



A Jesuit Social Services initiative

Modelling Respect and Equality

Jesuit Social Services,
The Men's Project

Workbook

Name:.....



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The Men's Project and Modelling Respect and Equality

Modelling Respect and Equality (MORE) is a new program that will build your skills and knowledge to help you create change in your community around issues of respect and equality, particularly among boys and men.

The program runs for up to six months. It involves participation in an intensive two-day training workshop followed by ongoing support as you contribute to positive social change in your community, at work, in your sports club, and among friends and family.

We believe more needs to be done to promote positive change towards more gender equality and around what it means to be a man today – and we want to support boys and men to be their best selves and live happy, healthy, safe and respectful lives.

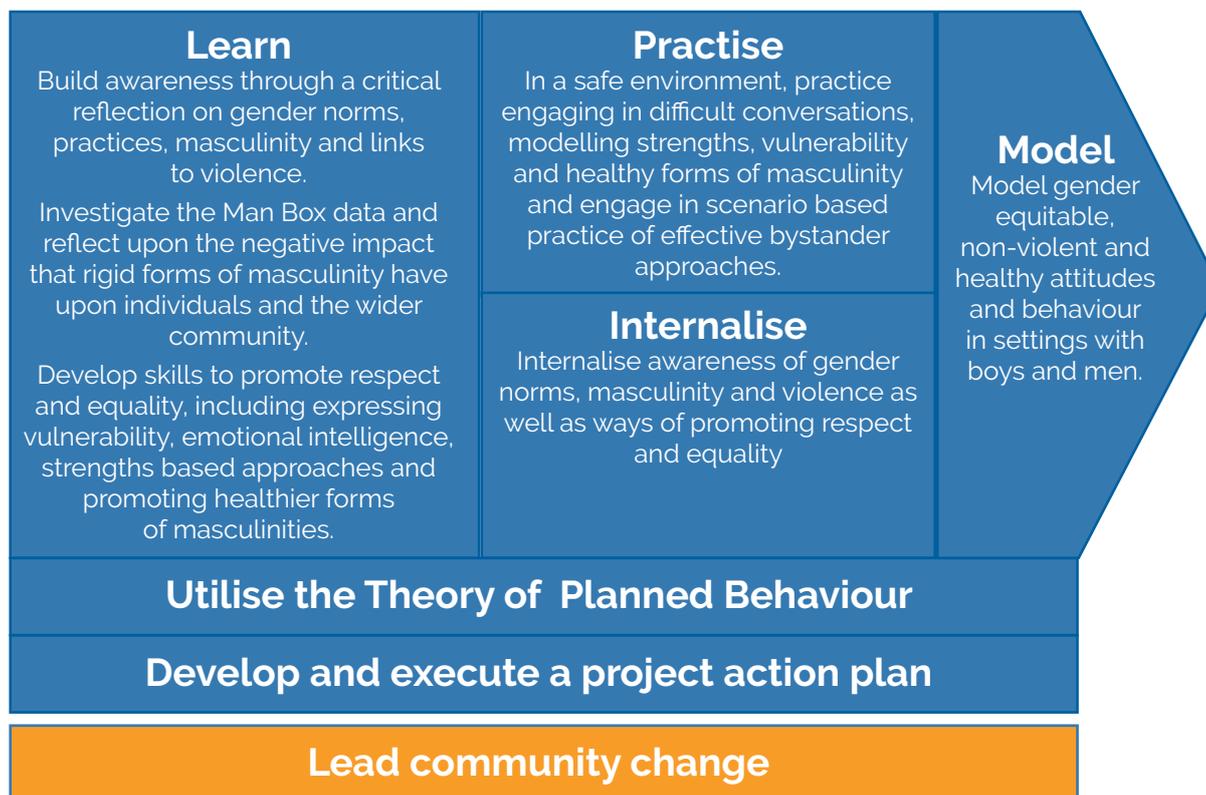
If you want to build your knowledge and skills and make a positive difference in your community, then this program is for you.

Jesuit Social Services

Jesuit Social Services is a social change organisation working to build a just society where all people can live to their full potential. For over 40 years we have worked with people on the margins of society.

Drawing from this experience, The Men's Project has been established to provide leadership on the reduction of violence and other harmful behaviours prevalent among boys and men, and build new approaches to improve their wellbeing and keep families and communities safe.

The Men's Project supports boys and men to live respectful, accountable and fulfilling lives, where they are able to develop good relationships free from violence and where they play their role in making the community safe. In short, The Men's Project supports boys and men to be their best selves.



- 1. Learn:** Ensuring we all have a solid base of knowledge to draw upon that can inform our work.
- 2. Practise:** By applying learning and practising foundational skills we can use them effectively.
- 3. Internalise:** Through practice and learning we can begin to embody these new attitudes, beliefs and behaviours.
- 4. Model:** Knowledge and action are very different, the jump from learning to doing is vast. To bridge this, the program will offer a foundational skill that is the cornerstone to developing the concepts we will be discussing.
- 5. Utilise the Theory of Planned Behaviour:** Apply this theory to support your work, positively influencing a change of behaviour in individuals and groups that leads to actions of respect and equality.
- 6. Develop and execute a project action plan:** Prepare a staged action plan to support the implementation of a project that you develop which aims to create sustainable change in the language, beliefs and behaviours of people in your community.
- 7. Lead community change:** the combined resources and skills learnt through MoRE will empower you to take a leadership role in your community and undertake actions that will lead to the development of equal and respectful behaviours and attitudes of the people within your sphere of influence.

Overview

Day 1			Day 2		
Time	Topic	Themes	Time	Topic	Themes
9.30am	<i>Jesuit Introduction</i>	Welcome Reflection Context Housekeeping Group Agreement	9.30am	<i>Welcome</i>	R Reflection Any questions from yesterday.
10.00am	<i>NIRODAH Introduction and Icebreaker</i>	Presenter Stories Overview Disclaimers Icebreaker	10.00am	<i>Homework</i>	Homework debrief
10.35am	<i>Habits</i>	Arm fold Plane Story Words Hurt (power of language) Man Ads Describe a man	10.20am	<i>Strengths</i>	Negativity Bias Pos. Psych. VIA survey Application
11.40am	Morning Tea		11.20am	Morning Tea	
12.00pm	<i>Masculinity</i>	Man Box Male Statistics	11.40am	<i>Compassion</i>	Trauma-Informed Practice Empathy
12.45pm	<i>Gendered Violence</i>	Statistics Myth Busting	12.15pm	<i>Bystander Barriers</i>	Barriers Strategies
1.20pm	Lunch		1.00pm	Lunch	
2.05pm	<i>Privilege and Power</i>	Privilege Walk	1.30pm	<i>Bystander Activation</i>	Practice
2.35pm	<i>Healthier Masculinities</i>	What is Healthy?	2.25pm	<i>Igniting Change</i>	Problems Brainstorm Presentation MORE Commitment
3.30pm	<i>Men and Emotion</i>	Juggling Vulnerability What is EI? Mindfulness Self-Care	3.55pm	<i>Summary</i>	Next Steps Evaluation Final Reflection
4.00pm	<i>Curly Questions</i>	Curly Q's Homework			
4.30pm	<i>FINISH</i>		4.30pm	<i>FINISH</i>	

Disclaimer on Language

When referring to male violence against women, unless otherwise indicated, we're referring to cis-hetero men (this is because most of the research is focused on cis-hetero men's violence against cis-hetero women). This doesn't capture the nuance or complexity of this topic, and we encourage you to follow-up on the following resources to expand your understanding further.

Suggested further Reading:

- **Change the Story, Our Watch.**
<https://www.ourwatch.org.au/getmedia/c81eceab-c8a0-4f3a-a6fb-2202334b398b/Change-the-story-framework-prevent-violence-women-children-AA-new.pdf.aspx>
- **A comprehensive literature review exploring family violence against people from lesbian, gay, bisexual, trans and gender diverse and intersex (LGBTI) communities.**
<https://www.ourwatch.org.au/What-We-Do/Preventing-family-violence-against-LGBTI-people>
- **This paper is a comprehensive review of published literature to present the current state of knowledge, practice and responses to violence against women in Australian Indigenous communities.**
<https://www.anrows.org.au/publications/compass-0/existing-knowledge-practice-and-responses-violence-against-women-in-australian>
- **Women, disability and violence: Creating access to justice, draws on the insights of 36 women living in New South Wales and Victoria who outlined their experiences of seeking justice and security in the context of violence that they had experienced.**
<https://www.anrows.org.au/publications/horizons/women-disability-and-violence-barriers-accessing-justice-final-report>
- **Invisible women, invisible violence establishes the state of knowledge about the experiences of domestic and family violence and sexual assault among women from diverse groups.**
<https://www.anrows.org.au/publications/landscapes-0/invisible-women-invisible-violence-understanding-and-improving-data-the>
- **A quick reference guide to key statistics on violence against women in Australia for use by the media and other commentators, including government officials, academics, sector leaders and community advocates.**
<https://www.anrows.org.au/publications/insights/violence-against-women-accurate-use-key-statistics>
- **Royal Commission into Family Violence summary and recommendations report.**
<http://www.rcfv.com.au/MediaLibraries/RCFamilyViolence/Reports/Final/RCFV-Summary.pdf>

Details	Notes
Name: Job/Sector: Ph.No.:	

Habits

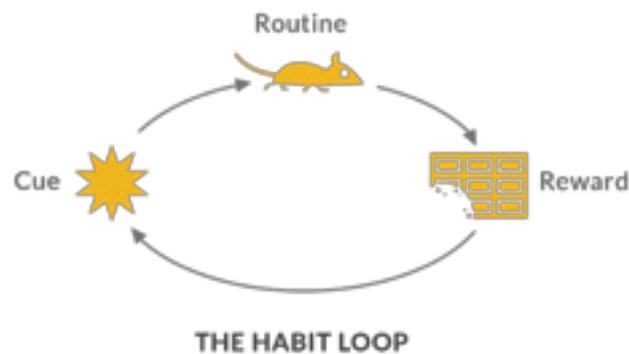
Habit Theory and Neuroplasticity

Neuroplasticity refers to the ability of neurons to change in form and function in response to alterations in their environment.

