gender

Prevalence of GBV

1 in 3 Canadian women will experience sexual violence in her lifetime

Canadian Women's Foundation

1 in 6 men experience childhood sexual abuse

1in6.org

1 in 2 trans people experiences physical or sexual violence

Forge

What are men doing about GBV?

Kizhaay Anishnaabe Niin

(I Am a Kind Man):

Ontario Federation of Indigenous Friendship Centres

Moosehide Campaign

White Ribbon

Promundo

Sonke Gender Justice

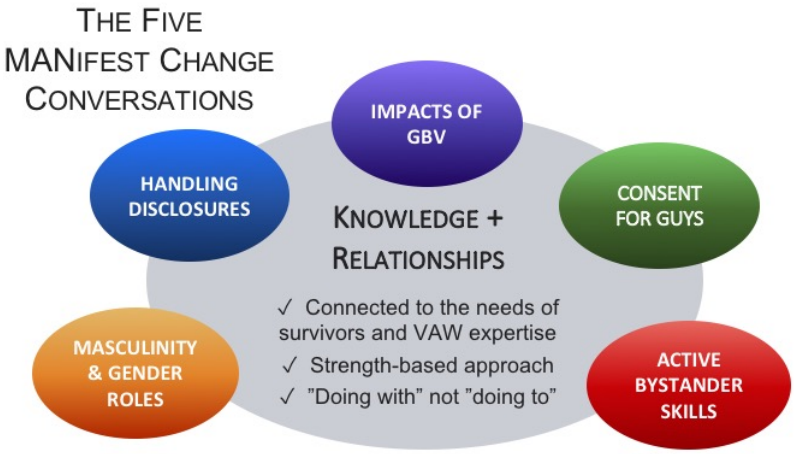
MenEngage Alliance

Justice are other examples of people of all genders working together to end GBV. You may know of other movements of men and boys preventing violence in your community.

MANifest Change is a project of the Ottawa Coalition to End Violence Against Women. We bring men and boys together with women and girls and non-binary people to prevent GBV. Men and boys have an important role to play in preventing harm in our communities. The Five MANifest Change Conversations help us become more effective at preventing harm

1. We start by asking each other what it means to be a man with our friends, family and other community members. We look at men's strengths and the pressures men face to dominate other people.
2. When someone is facing a tough situation, they often talk to a friend first. The second conversation is about how to support a friend who is dealing with GBV.
3. Men and boys, women and girls, LGBTTQ+ and non-binary people all experience violence in ways that is influenced by gender. For those of us who are men, we don't know much about the kinds of harm that women and girls face in our community every day. We will look at common situations of GBV and what it's like to deal with them as a woman, girl or non-binary person.
4. A happy, healthy relationship is about communicating with each other and making decisions together. In sexual relationships, deciding together about what you do and don't want to do with your partner is called getting consent. When someone doesn't get their partner's consent it can cause a lot of harm. We will look at how guys make sure their partner is safe and having a good time when it comes to sexual activity of all kinds.
5. What can you do when you see somebody is hurting someone else? Whether it's a situation with your friends at a party or a situation with strangers on a bus, we practice the skills to de-escalate common situations of GBV.

In each of the five conversations, we will share what we know about preventing GBV and we will ask you what you think. We will be learning from you, too, in discussions and activities that give us the skills to prevent violence.



Safe Space (20min)

Acknowledge that GBV is a difficult topic to discuss. Issues like sexual abuse, rape, abusive relationships and suicide are part of GBV. So are issues like racism, homophobia and bullying. Some of us in the room have experienced some of these things and some of us may know people that are dealing with them. Sometimes we may have hurt other people, too, and that's a sensitive topic as well. We won't be asking anyone to share personal experiences, just your thoughts and opinions.

Create a group contract

Purpose

- Build trust by showing that we are responsive to participants while maintaining healthy boundaries
- Build dual accountability for both facilitators and participants to the group's shared expectations

Anchor: How do we hold a productive and respectful discussion?

"We are going to create some expectations about what a productive, respectful group does together. Think of a time when you had a really good discussion with someone about a sensitive topic. What were people doing to make it so good?"

Invite participants to discuss this in pairs for a moment, then bring them back in the whole group and record their responses. Ask behaviour-oriented follow up questions, e.g. "What does respect look like to you?" or "How will you know that I'm really listening to you?" The behaviours need to be specific enough that you can refer back to them later in order to remind the group of how well the discussion is going or when you need to challenge an unproductive comment.

Add these non-negotiable elements if the group doesn't bring them up:

- **Speak for yourself.** We don't know what other people are thinking until they tell us. Statements like "Most guys think . . . " or "What women want is . . . " aren't helpful.
- **What's said in the room stays in the room.** You can talk to other people about the ideas you learned here, but everyone's personal stories stay here, unless they give you permission to talk about it elsewhere. The only time the facilitators would break confidentiality is if someone shares that they are thinking about hurting themselves or someone else, or if we learn that someone under 16 years old is being hurt. In that case, we would follow up with you and an adult you trust to make sure you are ok.

- **Step up, step down.** Some people like to talk and are good at getting the conversation going – that's great. Some people like to sit back and listen and think before they speak – that's important. Sometimes we will ask the talkers to give other people a chance to speak ("step down") and sometimes we will ask the quieter people to tell us what they are thinking ("step up"). You never *have* to speak – you can always pass.
- How do you like to be respectfully challenged? A useful starting point is "**Be curious instead of judging** – ask a question about the other person's point of view and then tell us what you disagree with".

Once the group has described how they want to work together, you can ask if anyone would like to make changes or add something that's missing. You can ask if anyone has any concerns about something on the list. Another way to surface concerns is to ask, "Can you think of times when some things on the list will conflict with other things?". You can reality-test the list by asking "what if someone feels so strongly about their point of view that they interrupt others or make hurtful comments in order to make their point?" Take the time to explore their concerns and look for possible solutions.

Once the group has reached a sufficient level of understanding and agreement on the list, turn it into a "group contract" by asking people to show their agreement by standing or raising their hands or nodding their heads. If someone isn't ready to agree, find out what's holding them back and make adjustments to the group contract.

Create a strength-based anchor: The Strongest Man (20min)

Credit: White Ribbon/*OHL Onside* (Kawartha Sexual Assault Centre)

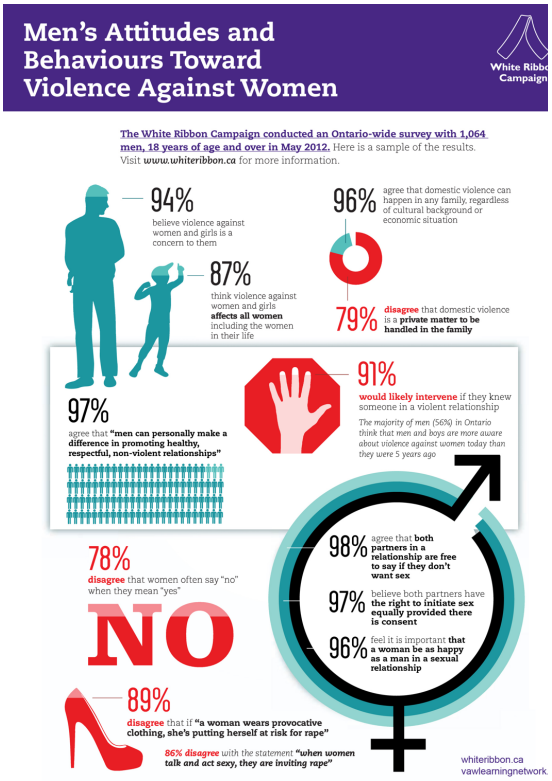
Purpose

- Acknowledge the positive ways men contribute to their families, workplaces and communities
- Set up a contrast between "the strongest man" and the Man Box expectations (see next activity)

Anchor: How do men show their strength in ways that connect rather than dominate?

Share a brief story about a man in your life that you consider strong – someone who is dependable, courageous, vulnerable, unselfish, puts others first, etc.

Ask participants to think about the "strongest man" in their life. Encourage them to think beyond physical strength to consider other forms of strength. In pairs, give them each one minute each to share with their partner why they chose this man. Note that some people will identify their mother or themselves, particularly if they have grown up without a positive male role model – affirm their choice.



Invite participants to share the characteristics or habits they named, e.g. "why did this person come to mind?" "How does he treat others?" "How does he treat himself?" and record the responses on chart paper where everyone can see them.

Look over the list with the group. Ask which characteristics or habits make life happier, healthier, better. Is there a downside to any of these characteristics or habits? Highlight the ability to connect with other people as a strength. If there are characteristics on the list that rely on domination, intimidation or violence, simply note it without judging.

Note that most of the violence experienced by women and non-binary folks comes from men. Men also suffer from male on male violence. However, most men see male violence as a problem, don't intend to hurt others and know we have a role in preventing it (White Ribbon's Ontario Men's Survey, 2012).

Take-aways

- We can all think of what we appreciate about "a good man" or a "strong man"; most of these qualities are about the ability to connect with others in a positive way
- Many of these characteristics and habits are not unique to men – we appreciate these qualities in people of all genders; so "what makes a strong man" is actually pretty similar to "what makes a strong human being"
- Sometimes the standard for who is a "good man" is shockingly low, e.g. "a good man doesn't rape or hit women". We need to raise the bar to include characteristics and habits that contribute to the whole community.

Explore pressures faced by men: The Man Box (30min)

Credit: Paul Kivel, Oakland Men's Project

Purpose:

- Name the ways men are pressured to prove our masculinity by dominating ourselves and others
- Invite participants to define themselves in a bigger way than the Man Box allows
- Set up future discussions about how masculine and feminine socialization encourage men to initiate sex forcefully and encourage women to go along or avoid conflict rather than state her needs/desires

Anchor: How are men pressured to act physically, emotionally and in sexually in relationships?

Read the GBV scenario *Act like a man* or a similar scenario. Draw a Man Box on chart paper and put participants responses inside the box:

- What kind of a body is a "real man" supposed to have? How is he supposed to act, physically?
- What is a "real man" supposed to do with his emotions? What feelings is he allowed to show? What is he not allowed to show?
- How is he supposed to act when it comes to sexual relationships? What role is he supposed to play?

The Manbox sets us up to reject any part of ourselves that people might label feminine or queer:

"We don't raise boys to be men, we raise them to not be women, to not be gay men."

Don McPherson, NFL coach

* * *

The Man Box values power and control above all else, and demands we prove ourselves over and over, producing "precarious masculinity" that can be lost at any moment:

"It's truly astounding how many awful things occur in this world because men are afraid of appearing weak."

DeAndre Levy, linebacker, Detroit Lions

* * *

Robert Brannon's 1949 deconstruction of "toxic masculinity" examines four unspoken rules men are supposed to follow: no sissy stuff, be the big wheel, be the sturdy oak and give 'em hell.

Many of the responses will reflect toxic masculine norms (See sidebar and sample Man Box exercises). Some responses won't necessarily be negative, e.g. "men have to be responsible".

If the level of trust among participants is growing, you can begin to ask more sensitive questions about race/ethnicity, class and sexual orientation.