What this means is that the brain can change over time. It isn't fixed. The more we practice a particular behaviour, way of thinking or emotional response, the stronger those neural pathways become and the easier that action, thought or emotion becomes.

This has two important implications. Firstly, we all have habits. These are strong neural pathways that we have practiced so often they have become automatic, like our arm fold technique. Secondly, we can change these habits with directed attention, practice and persistence.

The habit loop suggests we undertake a routine behaviour (habit) when there is a trigger because it leads to a reward that ultimately reinforces the behaviour.



When building a habit it is important to remember to build in a trigger and a reward. This can be accomplished with an **'if, then, and when'** paradigm. For example, **if** it is 7 am **then** I will go to the gym and **when** I finish my workout I will reward myself with a chocolate chip cookie. In this way you can harness the habit loop to work for you!

Put It Into Practice

Neuroplasticity

- **Neuroplasticity Explainer Video** by Sentis: <https://www.youtube.com/watch?v=ELpfYCZa87g>

The Arm Fold Activity

1. Ask your audience to fold their arms.
2. Instruct them to check which arm is on top of the fold, then ask them to unfold their arms and fold them again. Do they go back the same way?

This exercise demonstrates an unconscious habit. We do it without even thinking about it.

Use this as an opportunity to discuss what other habitual patterns of behaviour we have. Do we have habitual ways of thinking? What about feeling?

The Power of Language Activity

1. Ask your audience to write down or shout out the most common words they use to put each other down.
2. After you have a list, cross off all the words that relate to women, LGBTIQ, disability and race.
3. Ask your audience why we use these categories to put each other down. The answer is because we have habit of thinking in our brain that sees these groups of people as lesser, and therefore something we don't want to be. These are our attitudes towards these particular groups.

Discuss that dehumanising language is a precursor to violence. E.g. Jewish people in Nazi Germany, African-Americans in America and Indigenous Australians in the present.

Attitudes are just like arm folds, except they are habitual ways of thinking rather than behaving. That means they we can change them the same way; by ceasing the old patterns of thinking and practicing a new one.

Key Tips

- Sometimes, during the language activity, words related to animals come up. This can be a talking point. Why are animals and these categories placed at similar levels in our mind?
- A great follow-up to these activities is to ask your audience to try and catch their habits/language.
- Let people know that when changing a habit, failure is to be expected. Habits are hard to break and even with the best intentions we may slip into habitual patterns of behaviour. The important thing is to keep trying and to be aware.
- **It is important that you encourage your audience when they fail while trying, rather than disparaging their inability to behave as expected.**

Media

Media plays a significant role in shaping our attitudes, beliefs and behaviours. From a very age, messaging around gender constructs as well as rigid masculine norms are observed through many forms of media including tv commercials, tv shows, movies and print media.

Exploring the impacts of media

We will look at some examples of advertising that highlight the impact of the media. We encourage participants to become critical observers of the media that they and their families consume and develop a lens that picks up both subtle and obvious messaging towards gender, respect and normative behaviours.

Key Tips

Whilst we would prefer that these messages do not exist at all in our media, they can be used by practitioners as great opportunities to begin discussions with people about topics that related to gender constructs and the negative impact these have upon the wellbeing of our community.

- **Gillette Ad:** <https://www.youtube.com/watch?v=koPmuEyP3a0>
- **Snickers Ad:** <https://www.youtube.com/watch?v=MqgjTZQiySw>
- **Super Dry Ad:** <https://www.youtube.com/watch?v=JuxdFgH1pHk>

These ads are window into the expectations and attitudes society has around men and masculinity.

- **The Mask You Live In Trailer:** <https://www.youtube.com/watch?v=hc45-ptHMxo>

An amazing documentary into masculinity and the trailer discusses the power of language to shape behaviours and attitudes.

Theory of Planned Behaviour

INSERT OVERVIEW FROM PAUL

then diagram - recreate from Prezi

Theory of Planned Behaviour Worksheet

Step 1 - Background Questions

Who is the target audience?

What is the problem behaviour?

What are the new behaviours we would want to see?

Is the person aware that it is a problem?

What background factors might be contributing to the behaviour (e.g. Childhood factors, masculine norms, demographic)?

Step 2

Theory of Planned Behaviour Questions

1a. What are the attitudes or personal views that the person holds about the behaviour?

1b. Do they believe the outcome will be favourable or unfavourable for them?

2. Are there any rewards or risks the person might obtain for doing the behaviour?

3. Do friends, family or peers support the new behaviour?

4. How motivated is the person to change their behaviour?

5. How easy or difficult would it be for this person to engage in this behaviour?

6. Do they have the resources they need to engage in the behaviour?

7. What external factors would either facilitate or impede engaging in the behaviour?

Result

From the responses from the above questions, how likely do you think it is that the person will engage in the new behaviour?

If you believe the person is unlikely to engage in the desired behaviour, list in order the inhibiting factors.

Can you identify any enabling factors that could be utilised to overcome the resistance?

Can you identify people who hold power to influence the behaviour of this individual?

Summary

Do you believe there is capacity to modify this behaviour?

If so, what key areas are you going to focus upon?

What will be your greatest challenge?

Do you have a strategy to overcome this?

What is your advantage?

How will you utilise this?

Activity - half page

Use the space below to map out, how the Theory of Planned Behaviour could be used to shift the attitudes of cigarette smokers.

Use the space below to map out, how the Theory of Planned Behaviour could be used to shift the attitudes of wearing seatbelts.

Reflection

Read the account below of changing regulations allowing people to climb Uluru. Discuss with people on your table how changing norms over time has resulted in a change of behaviour.

ULURU STORY FROM PAUL.

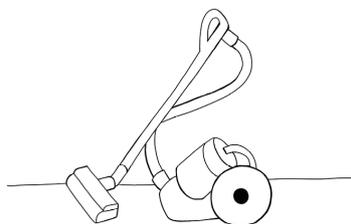
The Man Box

The 7 pillars of the Man Box:



1 Self Sufficiency

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



4 Rigid Masculine Gender Roles

- It is not good for a boy to be taught to how to cook, sew, clean the house, and take care of younger children.
- A husband shouldn't have to do household chores.
- Men should really be the ones to bring money home to provide for their families, not women.

the men's project

A Jesuit Social Services initiative



2 Acting Tough

- A guy who doesn't fight back when others push him around is weak.
- Guys should act strong even if they feel scared or nervous inside.



3 Physical Attractiveness

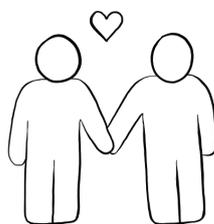
- It's very hard for a man to be successful if he doesn't look good.
- Women don't go for guys who fuss too much about their clothes, hair and skin.
- A guy who spends a lot of time on his looks isn't very manly.

The Man Box in Seven Pillars



5 Hypersexuality

- A "real man" should have as many sexual partners as he can.
- A "real man" would never say no to sex.



6 Heterosexuality and Homophobia

- A gay guy is not a 'real man'.
- Straight guys being friends with gay guys is totally fine (positive statement).



7 Aggression and Control

- Men should use violence to get respect, if necessary.
- A man should always have the final say about decisions in his relationship or marriage.
- If a guy has a girlfriend or wife, he deserves to know where she is all the time.

Key Male Health Statistics

- 68% of Men in Australia have been told a real man behaves a certain way (The Men's Project, in press).
- Men were more than twice as likely as women to have substance abuse disorders (7% compared with 3.3%), with alcohol use disorders more common than drug use disorders (Australian Bureau of Statistics, 2007).
- Men were more likely to have substance use disorders in combination with either affective or anxiety disorders (Australian Bureau of Statistics, 2007).
- Men are less likely than women to access mental health services. (2007, 27.5% male compared to 40.7% female; Australian Bureau of Statistics, 2007).
- Deaths by suicide in Australia occur among males at a rate three times greater than that for females (Australian Bureau of Statistics, 2012).

Man Box statistics (The Men's Project and M. Flood, 2018)

	Inside the Man Box	Outside the Man Box
Felt down, depressed or hopeless in the last two weeks	83%	77%
Had thoughts of suicide in the last two weeks	44%	22%
Perpetrated verbal bullying in the past month	56%	24%
Perpetrated online bullying in the past month	47%	10%
Perpetrated physical bullying in the past month	47%	7%
Made sexual comments to women you don't know in public place	46%	7%
Experienced verbal bullying in the past month	66%	44%
Experienced physical bullying in the past month	52%	15%
Drinks to the point of getting drunk once per month or more	31%	22%
Been in one or more traffic accidents in the past year	38%	11%

Put It Into Practice

Media

- **Gillette Ad:** <https://www.youtube.com/watch?v=koPmuEyP3a0>
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- **The Mask You Live In Trailer:** <https://www.youtube.com/watch?v=hc45-ptHMxo>

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Describe a Real Man Activity

Give your audience 3 post-its. Ask them to answer the following question "What does it mean to be a real man?" Ask them to write one word on each post-it representing what they think it means to be a real man.

On a wall, chalkboard or whiteboard write the 7 pillars of the man-box and ask the audience to see if their words fit within one of these 7 pillars.

Discussion Questions

1. Can anyone be all these things, at all times?
2. Where do we learn all these ideas about being men?

Key Tips

- Remember, we are not here to destroy masculinity. We are here to **interrogate** and **negotiate** masculinity. We want to build a safe space where young men can explore the ideas they have around being a man and whether they are helpful or harmful.
- It's important to realise that what is considered to be a 'real man' or a 'real woman' has never been fixed, and it's constantly changing.
- Do not be discouraged if you feel your audience is not "getting it". Sometimes it takes further experience and maturity to understand these concepts. You are planting seeds that are waiting for the right time to grow.

The Hook

Unless we link this issue to the things that matter to men and boys, they are not going to engage in it, because they don't know what they will gain from it. In our habit model, there is no reward.

We call this the hook. What motivates someone to recognize they can benefit from this. Everyone has a different hook. Some of the hooks we have found are:

1. Being a good dad: you don't wake up tomorrow after a lifetime of practicing bad habits and become a good person. If you want to be a good parent and teach your kids the best habits for their life you need to start practicing now.
2. Happier, healthier, live longer: one of the most significant predictors of a happy and healthy life is the quality of your relationships.
3. Better success in your job and life: Having better relationships predicts better performance.
4. Having the freedom to choose who you are and what you are going to be.

Key Tips

- Remember not all people want to be parents. Similarly, not all people will care about success. You need to find out what your audience values and be able to link this to them.
- The best hooks are authentic. It helps when you share your own vulnerability and how this impacts you directly. To get you thinking about this see the reflection below.

Reflect

What is your hook that makes you want to make a difference in this field?

What is your hook for you to influence positive change in your community? How could you integrate this into the Theory of Planned Behaviour?

Power and Privilege

ACTIVITY: Follow the Power

1. Split participants into groups.
2. Give them each a Power Scenario.
3. Ask them to decide who they think has the most power in the situation, and whether anything wrong has happened.

Some types of power exist in relation to other people or resources: We have (or do not have) power in relation to another person or group that has more, less, or the same power we do. It is a relationship. For example, this includes a teacher and student or a parent and child. (*Promundo-US and University of Pittsburgh Medical Center (2018). Manhood 2.0: A Curriculum Promoting a Gender-Equitable Future of Manhood. Washington, DC and Pittsburgh: Promundo and University of Pittsburgh.*)

Power is not fixed: It is not something we are biologically born with (that is, it is not inherent to us but is constructed based on circumstance, community, and context) or something that we always have all the time. We are constantly moving in and out of situations and relationships in which we have more or less power – for example, a woman who is a supervisor at work has power over her employees, but she may not have the same level of power at home with her husband.

Power can lead to positive and negative feelings: We often feel positive and in control when we are feeling powerful, and we have negative feelings when we are feeling less powerful. This affects our ability to influence and take action in a situation.

There are different types of power, which can be used in different ways. These are:

1. **Power over:** To have control over someone or a situation in a negative way, usually associated with repression, force, corruption, discrimination, and abuse. This involves “taking power” from someone else and then using it to dominate and prevent others from taking it – a win-lose situation.
2. **Power with:** To have power on the basis of collective strength and/or numbers – to have power with people or groups, to find common ground among different interests, and to build a common goal to benefit all those in the collective. This power multiplies individual talents and knowledge and is based on support, solidarity, and collaboration.
3. **Power to:** The ability to shape and influence one's life. It refers to having the ideas, knowledge, skills, money, and ability to convince yourself and others to do something. When many people have this kind of power, it can also create “power with.”
4. **Power within:** A person's feelings of self-worth and self-knowledge. This is related to people's ability to imagine a better life for themselves and to have hope and the sense that they can change the world – the feeling that they have rights as human beings. It involves having a sense of self-confidence and a feeling that they have value because they exist.

Choose from one of the scenarios and respond to the following on a scale of 1 to 5, 1 very easy and 5 being very difficult:

How difficult do you think it would be for the less powerful individual to change the power dynamic?

How difficult do you feel it would be to change the power dynamic if you were in this situation?

Thinking about your current personal sense of agency, what enablers or barriers would have that would influence how you managed this situation if placed in it?

Put It Into Practice

Power Walk

Ask your audience to line up in a straight-line side by side.

Instruct them to listen to the following statements and take a step forward or backwards if it applies to them. Afterwards ask the group discussion questions.

Statements:

1. If you are respected by most members of your community, take one step forward.

2. If English is your first language, take one step forward.
3. If you can find Band-Aids at mainstream stores designed to blend in with or match your skin tone, take one step forward.
4. If you constantly feel unsafe walking alone at night, take one step back.
5. If you travelled outside of Australia take a step forward. If you haven't take a step back.
6. If you are able to move through the world without fear of sexual assault, take one step forward.
7. Move forward if one of your parents had a university degree. Two steps if both did. One step back if they didn't.
8. Move forward if you are able bodied.
9. Move backward if you have a disability.
10. If you studied the culture of your ancestors in elementary school, take one step forward.
11. If someone has ever spoken for you when you did not want them to do so, take one step back.
12. If you could find a new job easily, take a step forward.
13. If you have to worry about where your next meal will come from, take one step back.
14. If you are a man take a step forward.
15. If you are a woman take a step back.
16. If you choose not to have children, people will not call your gender into question.
17. If you can complain about something without being told you are too emotional, or if it is that time of the month.
18. If you can have multiple sexual experiences and not be thought less of.
19. If your elected representatives are mostly people of your own sex.

Discussion Questions

1. What were some factors that you have never thought of before?
2. If you broke contact with the person beside you, how did you feel in that moment?
3. What did you feel like being in the front of the group? In the back? In the middle?
4. How can your understanding of your privileges or marginalisation improve your existing relationship with yourself and others?

Key Tip

- Privilege and power discussions are not about blame. They are an opportunity to increase awareness around areas where we might be able to influence change and support others who do not experience the same benefits we do.

Following the Power Activity

Split participants into groups. Give them each a Power Scenario. Ask them to decide who they think has the most power in the situation, and whether anything wrong has happened.

- **Scenario 1:** A female PhD candidate and her PhD supervisor start a relationship. They are the same age and under university guidelines, their relationship is not prohibited, though she may request a different supervisor if she chooses.
- **Scenario 2:** News comes out that a famous actress has paid \$390,000 to a male 20 years her junior to settle a sexual assault claim by him because they slept together once when he was 17 (not legal in the country it took place). She has said that the male has been sending her unsolicited nudes for years that she had never responded to and told her that she's been his sexual fantasy since he was 12.
- **Scenario 3:** You are at the bank and interacting with one of the bank tellers who is very attractive. During your interaction you notice the bank teller flirting with you. You flirt back. After the transaction you thank her and leave.
- **Scenario 4:** A 43 year old famous man has just started dating a 21 year old woman. They have known each other since he was 33 years old and she was 11 years old.
- **Scenario 5:** A 23-year-old man and 22-year-old woman are in a long-term relationship. The man tends to make most of the decisions and gets his way most of the time.

- **Scenario 6:** A 43-year-old woman and a 37-year-old woman are in a long-term relationship. All of the money made by both goes into the same bank account. Only the 43-year-old woman has access to the account.

Discussion Questions:

1. Who has the power in this relationship?
2. How does that power affect the situation and the outcome? What might the person in power have felt/ thought/ done. What might the person in lower power have felt/ thought/ done.

Key Tip

- The object of this activity is to explore the grey areas around power in relationships. There is no right or wrong answer so try to maintain non-judgement. The key is to raise the issues that power can introduce into a relationship and what that means for both participants.
- Remember, violence occurs more frequently when there is a power imbalance. People in higher power are allowed to treat those with less power differently due to status.

Defining Violence

Physical Violence:	Verbal Violence:	Psychological Violence:
<p>Occurs when:</p> <ul style="list-style-type: none"> • someone uses a part of their body or an object to control another; • person's actions; • using physical force which results in pain, discomfort or injury; • hitting, pinching, hair-pulling, arm-twisting, strangling, burning, stabbing, punching, pushing, slapping; • beating, shoving, kicking, choking, biting, force-feeding, or any other rough treatment; • assault with a weapon or other object; • threats with a weapon or object; • deliberate exposure to severe weather or inappropriate room temperatures; and, • murder. 	<p>Occurs when:</p> <ul style="list-style-type: none"> • someone uses language, whether spoken or written to cause harm to a person; • recalling a person's past mistakes; • expressing negative expectations; • expressing distrust; • threatening violence against a person or her or his family members; • yelling; • lying; • name-calling; • insulting, swearing; • withholding important information; • unreasonably ordering around; • talking unkindly about death to a person; and, • telling a person, she or he is worthless or nothing but trouble. 	<p>Occurs when:</p> <ul style="list-style-type: none"> • someone use threats or causes fear in a person to gain control; • threatening to harm the person or her or his family if she or he leaves; • threatening to harm oneself; • threats of violence; • threats of abandonment; • stalking / criminal harassment; • destruction of personal property; • verbal aggression; • socially isolating the person; • not allowing access to a telephone; • not allowing a competent person to make decisions; • inappropriately controlling the person's activities; • treating a person like a child or a servant; • withholding companionship or affection; • gaslighting. <p>Use of undue pressure to:</p> <ul style="list-style-type: none"> • sign legal documents; • not seek legal assistance or advice; • move out of the home.