- What if everyone in the scenario is Black? What pressures do Black guys face that other guys don't have to deal with? Indigenous men? Asian men? White men?
- In what ways is the "ideal man" based on White ideals?

- What if they are working class men? In a rural community? Downtown/suburbs?
- Do gay and bisexual men face the same pressures as heterosexual men?

Explore the impact of living in the Man Box:

- What does it feel like if we spend most of our time trying to live inside the Man Box, trying to meet all these expectations? What does it do to our bodies in the long run? How does it affect our mental health?
- If you constantly have to prove your manhood by dominating other people, what effect does this have on others in your life?

Next, ask what happens when a man steps outside the expectations of the Man Box. Write participants' responses outside the perimeter of the Man Box. They will likely include various forms of sexist, homophobic and transphobic abuse. They may also note that their friends or family will accept them no matter who they are – link this back to what we appreciate about other men (The Strongest Man) and the importance of having people in our life who accept us instead of pushing us back into the Man Box. Ask what the consequences of stepping out of the Man Box have in common (labelling men as feminine and gay in a way that devalues women and LGBTTQ+ people).

Other question options:

- Where do these pressures come from? Note family, culture, mass media, girlfriends and boyfriends, buddies . . .
- Do you think these pressures get stronger or weaker as you grow older? Does your ability to go against pressures get stronger as you grow older?
- Can any of these pressures be healthy sometimes? Can positive things get twisted when someone is forced to act a certain way?

Bring the discussion to a close by asking participants how these pressures to act like a man fit with their ideas of a strong man. Are there overlaps? Are they very different?

Takeaways

- There are many ways to be a strong man, not just the Man Box definition
- People of all genders patrol the edges of the Man Box, pushing guys back into narrow definitions of manhood that are based on devaluing women and LGBTTQ+ people
- There are also people who accept men when we step out of the Man Box. How can we support the guys around us to be their best selves (The Strongest Man)? How do

men show acceptance to one another? You can make the link to upcoming workshops Handling Disclosures and Active Bystander Skill, which build the skills to challenge harmful gender expectations.

Closing (10min)

Highlight a resource in your community that encourages men to be their best selves, e.g. services dedicated to healing men's trauma, pro-feminist fathering groups.

Preview the topic of the next workshop.

Close with a Stems Activity

Purpose:

- Allow participants to shape the agenda of the upcoming workshops

Post sentence stems on chart paper around the room and give participants 5 minutes to respond to as many stems as they would like. Stems could include:

- I would like to learn more about . . .
- To me, gender is . . .
- To me, masculinity is . . .
- To me, femininity is . . .

Expand the conversation

Gender Boxes

Purpose

- Build empathy for people of other genders
- Understand the distinct pressures faced by women
- Understand the distinct pressures faced by non-binary people
- Analyze how stereotypical gender expectations interlock in ways that enable GBV

Complete a Woman Box ("Act like a lady!") and a Non-Binary Gender Box ("Why can't you just fit in!"). In an all-male group, this becomes a kind of empathy exercise. Many men will be able to articulate some of the pressures women and non-binary people face, and there will also be large blind spots. Acknowledging this and looking at sample gender box responses will help bring new knowledge into the activity.

Bringing all-gender groups together to discuss the results of their gender box reflections can be very productive with a mature group and/or skilled facilitation.

It can be enlightening for a group to look at how the distinct gender pressures interlock to allow domestic violence and sexual violence to take place, e.g. men are pressured to initiate sexual relationships while women are pressured to be "sexy, but not slutty" and care for men's needs. This helps us understand why men feel they must "man up" and make the first move. It also sheds light on how women are socialized to put aside their own needs and "go along" with men's advances.

The Balancing Act of Masculinity

Credit: Based on Paul Kivel's Man Box, adapted by Matt Schaaf for White Ribbon's *Huddle Up and Make the Call Toolkit*

Purpose

- Increase empathy for oneself and for other men's struggles with Man Box expectations
- Begin to name how men can support each other to be their best selves

Anchor: What is the cost of staying in the Man Box?

This activity is for a group that is comfortable with physical touch. It can precede or follow the Man Box activity.

Balancing Act - Take 1

Ask for a volunteer to come forward – someone who doesn't mind other participants putting their hands on his shoulders and upper body. Tell him he must prove his manhood by standing on one foot without losing his balance.

Ask participants what it means to be a man in our society today. You can use prompts to get them talking:

- When someone says "man up!" what are they telling you?
- How are men supposed to express their feelings?
- How are men supposed to act sexually?
- How are men supposed to be different than women?
- What qualities are men supposed to have, based on how men are portrayed in the media?

Each time someone responds, invite them to come up and place a hand on the volunteer's shoulders or upper body and apply some pressure. Make sure the volunteer doesn't fall down immediately – have people push from opposite sides, or moderate the amount of pressure.

Pause to remind the volunteer he is here to prove his manhood, and ask him what it's like to be under all this pressure. Common responses include

- it's hard to stay upright
- once the pressure is equalized it's ok
- it's exhausting

Give everyone permission to release pressure and return to their seats.

Debrief Take 1

- What are the results of living under this kind of pressure on guys? Consider self-harm, isolation, restricted emotions (alexithymia), not seeking help, stress and poor health for men
- What do you think the results of these expectations are on women and LGBTTQ+ people? Consider sexual harassment, sexual assault, relationship abuse.

Balancing Act - Take 2

The idea of "precarious masculinity" is that manhood is something you achieve, something you earn, and something you have to maintain. That manhood can be lost or taken away at a moment's notice. You have to defend your manhood at all costs.

Imagine what life would be like if we didn't have to contend with these pressures. If we always had places to go and people to be with that accepted us without judging us by the

Man Box, what do you think your life would be like? Would it be easier to live more like the Strongest Man?

What do guys need from each other in order to be our best selves? Give some examples of your own, e.g. I need my friends to ask me how I'm doing when I'm sad/anxious/depressed; I want my coach to push me to my physical limits without questioning my manhood or dehumanizing me; I want to know it's ok to not always have the answer; I want my friends to stand up for me instead of mocking me.

Get responses from the group and record them where everyone can see them.

Invite the volunteer from the first activity to come up again, and tell the group that this time, instead of having pressure imposed on him, he gets to decide how he wants to people to support him, e.g. to create a huddle, ask each person to say something encouraging, hoist him on their shoulders, etc.

Takeaways

- Everyone's life is better when we practice acceptance instead of negative pressure
- Accepting other men means we are less pressured into hurting other people in order to prove our manhood

Spectrum Statements

Purpose

- explore aspects of toxic masculinity and healthy masculinity in a discussion format that gets participants out of their seats
- normalize a diversity of viewpoints rather than promoting a debate in which there is a winning side and a losing side

Label one end of the room "Agree" and the other "Disagree". Explain that you will read a series of three to four statements. In response, invite participants to stand somewhere along a spectrum from Agree to Disagree. Start a discussion by "interviewing" a few participants to illustrate perspectives from various parts of the spectrum, e.g. "The statement was X. Tell us why you chose to stand here."

Sample statements:

- A strong men stands on his own two feet.
- A strong man contributes to his community.
- A strong man accepts help from his community.
- A real man is always in control of the situation.
- It's ok for a man not to have all the answers.
- The more women a man sleeps with, the more manly he is.

- It's hard for a man to turn down sex.
- Strength means showing that you are tough.
- Strength means the ability to show vulnerability.
- Men want intimate relationships in which both partners trust each other.
- Men want intimate relationships in which both partners are happy.
- Men want intimate relationships in which both partners feel safe.

Invite participants to respond to one another, e.g. "Does anyone see this a different way?" or "Is there anything dangerous about this way of thinking?" or "What are the strengths of this perspective?".

Typically, everyone will agree with the last three statements, which sets up the final questions:

- Most men want healthy relationships. So why is sexual violence and relationship abuse so common?
- What can men do to build trust with our partners?

Takeaways

- As men we have to deal with a range of pressures about how to act emotionally, physically and sexually; we have different ideas about how to respond
- We can use our strength to connect with others, build trust and keep each other safe

Video Resources

Check out Guante's spoken word pieces on masculinity

Youtube Buzzfeed's "What makes a man"

The Feelings Wheel

Purpose

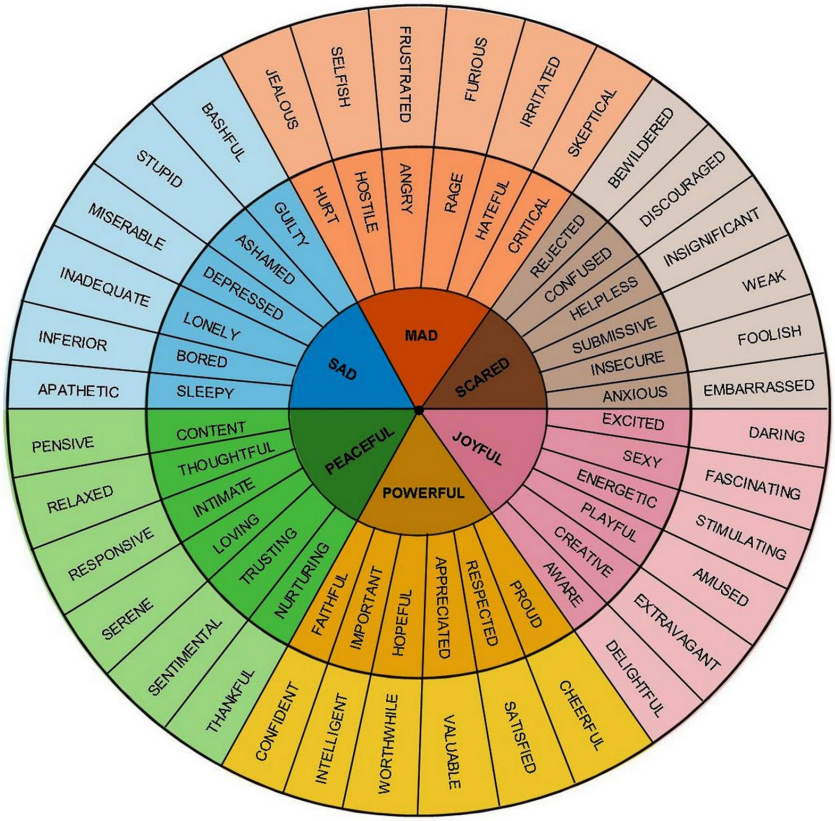
- Expand men's awareness of our emotional range
- Note which emotions men are encouraged to express and which emotions men are pressured to hide

Anchor: It's important for men to pay attention to our emotions and body sensations in order to enjoy life and act in healthy ways towards others.

"How many emotions are men allowed to show?" Responses to this question may vary widely, and often include "angry and happy" or "hungry and horny!". Accept them all.

Show the Feelings Wheel. This is a partial list of emotions that all human beings experience at different times in our lives. Rhetorical question: How many of these feelings seem familiar to you?

The Feelings Wheel



Takeaways

- You can link this activity to the Man Box (emotional restriction) or the Strongest Man (ability to express emotion safely) or to handling one's feelings when scared or angry or in fight/flight mode (for example, when preparing to intervene as a bystander in a difficult situation)
- You can link this activity to trauma-informed care and men's work to heal ourselves

Conversation 2: Handling Disclosures

Coach's approach

Purpose

Offer support and empowerment to someone who has experienced/is experiencing abuse or violence. Support someone to take responsibility for harming someone else.