Defining Violence

Sexual Violence	Financial Violence:	Religious Violence:
<p>Occurs when:</p> <ul style="list-style-type: none"> • a person is forced to unwittingly take part in sexual activity; • touching in a sexual manner without consent (i.e., kissing, grabbing, fondling); • forced sexual intercourse; • forcing a person to perform sexual acts that may be degrading or painful; • beating sexual parts of the body; • forcing a person to view pornographic material; • forcing participation in pornographic filming; • exhibitionism; • making unwelcome sexual comments or jokes; leering behaviour; • withholding sexual affection; • denial of a person's sexuality or privacy (watching); • denial of sexual information and education; • humiliating, criticizing or trying to control a person's sexuality; • forced prostitution; • unfounded allegations of promiscuity and/or infidelity; and • purposefully exposing the person to HIV-AIDS or other sexually transmitted infections. 	<p>Occurs when:</p> <ul style="list-style-type: none"> • someone controls a person's financial resources without the person's consent or misuses those resources; • not allowing the person to participate in educational programs; • forcing the person to work outside the home; • controlling the person's choice of occupation or refusing to let them work; • illegally or improperly using a person's money, assets or property; • acts of fraud; pulling off a scam against a person; • taking funds from the person without permission for one's own use; • misusing funds through lies, trickery, • not allowing access to bank accounts, savings, or other income; • controlling or withholding money; • persuading the person to buy a product or give away money; • selling the house, furnishings or other possessions without permission; • forging a signature on pension cheques or legal documents; • misusing a power of attorney, an enduring power of attorney or legal guardianship; • not paying bills; and • destroying personal property. 	<p>Occurs when:</p> <ul style="list-style-type: none"> • someone uses a person's spiritual beliefs to manipulate, dominate or control the person; • not allowing the person to follow her or his preferred spiritual or religious tradition; • forcing a spiritual or religious path or practice on another person; • belittling or making fun of a person's spiritual or religious tradition, beliefs or practices; and, • using one's spiritual or religious position, rituals or practices to manipulate, dominate or control a person. <p>Emotional Violence:</p> <p>Occurs when:</p> <ul style="list-style-type: none"> • someone says or does something to make a person feel stupid or worthless. • Name calling; • Blaming all relationship problems on the person; • Using silent treatment; • Not allowing the person to have contact with family and friends; • Jealousy; • Humiliating or making fun of the person; • Intimidating the person; causing fear to gain control; • Threatening to hurt oneself if the person does not cooperate; to abandon the person • Neglect: occurs when someone has the responsibility to provide care or assistance for you but does not.

Defining Violence

Physical Neglect:	Medical Neglect:	Domestic Violence:
<ul style="list-style-type: none"> Disregarding necessities of daily living, including failing to provide adequate or necessary. Nutrition or fluids. Shelter. Clean clothes and linens. 	<ul style="list-style-type: none"> Ignoring special dietary requirements. Not providing needed medications. Not calling a physician; not reporting or taking action on a medical condition, injury or problem. Not being aware of the possible negative effects of medications. 	<ul style="list-style-type: none"> Refers to acts of violence that occur in domestic settings between two people who are, or were, in an intimate relationship. It includes physical, sexual, emotional, psychological, financial, spiritual, verbal and cultural abuse.
Family Violence:	Intimate Partner Violence:	Non-partner sexual assault:
<ul style="list-style-type: none"> A broader term than domestic violence, encompassing violence between family members extending beyond intimate partner relationships. This includes elder abuse, adolescent domestic violence and childhood domestic violence. 	<ul style="list-style-type: none"> Intimate Partner Violence: any behaviour within an intimate relationship (including current or past marriages, domestic partnerships, familial relations, or people who share accommodation) that causes physical, sexual or psychological harm to those in the relationship. 	<ul style="list-style-type: none"> Sexual violence perpetrated by people such as strangers, acquaintances, friends, colleagues, peers, teachers, neighbours and family members.
Gendered Violence:	Racial Violence:	Disability-based Violence:
<ul style="list-style-type: none"> The general term used to capture violence that occurs as a result of the normative role expectations associated with each gender, along with the unequal power relationships between the two genders, within the context of a specific society." (Bloom 2008, p14). 	<ul style="list-style-type: none"> A specific act of violence, intimidation or harassment carried out against an individual, group or organisation on the basis of race, colour, descent or national or ethnic origin. 	<ul style="list-style-type: none"> a specific act of violence, intimidation or harassment carried out against individuals based on their disability.
Heterosexist Violence:		
<p>Heterosexism is defined as violence or harassment directed against Gay, Lesbian, Bisexual and Transgendered people. Heterosexism is a system of attitudes, bias, and discrimination in favor of opposite-sex sexuality and relationships. It can include the presumption that other people are heterosexual or that opposite-sex attractions and relationships are the only norm and therefore superior.</p>		

Put It Into Practice

Media

- **Love and Control:** https://www.youtube.com/watch?v=DP_MuGJIAjA

A great clip for identifying red flags in a relationship.

- **What if Bears Killed One In Five People?** <https://www.youtube.com/watch?v=LNVPkmZTQ4>

A humorous way to raise awareness of the way we view statistical information.

Ranking Violence Activity

Ask your audience to rank the following types of violence from most harmful to least harmful.

- Physical
- Emotional
- Psychological
- Verbal
- Financial
- Sexual
- Neglect
- Religious

Discussion:

Discuss with your audience that the effect of violence is subjective. Verbal abuse can be far more painful than physical abuse to some people. Financial violence can cause more damage than neglect. The point is that all violence is harmful, although we tend to see more visible types of violence as more harmful. To be able to respond to violence effectively, we need to be able to see all the various types of ways violence can manifest.

Men's Violence Against Women (MVAW)

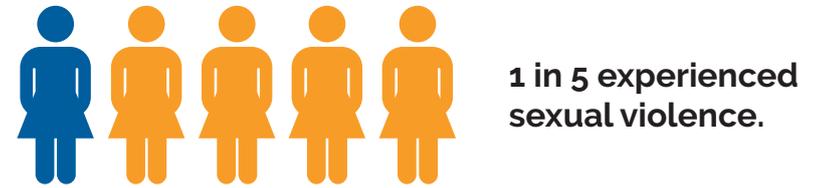
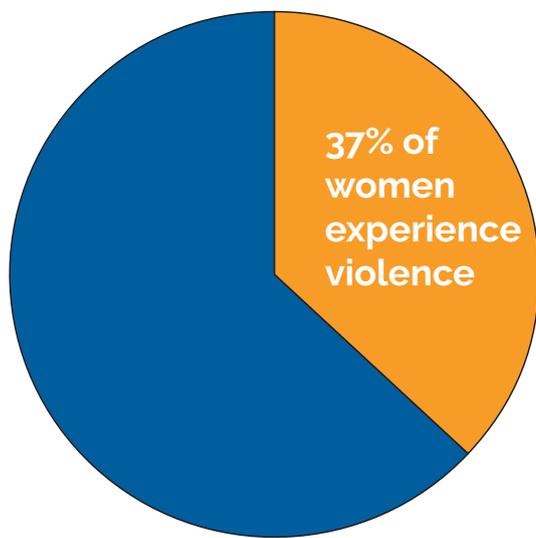
Key MVAW Statistics

Contextual factors that influence family, domestic and sexual violence:
Cultural values and beliefs Masculinity linked to dominance and toughness Rigid gender roles
Social factors Unemployment Socioeconomic status Social and geographic isolation
Situational factors Male dominance in the family Male control of wealth in the family Intimate partner conflict Alcohol and other substance use
Personal History Witnessing intimate partner violence as a child Being abused during childhood

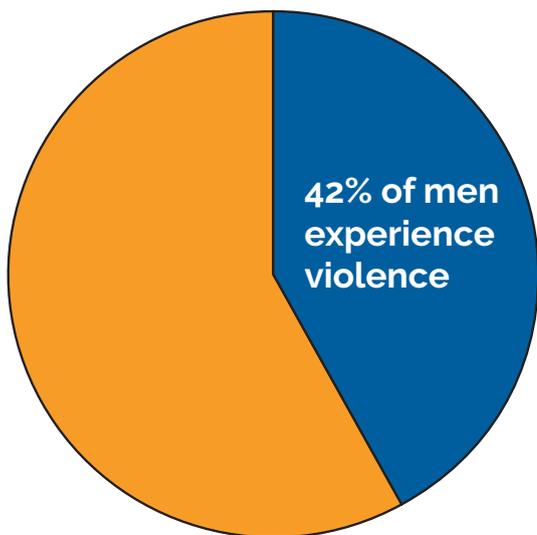
Source: Modified from Heise 1998.

The underlying driver of family, domestic and sexual violence can reflect inequalities in the distribution of power, resources and opportunity between females and males (Cox 2015; EC 2010; Our Watch et al. 2015; VicHealth 2014).