Primary MANifest Change Resources

Victim Blaming Bingo

Local Resource Lists

Considerations for Accountability

Acceptance and invitation

Believe their experience – you are not required to verify the facts, and asking questions like "are you sure?" may cause them to withdraw and cease seeking help

Join without merging (Peter Levine) – be present without taking on the person's feelings

Use your body language and active listening skills to show the person you are present to their story

Explore their perspective

"That sounds very difficult . . . "

"If I were in your place, I expect I would feel the same."

Avoid offering false comfort, e.g "It's going to be ok"

Share new information

Gently offer an alternative to internalized victim blaming, e.g. "It's not your fault." "Whatever choices you made, one of them wasn't to get assaulted. It was his choice to hurt you."

"You're not alone. There are people who've been through this and survived." Let the person know there are organizations and resources devoted to supporting someone in this situation.

Set expectations

Thanks for sharing this with me. I'm here to support whatever you decide to do next to keep yourself safe and deal with this situation.

Offer support

Is the harmful behaviour happening currently? If so, you will need to do make sure the survivor has a safety plan as soon as possible.

Accompaniment is walking with the person while supporting their decision making (not advocating for your opinion or giving advice).

"If you like, I can be your sounding board while you decide what to do about this. I will respect whatever you choose to do next."

If you have a duty to report (this should not be a surprise – your duty to report should be made clear earlier in the relationship), offer some options about how to do it, e.g. "I can write a report and you look it over before I submit it." Or "I can make the call while you sit here and listen." Or "I can support you to report the abuse yourself."

Ask if they are aware of community resources that support people in this kind of situation – use the community resource sheets. Offer to walk with them to an appointment, accompany them while they make a phone call, etc.

Considerations for practicing accountability

It is also possible that people will come to you to discuss how they have hurt others and what they can do to make it right. They may also want to discuss what to do about friends or colleagues who are abusive. The guidelines below are intended to help you make decisions that prioritize the survivor's need for safety and healing. There are no absolute answers.

Supporting someone to take responsibility for abuse or sexual violence requires a particular skill set and the support of other colleagues and community members.

If I know about sexual harassment, sexual assault or domestic abuse in my family/friend group/workplace, should I contact the survivor if they haven't reached out to me?

Checking in with someone can help break down isolation of being targeted, but make sure you don't put them at risk by doing so. Can you approach them in a way that doesn't tip off the abuser?

Ask yourself who is the best person to do the check-in – you might consider asking someone close to the survivor to check-in if you don't have a strong relationship with the that person. A good start is to simply state what you've observed and ask if they feel safe. Let them know you are available if they ever want support, and then let them decide what to do with your offer. Be willing to walk away if they don't want your support at this time. Remain available if they choose to talk with you at a later time.

Should I let everyone in the community know about this person's harmful behaviour? Should we kick him out of our organization or friend group?

No easy answer here. It's most important to ask what the survivor needs in order to be safe. What is necessary to make sure the harmful behaviour stops and won't be repeated? Sometimes excluding a person who has harmed someone from the community simply sends them into the next community to potentially cause more harm, thus repeating the cycle of violence.

Workplace harassment policies or community guidelines may offer a pathway to accountability. Sometimes grassroots community members come together to create a community-based accountability process.

What's the difference between conflict and violence? How do I know when a relationship is simply "unhealthy" and when it is abusive?

Every relationship involves conflict of some sort. However, when conflict comes with harm (physical, emotional, mental, financial, social) that is sustained across time in a pattern of power and control it crosses into the arena of abuse or violence. Ultimately, it is the person suffering harm in the relationship who decides if the relationship is abusive. Checking in with the survivor (see above) can provide some extra perspective and support as they ask themselves if their relationship has elements of abuse.

If I've hurt someone, should I reach out to them if they haven't reached out to me? What can I do to make it right?

We have received very strong feedback from some survivors and sexual violence advocates that reaching out to someone you have harassed, abused or assaulted can be re-victimizing. Even if you are offering an apology or efforts to be accountable, you are inserting yourself into the survivor's life again without their consent.

You don't need to contact the survivor in order to work towards accountability within your community, take steps to educate yourself, and make changes in your life so that you don't hurt anyone in the future.

On the other hand, if the person you hurt contacts you to request that you take responsibility for the harm you've caused in their life, we believe you have an obligation to respond by putting their need to be safe and whole first.

Handling Disclosures Workshop Facilitator Notes

Time: 2 hours

Overview

This workshop is an introduction to the best practices in supporting survivors of sexual harm. It is not a replacement for peer support training. Participants will examine their own reactions when faced with a disclosure of harm in order to take care of their own needs and separate their needs from the needs of the person harmed.

Objectives

1. Participants learn to recognize myths about GBV that discourage people from disclosing their experiences of GBV
2. Participants reflect on their own reactions and needs when faced with disclosures of harm
3. Participants practice basic support skills

Workshop Agenda

Introduction (5min)

Review GBV prevalence statistics (1/3 women experience sexual violence, 1/2 trans people experience harassment and physical abuse, 1/6 men experience childhood sexual abuse or "unwanted sexual experiences"). It's likely that a number of people in our lives have some sort of experience with GBV, but not everyone talks about it, even with their closest friends. Today we will begin to explore why, and how we can be ready to hear about difficult experiences if someone chooses to talk to us.

Materials

Chart paper & markers

GBV Scenario handout with Hidden from Sight information

Local Community Resource Lists

Paper for Start/Stop/Continue

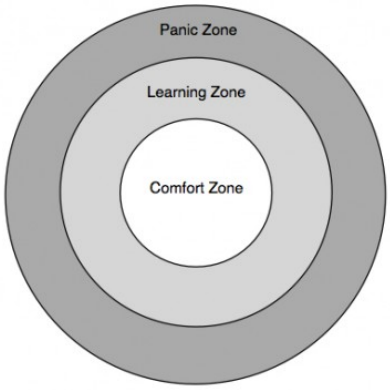
We are using the term “survivor” for a person that has experienced GBV because the word reminds us of the strength and resilience it takes to live through harassment, abuse or assault and its after-effects. Some people will prefer the word “victim” or another term, and that’s also fine.

Safe Space (10min)

Revisit group contract

Show how the group is using it - can you think of example of how someone did [a positive behaviour] from this list during the last workshop?

Draw the Learning Zone circle. We are in our Comfort Zone when we avoid new ideas and defend our point of view without listening to others. If we leave our Comfort Zone but feel like it’s “too much, too fast, too soon” (Peter Levine), we can wind up in our Panic Zone, feeling really upset or anxious. Our brains and bodies feel threatened and go into fight/flight or freeze mode and we stop learning. We might need to take a break or a deep breath in order to get ourselves back. Our goal is to take a trip out of our Comfort Zone into the Learning Zone, where we can try out new ideas, challenge each other and ourselves without feeling too threatened.



Were there times when you felt uncomfortable during the last workshop? Was that ok? If not, what do we need to change?

Acknowledge that it’s likely that some of us in this room have experienced GBV or witnessed it among our friends or at home, or may have hurt someone else. Today’s workshop does not require anyone to share about their personal experiences.

Even so, we might be thinking quietly about our own experiences with violence, or feeling the trauma effects in our bodies. How can we make sure that everyone can participate today in a way that feels okay (e.g. in our Comfort Zone and Learning Zones), or can step back if you don’t want to participate in an activity? E.g. is there a resource person or peer supporter available for anyone who wants to talk? Can people come and go from the workshop space freely?

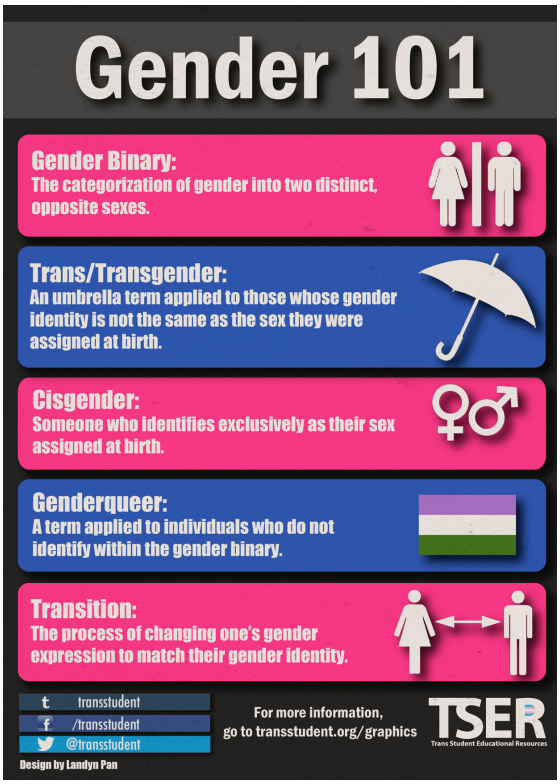
What is gender? (15min)

Purpose:

- Create a baseline understanding of gender terms

Anchor: Our sexual and gender identities are connected, complex and can change over time; when our identities aren't recognized or are seen as a problem instead of valued, that puts us at greater risk for GBV

MANifest Change doesn't explore theories of gender in great depth, but it's necessary for participants to have some common vocabulary for *sex assigned at birth, gender identity, gender expression* and *sexual orientation*. You can present the concepts from Trans Student Educational Resources' Gender Unicorn, or simply draw on the participants' existing knowledge to define these four terms.



Read the GBV Scenario *Stealthing*. Can we identify Dean's *sex assigned at birth, gender identity, gender expression* and *sexual orientation*? What about Stephen? Answer: We don't have enough information to do this – it's enough to know that homophobia and transphobia are directed at people *perceived* to be outside of the Man Box or Woman Box.

What might make it hard for Dean to talk to a friend about Stephen's refusal to use a condom after agreeing that they *would* use condom? Consider:

- "stealthing" is a form of sexual assault, but many people wouldn't consider it a big deal
- Some service providers aren't comfortable or well-trained to work with trans folks – their transphobia makes an already personal and difficult disclosure even harder
- Dean might feel like admitting to some problems with their relationship with Stephen plays into the stereotype of the "troubled queer kids" or that trans people have mental health issues that cis people don't have

Who is responsible for GBV? Victim Blaming Bingo (30min)

Purpose

- Increase participants' ability to recognize victim-blaming attitudes in themselves and others

Anchor: When a person chooses to harm another person, the offender is responsible.

Anchor: What can we do to support sexual assault survivors who take the risk to come forward in good faith?

One of the most common reasons people are reluctant to talk about their experiences of GBV is "victim-blaming" attitudes. Here's an example. Read GBV Scenario *Blaming the victim*.

Is there anything in this scenario that makes you uncomfortable? What's risky about some of the statements made by Andrew?