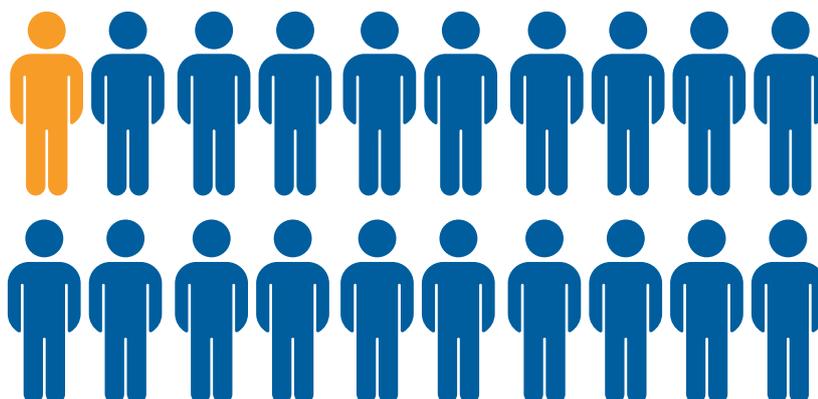
Communities with attitudes reflecting greater levels of gender quality generally have lower rates of domestic, family and sexual violence. (UNIFEM 2010)



(Australian Bureau of Statistics, 2018)



2 in 5 experienced physical violence



1 in 20 men experienced sexual violence

Rates of Intimate Partner Violence

(Our Watch, 2015; ANROWS, 2018)

Total

Women (17%)

Men (6%)

On average, one woman a week is murdered by her current or former partner.

Intimate partner violence is the greatest health risk factor (greater than smoking, alcohol and obesity) for women in their reproductive years.

LGBTQI:

32.7% report experiencing intimate partner violence.

Disability:

40% more likely than women without disabilities to experience family violence.

Indigenous Women:

11 times more likely to die due to assault.

34 times more likely to be hospitalised as a result of family violence-related assaults.

88% of Victorian Aboriginal children in out of home care have experience family violence.

- **Of women who experience family violence, more than half have a child in their care.**
- **Women who as children witnessed violence towards their mother or father by a partner were twice as likely to be the victim of intimate partner violence themselves (AIHW, 2018).**
- **Men who witnessed violence towards their mother or father were 3 times more likely to be the victim of partner violence (AIHW, 2018).**
- **Experiencing family violence as a child is a key predictor of young men's perpetration of violence in their own relationships (National Crime Prevention, 2001).**
- **Children who witness/are a victim of domestic violence, are 74% more likely to commit a violent crime and 81% more likely to commit domestic violence (National Crime Prevention, 2001).**

Key Tips

- Showing people statistics that indicate high rates of prevalence may have the opposite impact. Such statistics may indicate that even though what is happening is terrible, it is happening so frequently that it must be normal. Make the impersonal, personal by exploring the issues underlying the statistics and the hook for everyone involved.

This is a complex issue but mainly you want to be able to understand a few critical facts.

Men disproportionately commit violence. 95% of all victims report a male perpetrator.

- While men experience more violence than women, women are much more likely to experience severe and ongoing forms of violence such as intimate partner violence, whereas men are more likely to experience singular instances of violence, often perpetrated by another male.
- The statistical picture is similar to the one observed in our exploration of habits, with minority groups experiencing higher rates of violence than the general population.
- What happens if you are an indigenous woman with a disability? Issues around intersectionality are difficult to explore and not well documented in the statistical picture. It is important to acknowledge this.

Myth	FACT
Most violence against women is perpetrated by a stranger.	<p>Most gendered and sexual violence is committed by people the victim already knows. On average, at least one woman a week is killed by a partner or former partner in Australia.</p> <p>According the Australian Bureau of Statistics 15 per cent of all women and 3 per cent of all men aged 18 years and over have been sexually assaulted by a known person. This is in comparison to the 3.8 per cent of all women and 1.6 per cent of all men who have been sexually assaulted by a stranger.</p>
Men rape women because they can't control their need for sex.	<p>Sexual violence is an abuse of power. Men rape women because they believe women are objects or possessions, not equals, and that they have a right to women's bodies. Myths like this place responsibility on the woman, which is victim-blaming.</p> <p>Moreover, this myth sells men short. Most men have sexual desires, but most of them have good, thoughtful and respectful relationships and attitudes towards women. Men are not controlled by sexual urges – even when they're really turned on, most men do not rape women.</p>
Most violence occurs because the person is under the influence of alcohol, drugs.	Alcohol and drug use can exacerbate instances of violence but are not the root cause.
Men should make the decisions and take control in their relationships.	<p>Relationships that demonstrate equality and respect are more healthy and happy for both individuals. Controlling behaviour and the need for power are significant predictors of violence in relationships.</p> <p>Research shows that violence is more common in families and relationships in which men control decision making, and less so in those relationships where women have a greater degree of independence.</p>
Violence is about anger and rage.	Often people who commit violence can control anger and rage in other settings. Therefore, lacking control of anger is not a root cause. Using violence is a choice.
Women are just as violent as men in relationships.	<p>Women commit violence at a much lower rate than men generally. In cases where they do commit violence, often this is in self-defence or in response to multiple instances of violence committed against them. Women, however, rarely commit deliberate acts that result in fear, injury, rape or death. This doesn't diminish the severity or the criminality of those individual cases.</p> <p>Male violence is a widespread cultural phenomenon, so it needs to be dealt with as such. Around 95 per cent of victims of all types of violence – whether women or men – experience violence from a male perpetrator.</p>

1 Australian Institute of Family Studies (AIFS) (2013). True or false? The contested terrain of false allegations.

2 Australian Bureau of Statistics (2013). Personal Safety, Australia, 2012 (no. 4906.0).

3 Cussen, T. & Bryant, W. (2015). Domestic/family homicide in Australia. Research in Practice No. 38, Australian Institute of Criminology.

4 Australian Bureau of Statistics (2013). Personal Safety, Australia, 2012 (no. 4906.0).

5 VicHealth (2014). Australians' attitudes to violence against women.

Media

Put It Into Practice

Media

Change the Story Video: <https://www.youtube.com/watch?v=fLUVWZvVZXw>

Our Watch video describing the drivers that lead to gendered violence.

Mythbusting Activity

A simple activity you can do is turn the myths above into cards. Then split your participants into groups and give them a card/myth each. Allow them to discuss if the myth is true or false and why. The discussion will uncover hidden attitudes and beliefs which can then be corrected.

Emotional Intelligence

4 Skill Model of Emotional Intelligence

(Mayer, Salovey, Caruso, & Cherkasskiy, 2011).

Emotional Awareness: Identifying and expressing emotions in one's physical states, feelings and thoughts and identifying and expressing emotions in other people artwork, language etc.

Generating Emotions: Using emotions to prioritise thinking in productive ways and generating emotions as aids to judgement and memory.

Understanding Emotions: Labelling emotions, including complex emotions and recognising simultaneous feelings. Understanding relationships associated with shifts of emotion.

Managing Emotion: staying open to feelings. Being able to reflectively monitor and regulate emotions to promote emotional and intellectual growth.

Emotional Intelligence is the ability to recognise emotions in yourself and others and respond to them effectively. Emotional intelligence consists of four key skills:

1. Accurately recognising emotions.
2. Knowing how to effectively use emotions.
3. Understanding how emotions impact our behaviours and thoughts, as well as how they affect others.
4. Being able to manage our emotions constructively.

We can build these skills through practicing self-awareness, self-regulation and empathy.

Put It Into Practice

Juggling

A great way to increase emotional awareness is through challenging your audience to attempt a new skill. Juggling is quick and easy to learn, and the process of learning to juggle can bring up a host of emotions.

Instructions

1. Start with two balls. Throw the ball in your right hand to your left, and the left hand to your right. It helps if you say out loud, Up, Up, catch, catch. Stagger the timing of the throw so that you release the second ball when the first ball is at the top of its arc.
2. When you get comfortable with this, place the third ball in the hand you start with. The goal is to get comfortable with the up, up catch, catch, with a third ball in your hand.
3. Next try to throw the third ball when the second ball is at the top of its arc. Up, Up, Up, Catch, Catch, Catch.
4. Finally, stop catching the balls and continue to throw them up, Up, Up, Up, Up, Up... Now you are juggling.

Discussion Questions

1. What emotions did you feel during that activity?
2. What can we do about our negative emotions so that we can learn how to juggle?

Key Tips

- Attempt to juggle with your audience. Let them see you struggle and fail. When we share our vulnerability and mistakes we make it less risky for others to get involved.
- It is likely someone in your audience will try and throw a ball at someone else during this activity. What emotions do you think this person is feeling? Often when people feel embarrassed or frustrated, a coping mechanism is to resort to humor. By throwing the ball, they make their peers laugh, and are often removed from the activity achieving their goal of escaping an uncomfortable situation. It is important as a facilitator to be able to see these behaviours for what they are, escape coping mechanisms and to engage with these students to work through their emotions.
 - Similarly, some students will move to a side and not want to get involved. These students may fear embarrassment and similar emotional co-regulation may be beneficial.
- Acknowledge that you might not get your students to juggle, but you can help them become more aware of their emotions and how they respond to them.

Vulnerability

One of the most powerful things you can do to change this issue, is to start practicing vulnerability. By showing your own vulnerability you open space for others to do the same.

Put It Into Practice

The Mask Activity

Give each participant a piece of paper. Ask them to draw themselves and on the front ask them to write down words that describe what they present to the world (E.g. Happy, kind, in control). On the back ask them to write down words that describe what they don't show to the world (E.g. Sad, Anger, Pain).

Discuss what your audience has drawn on the front and back of their mask.

Drive home the message that we all share a common humanity, that we all have hardships and that we all need the same things.

Key Tips

- To allow people to be vulnerable, we have to ensure we create a place that is safe to do that. Ensure your audience respects each other's confidentiality and keeps sensitive information to themselves. Similarly, ensure that the audience knows what it means to be non-judgmental and supportive before trying exercises like these.
- When we take people to a vulnerable place it is important to know what happens next. Make sure your audience knows where they can go if they want to discuss things further or need support.

Mindfulness

Mindfulness has been defined as a family of self-regulation practices that focus on training attention and awareness.

Regular mindfulness practice has been shown to lower symptoms of depression and anxiety and increase positive emotions, cognitive flexibility and attention. These findings have been replicated across a variety of settings including schools, and in clinical and non-clinical samples. **In short, it works.**

Regular mindfulness practice can even change brain structures, decreasing the size of the amygdala. Reducing the size of the amygdala decreases the fight or flight response and facilitates better self-regulation.

Pausing Activity

Introduce pausing to your audience in the following way.

Mindfulness can take many forms. Today we are going to use the term pause to denote a short moment of mindfulness. During a pause you consciously focus your attention and bring awareness to a particular thing. It may be deep breathing. Breathing in to your diaphragm for four seconds, holding for four seconds out for four seconds, and waiting four seconds before repeating. It may be focused breathing. In which you notice the air filling up your lungs, lifting your belly or entering your nose. It may be grounding, in which you focus on 3 things you can feel, hear, see, smell and taste.

Script

"Just where you are, close your eyes or leave them open. Whatever is comfortable. And just be still. Feel your feet where they make contact on the floor. Feel the points where your body meets the chair. Bring your attention slowly up your body, focusing on your feet, then your legs, up into your belly, chest, your arms, and up to your head. Bring your attention to your breath. Take a deep breath in and let it out slowly. Return to your normal breathing but be aware of the air moving in and out of your body. Do this for ten breaths. When you are ready. Open your eyes and bring your focus back to me."

Discussion Questions

1. How do you feel now?
2. How has the energy in the room changed?

Emotion Awareness Pause Activity

After getting participants to pause and rest in mindfulness, you can guide the practice to bring awareness to our emotional state. Inform participants that you are going to ask them a question, which will direct them to what they need to be mindful of for the next minute. Remind participants their task is to watch. If emotions or thoughts come up, and they don't particularly like or enjoy them, they don't need to hold on to them, they can focus back on their breathing, or they can watch non-judgmentally as they unfold.

Allow participants to focus on each of the following questions for one minute.

1. What thoughts are running through my mind right now.
2. How are these thoughts affecting me?
3. What emotions am I feeling right now?
4. Where in my body am I experiencing these emotions?
5. How is my body reacting to these emotions?

Key Tips

- Before running any of the activities, first try them yourself.
- Different people respond to activities differently. For example, persons with trauma may not like to close their eyes. Encourage people to participate, but do not force them if they are uncomfortable with the exercise. It helps to invite others to practise with you, for example, If you want to close your eyes you can, if you don't that is ok, but we are just going to concentrate on our breathing.

Reflect

What other activities do you do for mindfulness?

E.g. running, surfing, ...

Self-Care Plan

What is self-care?

Self-care is anything you do that helps to maintain your physical, mental or emotional health. Things like getting enough sleep, having a healthy diet and exercise are the basic foundations of self care, however it also includes doing things you love and knowing when to assert your boundaries or say no others. Taking the time to recharge your batteries with self care and mindfulness or relaxation practices will help you feel healthy, relaxed and ready for whatever life throws at you.

Source: <https://au.reachout.com/articles/6-strategies-for-self-care>

Self Care Plan

What are some things that you enjoy doing? What things give you energy? What things help you to relax and recharge?

Pick one of the above things and discuss with your family a time this week when you will get the chance to do that. Schedule it in with your family now. Let your partner and family know when this is going to happen, let them know you won't be available and ask them to support you, so you get this time.

Make a commitment to yourself.

Ipromise to

onat..... am/pm because I am important,

I deserve a break and the people around me rely on me to be my best and I can only do that if I take care of myself.

Signed

Day 1 Final Reflections

What were your 3 key learnings from today?

What are 3 things you want to learn more about?

What are 3 actions you are going to take as a consequence of today?

Homework

1. Complete the VIA Character Strengths Survey

<http://www.viacharacter.org/www/Character-Strengths-Survey>

2. Complete your **self-care activity** sheets.
3. Look for one **example of a gendered habit**, attitude, behaviour that you might not have noticed before. Capture it in some way.
4. Revisit the Theory of Planned Behaviour and reflect how you might use it to influence negative behaviours of men and boys.

Redefining Strength

Introduction to Positive Psychology

People are much better at noticing the bad than the good. Psychologists refer to this as negativity bias. For example, in the news there are a far greater number of negative stories than positive ones. Evolutionarily, this is beneficial. You need to be able to see a tiger in the jungle when you are hunting to ensure it doesn't eat you. The negativity bias helps here. However, there aren't that many tigers in our lives anymore. What happens, is that our lives become imbalanced. Even though there are many good things around us, because we focus on the bad things, it seems like there is more bad than good.

By focusing on strengths, we can correct the imbalance caused by our negativity bias.

How can we spot a strength?

It could be:

- **Something you do well.**
- **Something you do often.**
- **Something that makes you feel energised.**

Capacities that have all three characteristics are considered Core Strengths. They increase our wellbeing and we know we can rely on them when times get tough.

VIA 24 Character Strength Framework

Led by Christopher Peterson, Ph.D., and Martin Seligman, Ph.D., and funded by the Mayerson Foundation, a team of 55 social scientists studied world religions, philosophies and psychology looking for agreed-upon virtues. Examples of classic works studied included:

- Taoism, Buddhism, Hinduism, Islam, Judeo-Christian traditions.
- Virtue catalogues, including those by Plato, Aristotle, Confucius, Lao-Tze, Boy Scouts of America, William Bennett, Benjamin Franklin, King Charlemagne, and Merlin.
- The work of psychologists including Thorndike, Erikson, Maslow, Greenberger, Jahoda, Ryff, Thurstone, Cawley, Gardner.

This led to the development of a framework of 24-character strengths which fall under 6 virtues.

Research is continuing to accumulate each year around the benefits of character strengths use. In general, character strengths seem to assist in reducing the likelihood of distress and dysfunction while encouraging tangible outcomes like:

- Greater happiness
- Acceptance of oneself
- Reverence for life
- Competence, mastery, efficacy
- Mental and physical health
- Positive and supportive social networks
- Satisfying, engaging, and meaningful work
- Accomplishment of goals
- Greater engagement and life meaning
- Higher work productivity
- Increased likelihood of work being a life calling
- Less stress and improved coping
- Greater academic achievement
- Improved close relationships

WISDOM	CREATIVITY <ul style="list-style-type: none"> • Originality • Adaptive • Ingenuity 	CURIOSITY <ul style="list-style-type: none"> • Interest • Novelty-Seeking • Exploration • Openness 	JUDGMENT <ul style="list-style-type: none"> • Critical Thinking • Thinking Things Through • Open-mindedness 	LOVE OF LEARNING <ul style="list-style-type: none"> • Mastering New Skills & Topics • Systematically Adding to Knowledge 	PERSPECTIVE <ul style="list-style-type: none"> • Wisdom • Providing Wise Counsel • Taking the Big Picture View
COURAGE	BRAVERY <ul style="list-style-type: none"> • Valor • Not Shrinking from Fear • Speaking Up for What's Right 	PERSEVERANCE <ul style="list-style-type: none"> • Persistence • Industry • Finishing What One Starts 	HONESTY <ul style="list-style-type: none"> • Authenticity • Integrity 	ZEST <ul style="list-style-type: none"> • Vitality • Enthusiasm • Vigor • Energy • Feeling Alive 	
HUMANITY	LOVE <ul style="list-style-type: none"> • Both Loving and Being Loved • Valuing Close Relations with Others 	KINDNESS <ul style="list-style-type: none"> • Generosity • Nurturance • Care & Compassion • Altruism • "Niceness" 			SOCIAL INTELLIGENCE <ul style="list-style-type: none"> • Aware of the Motives/ Feelings of Self/Others • Knowing what Makes Other People Tick
JUSTICE	TEAMWORK <ul style="list-style-type: none"> • Citizenship • Social Responsibility • Loyalty 			FAIRNESS <ul style="list-style-type: none"> • Just • Not Letting Feelings Bias Decisions About Others 	LEADERSHIP <ul style="list-style-type: none"> • Organizing Group Activities • Encouraging a Group to Get Things Done
TEMPERANCE		FORGIVENESS <ul style="list-style-type: none"> • Mercy • Accepting Others' Shortcomings • Giving People a Second Chance 	HUMILITY <ul style="list-style-type: none"> • Modesty • Letting One's Accomplishments Speak for Themselves 	PRUDENCE <ul style="list-style-type: none"> • Careful • Cautious • Not Taking Undue Risks 	SELF-REGULATION <ul style="list-style-type: none"> • Self-Control • Disciplined • Managing Impulses & Emotions
TRANSCENDENCE	APPRECIATION OF BEAUTY & EXCELLENCE <ul style="list-style-type: none"> • Awe • Wonder • Elevation 	GRATITUDE <ul style="list-style-type: none"> • Thankful for the Good • Expressing Thanks • Feeling Blessed 	HOPE <ul style="list-style-type: none"> • Optimism • Future-Mindedness • Future Orientation 	HUMOR <ul style="list-style-type: none"> • Playfulness • Bringing Smiles to Others • Lighthearted 	SPIRITUALITY <ul style="list-style-type: none"> • Religiousness • Faith • Purpose • Meaning

Strengths Stories

Split your participants into pairs. Get them to reflect on a time they were at their best. Often people have trouble identifying when they were at their best, or find it anxious or irrelevant to think about a time when they were at their best either because they don't know what to pick or they don't believe they have a best. The following questions can help prompt participants who are struggling with the first question.

Reflect on a time when you did something positive or a time when they were in flow (completely absorbed in what you were doing and time just flew past) or reflect on something positive they have done in the last week.