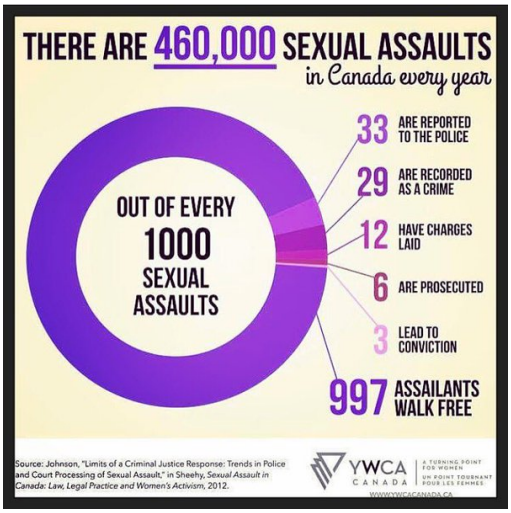
Hand out a Victim-Blaming Bingo card to each participant and ask them to read through the statements on the front. If they have thought, said or heard something similar to the statement, they can check the box. After a few moments, invite them to circulate around the room getting check marks on their card from others. Debrief:

- What are some of the most common victim-blaming attitudes?
- Would it be hard to get a "bingo"? Likely not - what does this tell us?
- What's it like to recognize that we have some of these ideas in our thinking? Is it ok to admit this? Why is it important to look at our own beliefs in a workshop on handling disclosures?

Present the YWCA's chart on the Canadian justice system response to sexual violence.

Note that only 33 of 1000 survivors report to police. Survivors may blame themselves for the assault, or not expect others to believe them. In the face of a painful event like sexual assault it may be easier for the survivor or their friends to believe rape myths rather than confront the fact that someone they love has been hurt or that someone they love has hurt someone. Sometimes police officers and social workers haven't examined their own victim-blaming attitudes, and dismiss legitimate disclosures as "unfounded". There are many other challenges to going through the justice system as a way of addressing sexual violence – too many to explore in this workshop – so survivors often look for other ways to stay safe, heal from the harm caused by the person who hurt them, and hold the person accountable, e.g. #MeToo, #TimesUp

One of the most common myths is that women make false allegations in order to get revenge or extract money from men. As you can see from



Learn more about why the decision to report sexual violence and relationship abuse must be a choice made by the survivor:

#beenrapedneverreported

#whyistayed

#whyileft

our discussion so far, it takes incredible courage to come forward when you have to face your own victim-blaming attitudes as well as the disbelief of others around you. It's very rare for people to expose themselves to public criticism in order to make a false report – only 4-6% of sexual assault reports to police are false, about the same percentage as false reports of other crimes like theft and break and enter. Studies of false reports in the U.S. (Los Angeles 2014) and the European Union (2017) show that few of these false reports named a perpetrator – so they couldn't be motivated by revenge. They were reported as attacks by strangers, or parents reported that a child was assaulted when this was not the case. Most false reports are identified quickly.

How to support a person who has been harmed (45min)

Purpose

- Prepare participants to skillfully handle disclosures from peers

Anchor: How can we help restore a sense of power to a person who has gone through a harmful experience that was forced or pressured on them?

This basic 3 step approach is informed by the work of the Ottawa Rape Crisis Centre. Be aware that the abuser may learn that the person spoke with you and use this as justification for further violence. Find a safe place to talk.

It's also important to be aware of your own limitations. The skills we are practicing today are about supporting a friend who is sharing a difficult experience with you. You don't have to act as their counsellor or take the role of a professional advocate – you can help your friend find these resources if they wish. You may find that listening to someone talk about their experience of GBV triggers your own feelings – it's important to listen to your emotions and your body and take care of yourself afterward.

Step One – Listen and Believe

Our basic approach is to believe survivors when they come forward. It's not our job to sort out the facts or act as an investigator. Asking questions like "are you sure?" or "what happened next?" can feel like interrogation. Our bodies have a trauma response to harmful events that can leave us numb (so a survivor might tell her story coldly and clearly) or destabilized (e.g. confused about the sequence of events). These are all normal responses to experiencing an assault, and do not mean the person's story is suspicious.

Some research suggests that when survivors are not believed when they first tell someone what happened, they do not go on to tell others – in other words, they don't get any support. Instead, validate their experience by listening carefully. Don't be surprised if the person seems to blame herself – we sometimes direct victim-blaming attitudes toward ourselves. You can gently challenge these ideas, e.g. "I might react the same way in your

situation" or "it's not your fault he chose to hurt you" or "I'm sorry you had to go through that".

Don't promise everything will be ok – there is no quick fix, and it will take time to heal from the harm.

Step Two – Let the person tell their story at their own pace

Let the survivor decide how much to tell you and at their own pace. Avoid drawing them out with questions like "then what happened?" They are processing the experience and may be working hard to stay out of their Panic Zone.

Step Three – Check for safety and expand options

If it seems like the abuse is ongoing, it's important that the person makes a safety plan. Let the person know (but do not pressure them!) about people that can help them plan for safety (a VAW counsellor, sexual assault support centre).

Your role is to let the person know they are not alone, and that there are people and resources who will listen to them, help them understand their options and support whatever choices they make. Have a list of resources for survivors of GBV handy or look at online resources together. The person might choose to get support from friends, family, VAW professionals, a counsellor, report to the police, lodge a complaint with her employer or school, or try to let the incident go and move on. Don't offer advice or cut the person off with your suggestions.

It may be helpful to offer to accompany the person as they take their next step, e.g. making an appointment with a counsellor, making a visit to a hospital for medical attention, writing their story down so they don't have to tell it over and over to each service provider.

Role Play

Ask participants to work in pairs (or in threes, with the third person acting as an observer) and practice receiving a disclosure from Andrew or Faten (GBV Scenario *Blaming the victim*). The person playing Andrew or Faten can start with a line like "What would you say if I told you that sexual abuse was a real thing for someone you know?" or "There was this time, and I don't really know what happened, but . . ."

Debrief by asking each role player what worked or didn't work to support Faten or Andrew.

Then ask what they were thinking and feeling – what kinds of reactions did they notice in themselves? Comfort Zone, Learning Zone, Panic Zone? Consider:

- You might feel triggered because of your own experiences of harm
- You might feel overwhelmed and not know what to do

- You might feel proud that the person trusted you
- You might feel powerful that you are helping someone
- You might feel angry
- You might feel upset with yourself for not responding perfectly, or to discover you have victim-blaming attitudes that surfaced
- You might want to take action by taking charge
- You might want to take action by punishing the person who caused the harm
- You might feel distressed that the person isn't reacting how you expect and is making choices you think are negative

What can you do to address your feelings and take care of yourself after a difficult conversation?

Can you identify your needs for safety, justice and healing? Can you keep them separate from the survivor's needs for safety, justice and healing?

Closing (10)

Highlight a resource that supports survivors of sexual violence or relationship abuse

Preview the next workshop

Close with Stop/Start/Continue

Hand out a sheet of paper to each participant and ask them to make three columns – Start, Stop and Continue. Invite them to list things they wish the group/facilitators would Start doing to make the workshop better, things they wish the group/facilitators would Stop doing, and things they like that the group/facilitators should Continue doing. This is anonymous – remind them not to write their names on the papers. Collect the papers.

Expand the conversation

Local Resources

Prepare a list of community supports for people who have experienced GBV, including women's shelters, sexual assault support centres, healing services for male survivors.

Prepare a list of community supports for people taking responsibility for the harm they have caused others, e.g. Partner Assault Response programs, blended victim/perpetrator support groups

Conversation 3: Impacts of GBV

Coach's approach

Describe the impacts of GBV on women, girls and gender non-conforming people in Ottawa. Understand the physical, emotional, mental, social, financial, spiritual and other impacts.

Purpose

- Identify a person's harmful behaviour and invite them to participate in a positive behaviour; or,
- Draw attention to someone's harmful behaviour and illustrate how the harm it may be causing in order to get others to act

Primary MANifest Change Resources

Spectrum of GBV

Power Wheel

Violence Detector

Acceptance and invitation to talk

Say clearly what you have observed (no judgment), e.g. "I've noticed that you and some of the other guys have been catcalling women when they walk by the soccer field. I can see from the women's body language that it bothers them."

Invite a conversation with a positive goal, e.g. "I'd like to hear your perspective on catcalling and look for ways to make the community welcoming for everyone – I wonder if you have some leadership to offer."

Explore his perspective

"Tell me more about it."

"What's it like for you when . . . "

"What are you trying to achieve when you . . . "

"What are you hoping for when . . . '

"What do you think it's like for the women walking by the community centre when . .

"What's most important to you in this situation?"

Expect to hear about his good intentions. Acknowledge them.

Offer new information

Illustrate the impact of the behaviour on women and girls, and show that good intentions sometimes result in harm.

"Recently, I got to listen to a woman expert from Ottawa talk about what it's like when a guy does X . . . "

"I was looking at women's stories of street harassment online and here are some of the ways it affected them . . . "

Set expectations

Often men are expected to [be the pursuer, show they are sexually confident], but I think a stronger way to be a man is to show respect for everyone.

I expect men to show their strength by . . .

I expect men to talk to each other about these things, because it's hard to do something about it as one person alone.

Support

Let's think about what we can do to make our team a place where guys don't have to show off in front of each other by catcalling women. How can we get everyone working together on this?

I wonder if the guys would appreciate hearing about respectful ways to approach someone they are interested in? What do you think?

Let's pick a time when we'll talk about this again to see how [new behaviour] is going.

Impacts of Gender-Based Violence Workshop Facilitator Notes

Time: 2 hours

Overview

Men and boys have our own experiences of gendered bullying and abuse, but our male privilege blinds us to the daily impacts of GBV on women and girls and non-binary folks. In particular, we are not very aware of women's ongoing fear of male violence, or the emotional, physical and financial impacts of non-physical forms of harm.

In this workshop, participants seek to understand the effects of street harassment, sexual assault and relationship abuse on others through the lens of Social Context, Power and Impact. When facilitated skillfully and when participants are well-prepared, this workshop can be delivered to an all-gender group, allowing people to correct each other's blind spots, and giving women and non-binary people the opportunity (but not obligation!) to speak directly to men about how GBV affects their daily lives.

Objectives

1. Participants develop the vocabulary to analyze power imbalances that facilitate harmful behaviour
2. Participants develop their ability to recognize common forms of GBV

Materials

Results of Start/Stop/Continue

Masking tape or rope

Power Wheel spoke signs

GBV Scenario Cards

GBV Scenario handouts with Hidden from Sight information

Paper for Anonymous Questions

Workshop Agenda

Introduction (5min)

So far, we've looked a few common situations of GBV. Today we will look at other common forms of violence and discuss how they are connected. Once we can recognize these situations, we are in a position to prevent them from happening, which is the focus of the next two workshops (Consent for Guys and Active Bystander Skills). All of the GBV

scenarios we look at today come from GBV experts who work directly with survivors of violence.

Safe Space (10min)

Check in with participants on how they are challenging each other. Are the group contract guidelines allowing us to speak our minds respectfully, disagree with each other, try out new ideas, sometimes change our minds instead of getting defensive? Are people holding opinions and questions back? Is that a good thing or a problem?

Report back on Start/Stop/Continue

Let participants know what changes you can make in response to their feedback.