When participants have a story get them to talk to their partners about it. Then ask the partner to identify what positive qualities (strengths) they saw in their partner.

What Went Well (WWW) Activity

Whenever you do an activity or exercise, it can be helpful to ask your audience "What went well". Try to encourage them to reflect on positive aspects, accomplishments and strengths and articulate those.

Gender of Strengths Activity

1. Split participants into groups of 4-5. Give them each a piece of paper. Get them to divide the paper down the middle and write masculine on one side and feminine on the other.
2. Give participants a copy of the VIA 24 character strengths and ask them to decide whether strength is viewed as masculine or feminine.
3. Ask participants to discuss which strengths are most valued in society and which ones are least valued. Are there any links between the masculine and feminine strengths and the value of those strengths?

Key Tips

- Try to get your audience to realise rigid expectations around gender can inhibit us from displaying our strengths.
- Strength is far more diverse than just physical strength. Until you can start describing your own and others strengths, by building a more diverse language for strengths, they will go unnoticed and discouraged.
- The VIA framework ensures your audience that they have at least 24 strengths. This can be helpful if you have participants that do not believe they have any strengths.
- You can encourage strengths in your audience by using strengths-based praise. The formula for this involves, identifying the strength used, how it was used, and the consequence. For example: I see how you used your strength of kindness and fairness to stand up for your mate. That makes you a dependable friend.

Trauma-Informed Approaches

At the heart of trauma is unresolved pain. The pain inflicted damages brain structures or inhibits their growth. It manifests in many different ways.

The thing we need to know is how do we help people with trauma. It comes down to 3 things.

1. Repairing Regulatory Abilities

Often people who have experienced trauma can have heightened responses to sensory information. They can struggle with self-regulation due to overactive fight or flight responses and under-developed executive functioning. We can help build these skills by introducing rhythm and repetition into structures, and encouraging them to practice mindfulness.

2. Repairing Relational Capacities

Trauma can impact people's worldview and their perception of relationships with other people. Sometimes this may present itself as a lack of trust and distance, at other times hyper attachment. At the root of this is that past relationships have been unpredictable or painful and building new relationships carry these memories and also, the skills and strategies used to cope with them. Repairing relational capacities is difficult and requires modelling love and trust, as well as providing strong boundaries.

3. Increasing Psychological Resources.

Often people who have experienced trauma have not had the chance to grow psychological resources. Providing opportunities to experience positive emotions, engagement, relationships, meaning and accomplishment allows them to build hope, optimism, resilience, emotional intelligence and self-efficacy. In turn, these resources allow them to continue to grow and flourish. It is about providing opportunities for the positive as well as repairing the negative.

TIPE Model

Source: Brunzell, Stokes, & Waters, 2016

Empathy

True Empathy isn't just feeling with people, it is feeling with people in the way that they need to be felt with. It is difficult and requires a lot of skill and understanding. However, we can continually improve our ability to empathise by continuing to take different perspectives, developing our self-awareness and improving how we understand people.

Types of empathy:

Cognitive Empathy: simply knowing how the other person feels and what they might be thinking. This isn't always used for good. E.g. sociopaths or narcissists.

Affective Empathy: when you feel physically along with the other person, as though their emotions were contagious.

Compassionate Empathy: understand a person's predicament and feel with them, but are spontaneously moved to help, if needed.

4 Qualities of Empathy (Theresa Wiseman)

Empathy is feeling with people.

1. Perspective Taking
2. Non-judgement
3. Recognising Emotion in others.
4. Communicating

Put It Into Practice

Media

Brene Brown- Empathy: <https://www.youtube.com/watch?v=1Ewvgu36gJw>

A great explainer on the difference between empathy and sympathy.

Building Empathy Activity

Building empathy is an ongoing process. The more often you are able to engage young men in taking other perspectives and identifying emotions in themselves and others, the better this skill will get.

- A great way to do this is by using media. Take a recent news article, or an emotional video. Present it to your audience and then ask them about the characters mentioned.
- What were they were feeling? Why were they feeling that? Expand their thinking further than the present story.
- For example, if the article is about one person's action, ask the audience how their parents and siblings might feel? What about their son or daughter. This allows your students to try considering things from multiple perspectives and understand their actions have effects far beyond their immediate consequences.

In addition, they will be thinking about what makes people feel the way they do and builds those much needed empathy skills.

Key Tips

- Build compassion and empathy for and with your students by asking them to imagine how others might be feeling and asking compassionate questions, such as "I wonder what is happening that is driving this behaviour".

- Be aware that there might be capacities and skills that need to be built before someone can perform a particular behaviour or expectation.
- It is often difficult to take on a perspective that you have not been exposed to prior. Human beings are not great at imagining what is beyond our realm of knowledge. If this is the case, it is important to build the context of the perspective you are trying to take. E.g. Try playing a video that allows your audience to experience the background of what someone in that position might be experiencing. A great example is the Key & Peele bullying video we used.

Activating Bystanders

The WISE Model

W

Watch: Before you do anything assess the situation. Pause to allow your thinking brain to kick in.

I

Instinct: Self-awareness. What is my natural reaction here. Am I experiencing the bystander effect. Do I want to jump in. Do I want to ignore it.

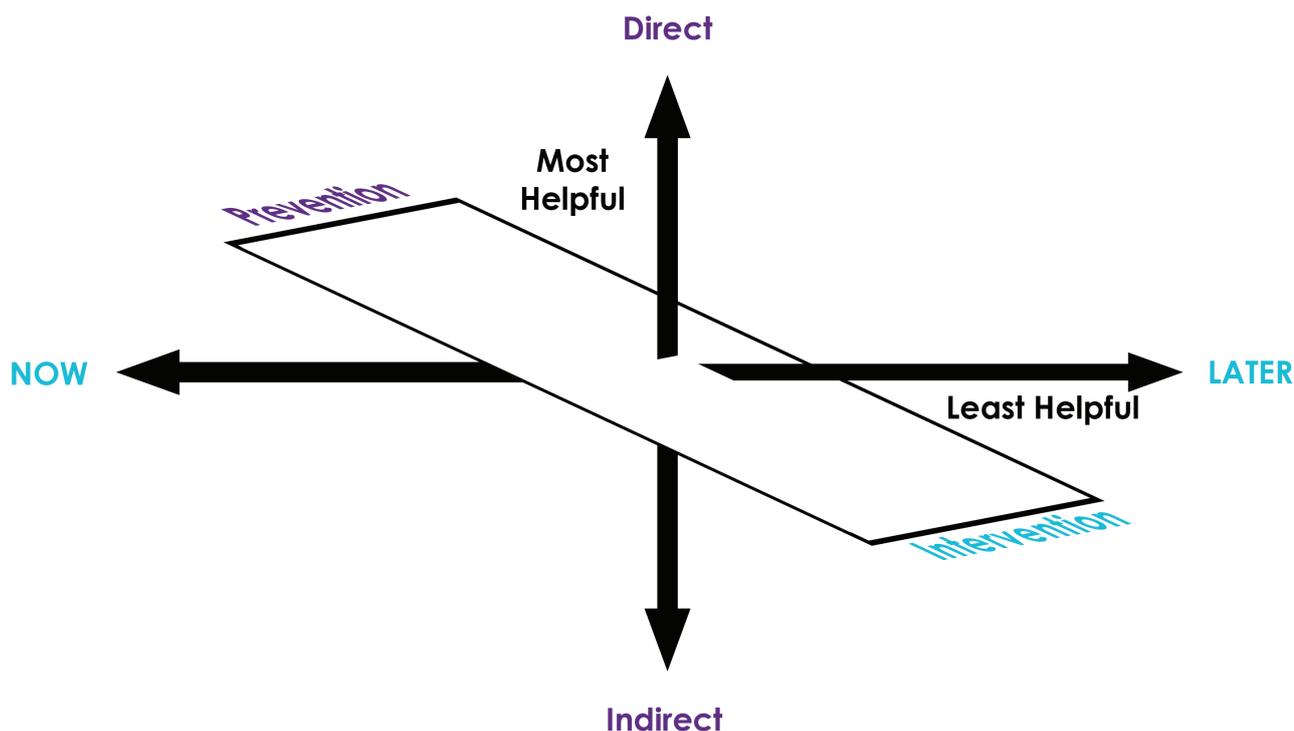
S

Safety: What is the safest option I can use to help.

E

Execution: Take action.

The Response Spectrum



Response Spectrum Examples

Generally, it is better to prevent situations from occurring rather than intervening when they have already occurred.

Some of the responses you can use are below:

Direct Now: Talk to the perpetrator as it is happening (I-statements). Show support for the victim. Place yourself physically between the victim and the perpetrator. Ask questions (Ask if the victim is Ok, ask the perpetrator is Ok). Bring it home (E.g. what if someone said your daughter deserved to be raped?) We're friends, right? (Example. You're my mate, I think you are better than that.)

Direct Later: Talk to the perpetrator in private. Help the victim after the act.

Indirect Now: Call the authorities. Create a distraction (e.g. ask them for the time or make a loud noise).

Indirect Later: Report the incident.

Put It Into Practice

Media

Stop it at the start: <https://www.youtube.com/watch?v=u1YGmnT1eal>

NZ Drink Driving Ad: <https://www.youtube.com/watch?v=CtWirGxV7Q8>

Call it Out: <https://www.youtube.com/watch?v=ateMHtxXgbQ>

These clips are all examples of bystander promotion. Each has a different approach. You can discuss with your participants which one was the most effective and why.