The Wheel of Power (30min)

Purpose

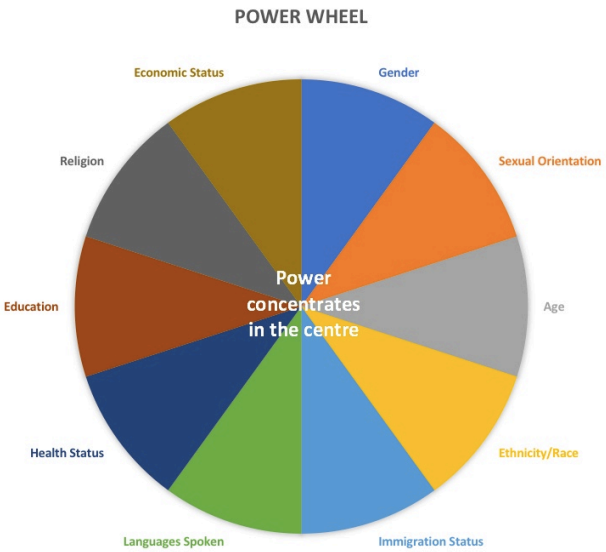
- Develop vocabulary for discussing sources of power, how power is fluid and affected by social forces like sexism, heterosexism, racism, ableism, immigration status, etc.
- Explore how a power imbalance can lead to harm or abuse, rather than disagreement between equals

Anchor: Our power can be used to hurt people or to connect/protect them. No one is powerless. Sometimes one group of people has more power than another group.

Read GBV Scenario *Act like a man*. Who has power in this situation? Consider:

- The Man Box expectations give Abdi the extra power of legitimacy – it's not just about his behaviour as an individual
- Power comes with age, social status, charisma
- Power comes in numbers, e.g. majority, minority
- There is power in your ability to stay in a situation or walk away as you choose

- Power can be used to coerce people and force them into experiences they don't want, or it can be used to bring people together ("collective power")



Map out a "wheel of power" on the floor using rope or tape. The centre of the wheel is where we find the most power, and the rim of the wheel is where we find the least power. The centre is the hub that attracts positive attention, money and authority (like an axle driven by an engine). The rim of the wheel is far from the centre, it spins so fast you can't keep up, it grinds against the pavement – it's a harder place to live. The spokes of the wheel represent different parts of ourselves - identities like gender, age, race/ethnicity, immigration status, sexual orientation, health status, etc.

Assign a participant to each spoke – each person can hold a sign that identifies the spoke, e.g. gender, age, race/ethnicity. Where the participant stands on the spoke is a measure of how much power the character in the scenario has – standing close the centre means he has a lot of power, standing closer to the rim means he has less power.

Read the GBV Scenario *Far from home*. Ask the participants on the spokes to put themselves in the restaurant owner's role and show how much power he has or doesn't have in this situation. Give each person a moment to explain why they are standing close to or far from the centre of the power wheel. Invite discussion from the whole group "Is there another way to see this?" or "What else do we need to think about?"

Then ask the participants to put themselves in Maria Luisa's role and do the same. Is there a power imbalance between the two characters? What does this mean?

Finally, imagine that the scenario is taking place in Maria Luisa's home country instead of Canada, and that she has a rich grandmother. How does her power change? How do others see her – as strong, or vulnerable? How does she see herself?

How does having trusted allies affect a person's power to handle violence (like a friend, family member, teacher, coach, or administrator)?

Takeaways

- Power depends on the situation – some forms of power vary a lot, others are always present somehow, e.g. wealth/poverty
- No one is ever totally powerless and often people find ways to resist the power imbalance; however, a person's options can be very limited by a power imbalance
- A power imbalance can be used to take advantage of a person in harmful ways, and this is what happens in abusive relationships
- A power imbalance might not be harmful if the more powerful person is accountable to others and pays attention to everyone's needs

Spectrum of Gender-based violence (60min)

Purpose

- Explore how seemingly small behaviours make up a "culture of violence" that normalizes many forms of GBV
- Participants increase their ability to recognize subtle forms of GBV
- Identify the value of challenging seemingly insignificant harmful behaviours as a way to prevent more extreme forms of violence

Anchor: What do all these scenarios have in common?

Divide participants into groups of 3-5. Let them know they will have 2 minutes to look at a scenario and decide how harmful it is. Introduce the Spectrum of GBV – use tape or a rope to mark a line across the room with two endpoints – Not Harmful and Harmful. Once 2 minutes have passed, you will pause the discussions and ask each group to place their scenario card in an appropriate spot on the continuum.

Hand out the GBV scenario cards you have selected. The cards do NOT include the Hidden from sight information. Make sure the scenario cards include heterosexual and non-binary characters, in person and on-line situations, and a range of behaviours from normalizing

GBV to sexual harassment to sexual assault to relationship abuse to human trafficking. It's also useful to include a couple "counterpoint" scenarios that describe a situation of conflict that is not necessarily harmful.

Allow 2 minutes of discussion, then call the groups up one by one to place their scenario cards on the continuum. Ask for their reasons. Don't allow debate or invite discussion at this point.

Once all the cards have been placed, explain that sometimes we don't have much time to decide whether a situation warrants our attention or whether it's just a conflict that isn't harming anyone. To be effective allies and active bystanders we have to work on our GBV recognition skills. We do this by studying the Social Context, Power and Impact of the scenarios ahead of time, so we know what questions to ask when we see these situations in daily life. Draw the Violence Detector diagram and write the following questions around it.

Sample Scenario Selection

Group 1

- *Blaming the victim*
- *Counterpoint to Blaming the victim*

Group 2

- *Catcalling*
- *Sharing nudes without consent*

Group 3

- *Policing the bathroom*
- *Alcohol-facilitated sexual assault?*

Group 4

- *Emotional abuse*
- *Counterpoint to emotional abuse*

Social Context includes

- Pressure of Gender Box expectations
- Prevalence of GBV in all communities
- Presence of victim-blaming attitudes

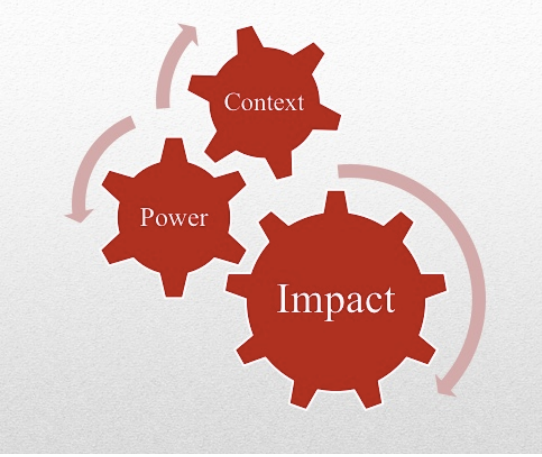
Power includes

- Asking the Wheel of Power questions
- Whose choices are limited?
- Who is able to meet their needs? At what cost?

Impact includes

- How does this affect the person's thoughts, emotions and body?
- How does this affect the person's studies, relationship with co-workers and supervisors, and career?
- How does this affect the person's relationship to their partner(s), family, friends? Their sexual life?

The Violence Detector



Explain that we've begun talking about the Social Context and Power, and now we want to look more closely at Impact. Hand out the full GBV Scenarios with Hidden from Sight information to the appropriate groups. Give them 15 minutes to discuss the Social Context, Power and Impact of their scenarios.

Ask each group if they want to change the position of the scenario card on the Spectrum of GBV. Inquire about their reasoning, and how taking the time to look at the Hidden from sight information affected their assessment of the scenario. Invite a variety of viewpoints from the whole group by asking "where else could this scenario go on the Spectrum?". Be ready to address common themes:

- Separate "intent" from "impact" – harm is still caused even when someone doesn't mean to hurt the person, or neglects to consider the other person's safety or personal boundaries; intent becomes important when we look at how we address the situation (Active Bystander Skills Workshop – we might respond differently to a person acting out selfishness vs. viciousness vs. acting out their own trauma vs. trying to be helpful) but it's not part of assessing harm
- We can't know what the impact is on someone else unless they tell us; mind-reading is dangerous, as is assuming that the impact of an action is the same for everyone, e.g. sometimes guys say they would like to be catcalled by women; however, women report often feeling afraid or angry when men comment on their bodies in public spaces, in part because sometimes men move on to stalk women and escalate to other coercive, scary behaviours
- What if this situation happened during the day in a library/classroom? Or at night at a lonely bus stop? What if one of the people is cis-gender and hetereosexual, or an Anishnaabe person, or Black, or White, or a newcomer to Canada? What if one of the people was the other person's boss or supervisor?

Time will not allow for discussion of 10 scenarios, so make sure to discuss about 5 scenarios and wrap up the discussion with clear conclusions.

Takeaways:

- Emphasize that while we may not all agree on what constitutes violence, the Spectrum of GBV shows us what these behaviours have in common is power and coercion –
- Even small actions can add up to a "culture of violence" that makes GBV seem normal
- Point out that the group has created a working definition of violence (a community-based violence detector!) far more useful than any dictionary definition
- What is missing from these GBV Scenarios? Murder, rape, assault with a weapon, and other extreme physical forms of violence – we are unlikely to be in a position to

stop these things, but we are in a position to prevent them from happening by working upstream on victim-blaming attitudes, educating ourselves and our friends about consent, challenging harassment and supporting survivors (focus of Consent for Guys and Active Bystander Workshops)

Closing (10)

Highlight a resource that supports survivors of GBV

Preview next workshop

Anonymous questions

Pass out slips of paper and invite participants to write down any questions they would like the facilitators to answer in upcoming sessions. This is anonymous – don't put your name on the paper. Collect the papers in box or envelope.

Expand the conversation

Privilege T-Chart

Purpose

- Alert men to the fear of male violence that pervades the daily life of women and non-binary folks
- Provide an opportunity for women and non-binary folks to share their experiences with men if they wish

Anchor: What is the connection between unearned privilege and our blind spots?

Let everyone know you are going to ask a very personal question. They can choose to answer it silently or share their answers with the group – it's up to each person. The activity will be effective no matter what they choose.

Draw a T-chart with the heading "What daily actions do you take to protect yourself from sexual assault?". Label one side "Women and Non-Binary people" and label the other side "Men". When you ask this question, acknowledge that people of all genders experience sexual violence but some people are targeted more often than others.

If this is a mixed gender group, start by asking the women and non-binary people if they have anything they want others in the room to know. Tell people you have a list of actions you've gathered from other conversations and you can start with that if they

Common responses to the question

"What daily actions do you take to protect yourself from sexual assault?"

Women & Non-Binary folks	Men
Carry my car keys as a weapon	Stay out of prison?
Take a self-defence course for women	
Avoid going out alone at night	
Only go to the club with friends, never by myself	
Stay home when I'd rather be out	
Buy another drink if mine was left unattended	
Pay for a taxi or Uber instead of walking home	
Cross the street when a man is walking close to me	
Own a large dog	
Never rent a ground-floor apartment	
Put my male friend's voice on my voicemail	
Change my route from home to work frequently	
Keep 911 on speed-dial	

want. Fill in the Women and Non-Binary people side of the chart – there will be a lot of actions and you will run out of space.

Turn to the men. Ask what they want to put on their side of the chart. There are typically very few actions. Acknowledge that men are most vulnerable to sexual abuse when we are boys, so the situation is different. It may also be harder for men to talk about unwanted sexual experiences because of the pressures of the Man Box to avoid showing pain or vulnerability.

Debrief

- What surprised you about this activity?
- How would you describe the daily experience of women and non-binary people? How would you describe the daily experience of men?
- How is this information useful to you?

Takeaways

- Privilege blinds those who have it to the experience of those who don't – lack of awareness or assuming that everyone is having a similar experience walking to work is also a privilege
- A privilege can be an unearned advantage that everyone deserves to have, but only some have, e.g. personal safety, peace of mind, lack of fear, being shown respect
- A privilege can be an unearned advantage that no one should enjoy, e.g. because I'm male or physically imposing or White or wealthy, I enjoy some immunity from being challenged for harmful behaviour
- Acknowledge that this activity can be deeply troubling, and attend to the group's needs before moving on, e.g. take a break, check-in with anyone that seems upset

Learn from the expertise of violence against women experts

Learn more about street harassment in Ottawa from Hollaback and #corneredinottawa

Invite a public educator from a sexual assault support centre, women's shelter or anti-harassment organization to speak to your group about the physical, emotional, financial, academic, spiritual and other impacts of GBV.

Read a victim impact statement

Look at victim impact statements from sexual violence cases to learn more about what it's like to experience an assault and the effects that follow, e.g. Stanford University student Brock Turner assaulted a young woman outside a party and she responded with this victim impact statement.

Privilege Walk

Credit: The Privilege Walk is based on the work of Peggy McIntosh's Invisible Backpack

Purpose

- Explore how we inherit privilege due to our social location, not our attitude toward life or others

Anchor: Having privilege means I am automatically offered an advantage while others are denied that advantage

Show a video on privilege, e.g. Buzzfeed's Privilege Walk. What was it like for the people in the video to reflect on their unearned privilege or lack of it?

OR

Instead of watching the video, you can prepare a set of similar statements and ask participants to do the activity with you. This exercise should only be considered in a group where there is a high level of trust respect among participants – expect it to upset people with feelings of anger, defensiveness and shame. Be ready to acknowledge and work with these reactions.

OR

You can do the activity by having the participants play the role of an imaginary character. Prepare character cards that briefly describe the social position of that character, and have the participants react to the privilege statements in character.

Takeaways

- Awareness of our privilege makes us more effective allies
- It takes personal work to accept that we are good people and still carry privilege – it's not about shaming ourselves
- Awareness of where we don't have privilege is valuable information, too

Privilege Basketball

Purpose

- Briefly demonstrate how unearned advantage privileges some people and dis-advantages others

Anchor: Some people have to work harder than others to achieve the same results; social position can make you more or less vulnerable to GBV

Place a wastebasket at the front of the room. Position the participants around the room, some closer to the wastebasket, some further. Hand out a piece of paper to some participants and a tissue to other participants.

Invite them to wad up their paper or tissue and throw it into the wastebasket without moving from their position.

Debrief

- What made it easier to get a basket?
- Did your personal skill have anything to do with your success/failure? (yes, but position and whether you were dealt a paper or a tissue was a bigger influence)
- Is it a bad thing to be close to the wastebasket? Or is the problem that some people are forced to stand far away? If you are standing close to the wastebasket, what can you do about the people standing further away?
- What would happen if the people with tissues got together and wadded them into a heavier "ball"? This parallels the collective power of people organizing together. How do survivors of GBV organize themselves?

Takeaways

- Having or not having privilege is not about you personally – it's not your fault either way and we can't escape it or deny it
- What is in our control is how we respond to our privilege or lack of privilege
- Here are three ways to use your privilege positively
    - Step down – get out of the way to make room for others
    - Amplify the voices of others – use the fact that you have a respected voice to bring up the perspectives and needs of people with less power (but don't speak for them)
    - Step up – use your power to support survivors and challenge harmful behaviour when it isn't safe for others to do so

Conversation 4: Consent for Guys

Coach's approach

Purpose

- Clarify the need for consent in all relationships, including intimate relationships.
- Support skill development in assertive communication, setting and respecting personal boundaries.

Primary MANifest Change Resources

GBV Scenarios - Sexual Assault

Three Handshakes

The Adventure Challenge

Acceptance and invitation to talk

"Sometimes people talk about relationships as if it's a "war between the sexes" - as if people have to be sneaky to get what they want. I don't think it has to be that way. What's your opinion?"

Some young men see picking up girls as a skill. This can be reframed from "doing to" (convincing a girl to have sex) to "doing with" (negotiating each other's desires and needs). Learning the skills of consent means that everyone gets to choose what they want and what they don't want – that everyone is safe.

Explore his perspective

It's useful if you have already discussed the pressures men are under to act sexually dominant, talked about positive masculinity, and the impact of GBV on women and girls.

Watch a video on consent. "What makes it hard to tell each other what you really want?" (list barriers)

Whenever a guy gets hung up on myths about false allegations, consent as "a grey area", or consent as a mood-killer, you can return to the question "How can we make sure everyone is safe and having a great time?"

Offer new information

Review "The Rules" of consent – mutual, ongoing, enthusiastic, specific, sober; include legal standards

Give examples of how men get past common barriers to practicing consent, e.g. give examples of actual language people use to make consent sexy and not "kill the vibe"

Give an example of a situation where a woman might feel pressured to go along with a man's advances, and an example of a situation where both partners are free to negotiate what they really want with each other.

Address the myth of false accusations: "Often women are under pressure to say yes, so when they get out from under the pressure they might say what they really experienced."

Set expectations

"In a healthy, respectful relationship people make decisions together, and each person gets to decide what they are up for and what they don't want to do."

"There's a lot of pressure on guys to have 'game'. I respect it when men tune in to what their partners want rather than convincing them to do something they are not interested in."

"It's important for a guy to know what his own boundaries are and tell his partner what he wants and doesn't want to do. It's just as important for him to find out what his partner wants to do and doesn't want to do."

Support

What do you think guys need from each other in order to make consent work for everyone?

Consent for Guys Workshop Facilitator Notes

Time: 2.5 hours

Overview

MANifest Change conversations about consent are designed to address many common questions guys have about negotiating sexual intimacy, as well as myths that undermine respectful consensual relationships. Canadian law, communication issues and power dynamics are essential conversations. Men and boys' experiences of saying "no" and getting a "no" are charged with gendered expectations, which we unpack together.

Objectives

1. Participants construct a definition of sexual consent that includes the requirements of Canadian law and values of mutual respect
2. Participants discuss and practice skills related to communicating personal desires and personal boundaries
3. Participants explore the dynamics of power and pressure in negotiating consent

Workshop Agenda

Introduction (5min)

Today's discussions are about negotiating sexual intimacy. In previous workshops we've started to understand the impact of sexual violence, which is defined by the lack of consent. Today we'll look at what it means to consent to sexual activity and how people make sure their partners are feeling safe and having a good time.

Safe Space (10min)

Acknowledge that sexual intimacy is a sensitive topic. What do we have to be careful about today?

Report back on Anonymous Questions (5)

Questions that relate to consent can be integrated into the workshop, and can be read out loud to create anticipation for the activities of the workshop. Let participants know when you will answer questions on other topics.

What is consent? (30)

Purpose:

- Establish why consent is essential in sexual relationships
- Establish the legal parameters of sexual consent

Anchor: Consent is mutual, specific, ongoing, sober, enthusiastic and given freely, not under pressure.

Generally speaking, consent is permission from someone to do something specific, e.g. "You can borrow my phone to make a local call. I need it back in 10 minutes." In sexual relationships, negotiating consent is even more important because the absence of consent is by definition sexual assault and can be extremely harmful.

Why is sexual consent important? Share quotes from men (if appropriate, ask participants to read them out loud). Ask participants "What reasons would you add?"

"How do people show respect to their partners in your family? In your culture or community?" Give some brief examples of how you or other guys negotiate consent (it doesn't have to be sexual consent). Give examples that are appropriate to the age and maturity level of the group.

- What do you do to make sure your partner doesn't feel pressured?
- How do you respond when you don't want to do something that your partner wants to do?
- It's hot to talk about what turns each other on before, during and after sex (examples below)

Watch a video that outlines the key elements of consent (see video resources in Expansion section). Ask participants "What are the elements of consent?" and mind map their answers on chart paper. This serves as the beginning of their definition. Add in legal elements as necessary (age of consent and exceptions, role of alcohol/drugs). Also ask what consent is NOT, e.g. consent is not automatic because it was given previously, or because you are in an ongoing relationship, consent is not a grey area (what's more likely is that our *understanding* of consent is "grey" or "fuzzy" – only some kind of clear "yes" is consent, otherwise consent is not present).

Consent & Communication (20min)

3 Handshakes

Credit: Bish Training

Purpose

- Address barriers to clear communication about sexual intimacy

Anchor: How can we make sure our partner feels safe and is having a great time?

Note that sometimes people feel it's too awkward to communicate about the details of sexual intimacy with their partner. We are going to test that assumption with three handshakes.

Handshake One

Invite participants to find a partner and shake each other's hands. Don't give any other instructions.

Ask participants to rate the handshake on a scale of 1 (unpleasant) to 10 (mind-blowing). They might say it was ok, normal, fine.

Explain that this handshake is a bit like how people have sex sometimes – it isn't really discussed ahead of time. There are lots of assumptions. Sometimes people feel pressured to do it when they would rather not (e.g. maybe the other person has a cold and you don't want to shake their hand, or maybe women don't shake hands with men in your community). Many handshakes are about the same – use the right hand, shake up and down; similarly, movies, tv and porn follows the same sex script – fondling, then kissing, then oral, then penetration, then male climax. It doesn't leave a lot of room for improvisation. You are either into the script or you go home.

Handshake Two

Invite participants to shake hands again. However, this time they must discuss every aspect of the handshake – right or left hand? Fist bump or handshake? How firmly does your partner want you to grip their hand? How long will it last? Ask your handshaking partner if they are enjoying themselves.

Ask participants to rate the handshake on a scale of 1 (unpleasant) to 10 (mindblowing). They might say it was awkward, funny, or they got want they wanted.

Explain that they just practiced a very formal version of consent. Every detail was negotiated and a lot of energy when into making sure that everyone got what they wanted. It might be more interesting than the first handshake, but when people say it's too awkward to get consent or it kills the mood, they might be thinking of this kind of handshake!

Handshake Three

Invite participants to shake hands a third time, but this time "tune in" to your partner's body language, eye contact, words and facial expressions. Instead of focusing on every detail, make sure you and your partner are both having a good handshake. You can still talk, but you don't have to discuss every detail.

Ask participants to rate the handshake on a scale of 1 (unpleasant) to 10 (mind-blowing). They might say it was better, still awkward, more fun.

This handshake blends verbal and non-verbal communication and it works because both people are paying attention to each other's desires and needs. We weren't on "automatic pilot" like Handshake One. It also helps that we weren't rushing by the time we got to the third handshake – there was time to figure out what you wanted and less pressure to hurry up.

Why can it be challenging to communicate about sexual intimacy?

- Feeling shy or embarrassed or foolish
- Worried about killing the vibe/it's not sexy
- Possibility of getting a "no" – rejection isn't easy
- Intoxication interferes with communication and judgment
- Challenge the assumption: Man Box expectations are that men lead, women are the gatekeepers – as long as she's not saying "no" or pushing you away, everything is ok; what's risky about this approach?
- Challenge the assumption: I can tell when my partner wants to have sex without talking about it; what's risky about this approach?

Takeaways:

- Practicing consent doesn't have to be a buzzkill (like Handshake Two). Showing curiosity about your partner's desires and needs, and showing you care for them is a turn-on and makes sex more enjoyable (Handshake Three)
- The big question is "How can I make sure we are both feeling safe and having a great time?"

Consent & Power (30min)

Purpose

- Clarify that sexual assault involves one person choosing not to consider the needs of a less powerful person; sometimes it is intentional, sometimes it is a lack of empathy, sometimes it is very deliberate
- Explore how to share power with a partner rather than pressure them

Anchor: How can we make sure our partner can tell us what they want and what they don't want?

Read the GBV Scenarios *Pressure* and *Counterpoint to Pressure*. Refer back to the Context, Power and Impact tool. What are the important differences between these scenarios?

What are respectful, low-pressure ways to approach someone we are interested in?

- Paying attention to their level of comfort and body language, and giving them space if they seem distressed or uninterested

- Slow the pace of the conversation or the sexual activity down to give our partner time to process what's happening
- Recognize that most women have had some kind of uncomfortable sexual experience, and 1 in 3 women have experienced sexual violence; learn about the different ways people respond to trauma so we don't misread it as "playing hard to get" or aloof, e.g. fight/flight, freeze, or "fawn" (going along with unwanted sex in order to get it over with quickly and minimize the harm)
- Be willing to hear "no" without getting upset

Our description of the Strongest Man sets the bar higher than "not assaulting someone". How could you handle the following situations?

- You are out drinking heavily with friends and meet someone you would like to take home
- You are on a date with someone and she has been drinking a lot; the chemistry is good and things are starting to get physical
- Your buddies chirp you to "man up and get some pussy"; they tell you to get your game on and approach a woman you are interested in
- Your partner is interested in a sexual activity that you don't want to try
- Your partner shows reluctance to try a sexual activity that you are really excited about

Yes, no or maybe? (40min)

Purpose

- Establish that sexual intimacy is not just a general "yes" or "no", but consent to specific activities
- Look at how we handle rejection – pitfalls and strengths

Anchor: Everyone has the right to choose what they want and don't want in a sexual relationship.

Invite participants to write three lists on a piece of paper. One list is things they definitely want to try someday (e.g. learn to play drums, travel in Australia, have a family). The second list is things they might want to do if the time was right. The third list is things they definitely do not want to do. They will not have to share their lists with anyone.

Let participants know that sometimes people ask the "Yes/No/Maybe" questions about sexual activities. They spend some time thinking about what they really want, what they might want to do, and things that make them really uncomfortable. It's easier to communicate in the moment if you've already given this some thought, especially if

someone surprises you or raises mixed feelings, e.g. your partner wants to try a sexual activity that makes you uncomfortable, but you don't want to disappoint her. Note that the Man Box encourages men to be up for sex all the time, and up for anything. But we get to say "no", too. The Woman Box encourages women to give in and do things they don't want to in order to be a good woman, so it can take some time for her to figure out what she really wants as well.

The flip side of knowing what you want is knowing what you don't want. How do you tell someone you aren't interested in them or in a specific sexual activity with them right now? When someone tells you they aren't into you, how do you handle the sense of rejection?

What does "no" sound like?

The Adventure Challenge activity gives participants the opportunity to practice their "no" and to talk about how to handle rejection.

Invite participants to find a partner they are comfortable talking with. One participant will be Person A and the other, Person B. Person A's role is convince Person B to go on an amazing adventure with them, e.g. "Surprise! I bought us two tickets to Acapulco next month to go surfing. I know you've always wanted to try surfing and it's going to be amazing!"

Person B's role is to refuse Person B's offer. No matter what Person A says, Person B must decline. Person B can give any reason they want to.
Encourage the conversation to go back and forth for 3-5 minutes.

Have Person A and Person B switch roles and run the activity again.

Debrief

- What was it like to say "no"? How did it feel (refer to Feelings Wheel)?
- What was hard about saying "no"? What did you learn about your ability to set a boundary with someone you care about?
- What was it like to be pressured, even after you said "no"? What would it be like if you said "no" and the other person grabbed you by the arm and said, "I'm sure you want to go, we're going now!"?

- What was it like to be rejected? What feelings came up (refer to Feelings Wheel)? What are things that you could do to manage that reaction so that everyone remains safe and respected?
- How can we support our friends when they are upset about being rejected? How can we do this without hating on the person that rejected them or blaming the other person for setting a boundary?
- Recall the gender boxes and the scripts that women and men are pressured to follow. Women are often encouraged to be nice, avoid hurting anyone's feelings and put their own needs aside. Practicing setting a boundary and saying "no" allows women participants to explore what it feels like to refuse an offer she doesn't want.
- Men are supposed to always be ready for sex, so practicing saying "no" allows male participants to explore what if feels like to set a boundary when they are expected to prove their manhood by agreeing to all offers of sex.

Possible extension activity: Person A's role is convince Person B to go on an amazing adventure with them. Person B's role is to say no to the trip but talk about another activity that they want to do. The two parties negotiate what to do next. Debriefing can include questions about compromise (go back to Yes/No/Maybe list).

Takeaways

- Everyone has the right to say no to sexual activity that they don't want. Sometimes people are under pressure to agree to sex that they don't want – it can be hard to say no. How can we make sure our sexual partners have a real choice about what they want to do and when they want to do it and whether they want to do it?
- Supporting a friend who has been rejected involves acceptance rather than teasing them or pressuring them to be more forceful in their approach to potential partners.

Closing (10)

Highlight a resource for survivors of sexual violence

Silent reflection, with optional sharing:

- One thing you learned about noticing and communicating your own desires and boundaries
- One thing you learned about discovering and respecting your partner's desires and boundaries

Preview next workshop

Expand the conversation

Spectrum Statements

The process for Spectrum Statements is outlined in the Masculinities and Gender Roles Workshop Facilitator Notes. Spectrum statements about issues on consent include:

- Men initiate sex, women put on the brakes (follow up by linking this to gender box expectations)
- If I'm confident, I'll never get turned down (follow up by naming this as entitlement to someone else's body regardless of their boundaries)
- Asking if someone wants to sleep with you and getting a "no" is devastating
- The more women a man sleeps with, the more manly he is
- Negotiating consent can be awkward
- Negotiating consent can be sexy
- I want sex to be fun and relaxed (follow up by asking what people need to feel safe and happy)
- I want my partner to respect me
- I want my partner to trust me (look at difference between, "just do what I want - trust me" vs respecting each others' boundaries as a way to build trust)

Video Resources

Videos that outline the key elements of consent can be found in various post-secondary sexual violence prevention campaigns, e.g. Western University's Cycling Through Consent (based on the Consent as Tea video but more LGBTTQ+ friendly) or Campus Clarity's 2 Minutes Will Change the Way You Think About Consent.

Watch Guante's "Action" spoken word piece. When someone asks you what was discussed at this workshop, what is the one most important message you want them to understand?

If appropriate for the group, reference videos that show actors negotiating consent during sexual activity. Two examples are Consent is Sexy and F*ck Yes!

Handling Tough Questions About Consent

How much can I or my partner drink and still have sex?

- Hypothetical question: Do people ever enjoy hot, satisfying sex while drunk or high? (Yes). And yet it's also true that both parties are taking a risk that one partner might

misread the "yes" or "no" of the other, that one or both don't have the judgment at the moment to respect the other's boundaries. At what level of intoxication are you risking harming your partner and damaging the relationship?

- From a legal perspective, the only way to deal with this is to separate drinking from sex because an intoxicated person cannot legally give consent. That's what some people do (if they are too drunk to hook up, they just get the person's number; or they plan in advance whether their night out is about finding a sexual partner OR about drinking, but not both)
- How do you know you can trust yourself to read someone else's body language and make adjustments when you are intoxicated?
- How can you trust someone else that they are truly ok with what's happening and know what they want when they are drunk/high?

What if someone says "yes" to sex and then changes their mind later?

- Everyone, including you, can decide at any time to change your mind and withdraw your consent. There are lots of good reasons you might decide to stop a sexual activity (ask people to list some). The ManBox pressures guys to always be ready for sex, no matter what, so it's important that we can talk about why we might not be into sex sometimes.
- The next day, you might look back on the experience and have a different set of feelings or questions about it, e.g. "it was even better with her than I thought it would be!" or "I'm not sure if liked that as much as I wanted to"; this is different than looking back on the experience and realizing you felt pressured and didn't have much choice about what happened e.g. you were too intoxicated to stand up for yourself, or you were afraid your partner would stalk you or harass you or assault you if you said "no"
- If you find yourself wondering "I'm not sure if my partner was really into it" that suggests that consent wasn't clearly negotiated; practicing consent solves the issue of "grey areas" by slowing the pace down and giving lots of opportunities for your partner to show you what they want or don't want, making sure that you aren't putting any pressure on them.

What about all the times I've had sex and never talked about it with my partner(s)?

- Most Canadians don't understand the laws about consent, the gender box expectations make it hard to negotiate sex without all kinds of pressure and survivors of sexual assault face victim-blaming backlash if they talk about their experiences. So it's entirely possible that many of us have knowingly or unknowingly pressured our partners. It's also possible that many of those sexual encounters were ok for both people, but if we don't communicate about it we increase the risk of causing harm
- When survivors do take the risk of talking about their experiences, it's usually because they want the person who hurt them to stop that behaviour, so one thing

we can do is examine our behaviour and make sure we are doing everything we can to make our partners feel safe going forward.

What about all the false reports of sexual assault? You are innocent until proven guilty in a democracy! #MeToo is a witch-hunt

- Studies in the United States and across Europe show that 2-6% of sexual assault reports to police are false. In half the cases, the person making the false report didn't name a perpetrator, i.e. they weren't seeking revenge. False reports are usually identified very quickly. Reporting rates in Canada appear similar, meaning that 92-98% of people who say they have been assaulted are telling the truth.
- Return to YWCA reporting statistics and why survivors turn to community accountability processes and public call-outs rather than the criminal justice system

What if someone's friends pressure them to have sex with me when they weren't actually wanting to? Is this assault?

- Empathize that this would be a really difficult experience for both parties
- It is non-consensual and might cause harm to the person who felt coerced
- If you found out that the person's friends coerced her into having sex with you, how could you make sure the person is supported?
- What support would you want for yourself?

Conversation 5: Active Bystander Skills

Coach's approach

Purpose

Support peer bystander responses that

- Prevent GBV by challenging social norms that promote violence
- Safely intervene in situations of GBV to increase the choices of the person targeted by violence.

Primary MANifest Change Resources

GBV Scenarios

Five D's of bystander intervention

Behaviour rehearsal (role play)

Acceptance and invitation to talk

"How could this situation be safer for everyone?" You can emphasize that this is a tough skill and that there are many ways to handle any situation: "I'd like to hear your ideas on how you would handle that situation when it comes up again, and look for ideas we haven't thought of yet."

Explore his perspective

What motivates you to help others?

What is it like when you are able to be there for someone in a time of need/crisis? (use Feelings Wheel to look for internal motivation))

Offer new information

Look at scenario and ask about

1. Social context (Who is likely to be vulnerable in this situation?)
2. Power (how many options does each person have, and will they be able to act on them?)

3. Impact on the person targeted (physical, emotional/mental, social, financial, academic, spiritual).
4. Barriers - what makes it hard to intervene in this situation? E.g. bystander effect, vulnerability of bystander, acting alone, risking criticism from friends, not wanting to make the situation worse

Set expectations

1. Keep yourself safety – the bystander needs to stay safe, and the intervention is about de-escalation rather than confrontation
2. You don't have to do it alone – show MANifest Change pledges, ask "how could you get someone to help you address the situation together?"
3. Do something to increase the targeted person's choices – discover, be direct, distract, delegate or delay

Support

Be ready for attempts at bystander intervention that make the situation worse, e.g. imposing a solution on the targeted person, combatting violence with further violence rather than de-escalation, employing domination-based strategies (threats, reliance on shaming, racist/homophobic distractions, pretending to be the targeted person's boyfriend); look for the positive, state the harm in the current strategy, restate the expectations (above) and ask how it could be done differently

Be ready to help the bystander name their own feelings when facing a tough situation, e.g. anger, wanting to respond violently, fear, freezing, shame

Reality check the bystander strategies you discuss – do they address the barriers you named? Do they make the situation safer for the person targeted? Do they increase the choices of the person targeted? Do they put the bystander at risk?

Active Bystander Skills Workshop Facilitator Notes

Time: 2.5 hours

Overview

When we witness a situation of harm (i.e. we are not the target of the harm or the person causing harm), we are in the role of a bystander. An active bystander takes action to prevent or interrupt GBV, rather than standing by passively. Men and boys are socialized to act as protectors of women and community members, but despite our good intentions we sometimes inflame violence rather than de-escalate the situation with a "take charge and rescue" approach. This workshop helps men hone our active bystander skills to decrease violence while increasing the choices of the person who is trapped in a difficult situation.

Objectives

1. Participants explore the barriers to skillful bystander intervention
2. Participants strategize multiple approaches to preventing common situations of GBV
3. Participants practice their skills and get feedback on what is likely to work and what is likely to backfire

Workshop Agenda

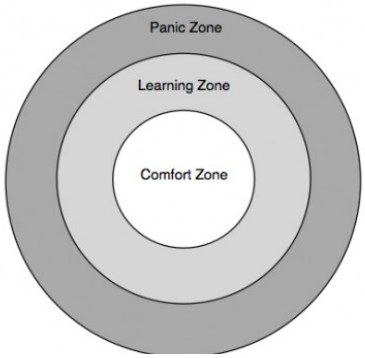
Introduction (5min)

Our explorations of Social Context, Power and Impact have increased our ability to recognize common situations of GBV that we might previously have ignored. This workshop focuses on how we can respond to GBV in ways that de-escalate violence and increase the choices of the person who is trapped in a harmful situation.

The strategies that we will learn can be useful in situations that don't involve GBV as well, e.g. situations of racism; these skills can benefit men and boys who are trapped in harmful situations as well – it's not limited to situations in which men want to support non-binary people and women.

Safe Space (5min)

Revisit the Learning Zone circle. How can we get ready to try new ideas and skills? How do you prefer others to give you critical feedback on your ideas and skills?



What is an active bystander? (5min)

Recall the scenarios on the Spectrum of GBV. Many of the seemingly "less harmful" scenarios are ripe for intervention because we see them more often than the extreme kinds of harm. Intervening on this end of the Spectrum is safer and can prevent further harm downstream.

When we witness a situation of harm (i.e. we are not the target of the harm or the person causing harm) we are in the role of a bystander. An active bystander takes action to prevent or interrupt GBV, rather than standing by passively.

Tell a story of a time you witnessed a situation that called for intervention (preferably with an element of GBV). Don't talk about possible responses to the situation yet – just set the scene. If you don't have a story of your own, use a video, e.g. show the first section of ManUp's *Party PSA*

Barriers and Strategies (30min)

Purpose

- Explore common barriers to acting as a bystander
- Explore strategies to overcome the barriers and skillfully intervene

Anchor: How can we help increase the options for someone trapped in a harmful situation (rather than a take charge and rescue approach)

Referring to your story, ask participants for some reasons that a person might walk on by instead of intervening. Consider

- fear of making things worse
- fear of misreading the situation as violence when it's actually not (embarrassing!)
- implicit bias makes us likely to empathize with the person most like us (in gender, race, language), even if he is harming someone
- fear of getting hurt yourself – isolated, mocked, or assaulted
- it's someone else's job to deal with it (e.g. security, or the friends of the people involved)

- it's a private matter and not my business to get involved
- reporting to authorities may bring more homophobia/transphobia/racism/discrimination into the situation
- An LGBTTQ+ person standing up for someone risks being targeted or outed
- A straight or cis- person standing up for a LGBTTQ+ person risks losing their heteronormative privilege and experiencing homophobic bullying
- Victim blaming – bystanders think the person experiencing violence "deserves it" or was "asking for it"

Highlight that "lack of information" is the number one barrier reported by men. We often aren't sure how harmful the situation is and wonder if we are mis-reading the situation. This is why it's important that we don't come into a situation aggressively or accusingly – **approaching with curiosity** is an effective but low risk alternative. There is usually not a clear answer to these situations, so expect it to be "messy" and take it step by step.

An effective active bystander:

- Takes a friendly and calm approach (is curious rather than accusing)
- Offers support that increases the options of the people involved (the targeted person may or may not want your help – don't insist on staying in their space; the person causing harm will likely escalate if they feel trapped – don't cut off their options, either)
- Stays safe and calls for help if it seems too risky to get personally involved or the situation escalates

When Hollaback Ottawa collected the stories of people who experienced harassment on the Ottawa transit system, they found that one of the most difficult experiences for survivors was a lack of bystander help. People looked away or pretended the harassment wasn't happening (we just talked about the barriers that get in the way of acting). The impact on the survivors was that they felt alone, isolated, and it was harder to bounce back from the incident – it was harder to be resilient. This information can help motivate us to act, because even if our actions aren't perfect, survivors generally want someone to see what's happening, acknowledge it and do their best.

"I was appalled that people around on the street seemed not to notice that I was yelling at a man to stop following me home. That was worse than the original, creepy incident of being followed; knowing that no one would intervene if something had happened."

– Hollaback survey respondent

Take a moment to think about what it's like to successfully help someone (refer to Feelings Wheel). What motivates you to take the risk to help others? Also recognize that our own need to be helpful, or to act as a protector, can get in the way of what the person we are trying to support actually needs. It's also worth visualizing how we will react if the person we are trying to help rejects our offer of support.

Bystander Strategies: Introduce the 5 D's

Give an example of each strategy in the context of your bystander story.

1. Discover – most people don't get involved in preventing violence because they are in a hurry on their way somewhere
    a. Pause – take 2 min to check the situation out
    b. Observe - stand nearby and get on your phone (open the RISE bystander app) or put your earbuds in and pretend to listen to music
    c. Ask yourself the Violence Detector questions (Social Context, Power and Impact)
2. Distract – approach either person with an innocent question that interrupts the harmful situation and allows the targeted person to walk away if they choose, or slows down the pace of the situation, e.g. "Excuse me, do you know when the next bus to Bayshore is coming?"
3. Be Direct – ask the targeted person if they are ok; or, ask the person causing harm if they are ok; or, tell them what you see, e.g. "I heard some threatening comments and I'm concerned someone will get hurt. What you're doing is scary/not ok/etc."
4. Delegate – how can the community respond? You don't have to do this alone - brainstorm with other bystanders what to do next; perhaps you aren't the best person to de-escalate the situation but someone else can approach; consider calling friends of the people involved in the situation to help them; consider calling on the authorities if you are confident they won't worsen the situation, or if the situation escalates and it's not safe for you to stay
5. Delay – wait until the situation winds down and then approach the targeted person to see if they are ok and offer support; use your skills for handling disclosures:
    a. Believe them
    b. Validate their experience
    c. Offer resources but not advice

Active Bystander Skills Practice (60min)

Purpose

- Generate GBV prevention strategies that address toxic social norms
- Convert strategies to skills by vocalizing and embodying the stategies

Anchor: How can we prevent GBV by addressing harmful attitudes and behaviours towards women and non-binary people?

NOTE: In choosing a scenario, consider the possible levels of trauma among participants. The chosen scenario should not lend itself to quickly escalating beyond the skills and safety needs of participants. In some groups, it's possible that the perpetrator and survivor of historical or ongoing harassment are both in the group. Make sure participants can choose a level of involvement that is comfortable to them (observer, discussion only, physical role play) and allow participants to choose their own role play partners rather than assigning partners.

Read a GBV Scenario that requires a response in a male-dominated environment, e.g. *Act like a man, Blaming the victim, Catcalling, Emotional Abuse*

Small group analysis

Have participants choose a partner to work with. Give them 10 minutes to talk through these questions:

Where does this situation fall on the Spectrum of GBV?

What are the barriers to acting?

Brainstorm as many Discover, Distract, Direct, Delegate and Delay strategies as possible.

Whole group discussion

Which strategies might overcome the barriers you named, be safe enough, and increase the options of the targeted person?

Try it out ("hassle line"-style role plays)

Invite one member from each pair line up across the room. Give them the role of the active bystander. Have their partner stand across from them in a second line and give them the role of the person using violence or the targeted person and an opening line to say. On the count of three, all pairs try out a couple of their strategies. Tell them that if a strategy doesn't work, move on to another strategy. All groups work simultaneously (this way no one is performing in the spotlight).

Pause the role play every 3 minutes or so to get feedback from participants. Ask the person in the role of the targeted person "did you have more options because of the bystander's actions?" or "What worked? What didn't work?" Connect the participant's ideas to the Five D's by writing them on chart paper where everyone can see them as they practice.

Expect people to sometimes try strategies that inflame the situation or rely on dominating or aggressive behaviour, e.g. insulting the person causing harm, trying to distract him by "acting gay and hitting on him" or closing off options for either party (by physically blocking/restraining them or making them lose face). Ask others in the group "what's risky about this strategy?" or "who will wind up paying for this if it goes wrong?".

Let them have another 3 minutes to practice their skills, try a new approach or polish their first attempt. Have them switch roles, and continue to debrief every 2-3 minutes.

Whole group debrief

- What strategies gave the targeted person more options? As the bystander, how would you know if your strategy is resulting in more options?
- What did you learn about your strengths as an active bystander? About areas you need to grow into?

Takeaways

- Active bystander interventions are not hero moves – a good intervention is usually not dramatic
- To be effective bystanders, we have to get ourselves out of the way and put the needs of the targeted person on centre stage (while not losing track of our own safety needs)
- There are always at least five ways to respond to a situation (the 5 D's)

Administer Post-Workshop Survey (20min)

Instructions for administering the survey ethically and effectively are found in a separate document.

Closing (10min)

Consider taking the White Ribbon pledge together,

Highlight other opportunities and community resources for male allies.

Close by inviting participants to share one word that describes something they will take with them from this experience.