Bystander Barriers Exercise

Try to find an example of bystanders not helping in a situation or ask your participants if they have ever seen something happening and nobody stepping in to help.

When you have an example, ask participants what might stop someone from stepping in and helping?

Record the answers on a whiteboard or piece of butcher's paper.

Generally, you will find these barriers come up:

1. Didn't notice the situation.
2. Didn't interpret the situation as needing help. (Wasn't sure if they needed help.)
3. Isn't my responsibility. (I don't want to get involved, I don't know them etc.)
4. It isn't safe. (I don't want them to turn on me, they might have had a weapon.)
5. Don't know what to do.
6. They know what to do but don't feel confident doing something.

Empathize with participants. Intervening as a bystander is a difficult position. However, if you had a way to address each of these barriers, would you do something? Through this program we have given you the tools to address all of these barriers. That is what the WISE model for bystander responding is for.

Bystander Practice

1. Split your audience into groups of 4-5. Give them one of the scenarios from below. Ask them to roleplay the scenario, and what they would do if they were in that situation.
2. Discuss the responses and together try to come up with any other solutions that may be more effective and less risky.

Scenario 1 – Dodgy Paul

You are at a pub with your mates. We are all hanging out, having some beers, having a great time.

Over there you see a group of girls, and one of them is pretty drunk.

You don't really mind you're out with your mates. But you know your mate Paul is a little bit dodgy.

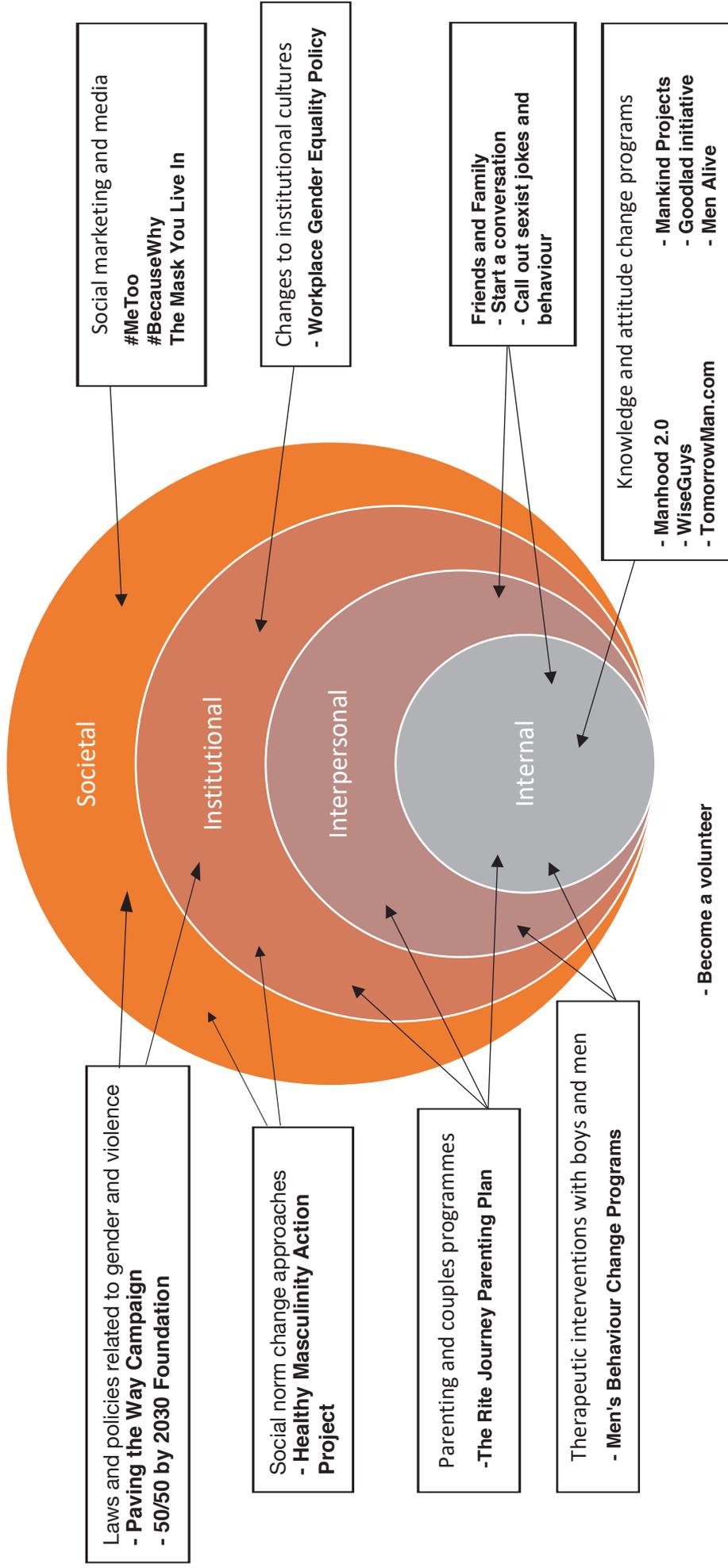
A little while later, you had a few more beers and you see the girl and she's with dodgy Paul. Paul's giving you the thumbs up as he leaves with the girl in his arms.

What do you guys do?

Ignite the Change

Systems-Informed Change

Transformation of masculinities through combined changes across the social ecology



SOURCE: JEWKES, R., FLOOD M., LANG, J. (2015): "FROM WORK WITH MEN AND BOYS TO CHANGES OF SOCIAL NORMS AND REDUCTION OF INEQUITIES INGENDER RELATIONS: A CONCEPTUAL SHIFT IN PREVENTION OF VIOLENCE AGAINST WOMEN AND GIRLS", LANCET 385:1580-89

MORE Commitment Worksheet

Why are you doing this? What is your hook?

What will you do (be specific)?

When will you do it? (What is your time frame? If it's a habit what is your trigger

e.g. if _____ then _____).

How confident are you that you can do this?

0 = Can't do 25 = quite uncertain 50 = moderately certain 100 = very certain I can do it.

Is the goal achievable?

0= Can't do 25=quite achievable 50= moderately achievable 100= very certain it can be achieved.

If you don't feel confident what factors are contributing to this? What can you do about them?

What skills/ resources do you need to do this? Do you have them?

What barriers do you see that may stop you from being able to do this?

What can you do if these barriers do come up?

What does success look like?

Links & Resources

There are many great initiatives, articles, videos, informative resources and other materials out there.

In fact, so many that it can be quite difficult to know where to start.

That's why we have created a selection of some we particularly like and that will come in handy on your journey as a role model and influencer.

Films & Videos

- ManUp: three part ABC series and awareness campaign with Gus Worland examining Australian masculinities and the number one cause of death among Australian men aged 15 to 44 – suicide.
- Activist, educator, author, filmmaker and cultural theorist Jackson Katz on why violence against women is a men's issue (TED Talk)
- The Mask You Live In – documentary about gender stereotypes, and the damage they can do
- Call Me Dad – an ABC documentary that explores what happens when violent men try to change
- It's Time We Talked: documentary and website with resources that critically examine the role of pornography in young people's sex education today
- "Why I'm done trying to be man enough": Actor Justin Baldoni wants to start a dialogue with men about redefining masculinity – to figure out ways to be not just good men but good humans (TED Talk)
- Jeremy Meltzer: "Where is the Men's Roar?" (TEDxMelbourneWomen)
- Brené Brown: "The Power of Vulnerability" (TEDxHouston)
- Tony Porter from A Call To Men on breaking free from the man box (TEDWomen)
- "48 Things Men Hear In A Lifetime (That Are Bad For Everyone)" (Huffington Post)

Articles

- "Why good men need to reclaim masculinity from the toxic cliché of power and aggression" by Darren Saunders (ABC)
- "Misogyny is a human pyramid" by Emma Pitman (Meanjin)
- "About the boys: Tim Winton on how toxic masculinity is shackling men to misogyny" (The Guardian)
- "Toxic masculinity: Will the 'war on men' only backfire?" by Hayley Gleeson (ABC)
- "Women, Men and the whole damn thing" by David Leser (The Sydney Morning Herald)

Workplace

- Workplace Equality and Respect Standards (Our WATCh)
- (En)countering resistance: Strategies to respond to resistance to gender equality initiatives (VicHealth)
- Backlash and Buy-In: Responding to the challenges in achieving Gender Equality (Chief Executive Women & Male Champions of Change)
- Toolkits & Resource Collections
- Change the Story: A shared framework for the primary prevention of violence against women and their children in Australia (Our WATCh, VicHealth & ANROWS)
- Creative Interventions Toolkit: A Practical Guide to Stop Interpersonal Violence
- Man Enough: A Conversation Guide
- Live Respect: Coaching Healthy and Respectful Manhood
- Privilege 101: a guide to understanding (your) privilege (Transformative Justice Law Project of Illinois)
- XY Online: an extensive online repository of articles and links on men, masculinities and gender politics
- The Line – resources on sex, dating and relationships for young people

Australian Initiatives & Organisations

- The Mancave: a preventative mental health and emotional intelligence program for boys and young men (based in Melbourne).
- The Rites of Passage Institute: a series of camps, seminars, and educational programs exploring and teaching about rites of passage (based in NSW). Includes a strong focus on boys and young men and their journey to adulthood, particularly in the program The Making of Men.
- Undercurrent: a non-profit organisation focused on building healthy relationships and challenging beliefs and actions that enable violence, with an emphasis on interpersonal and gendered violence (based in Melbourne).
- Men's Wellbeing – men supporting men: a network of groups, and large gatherings for men to meet and support each other.
- The ManKind Project: groups for men around the country who want a better life for themselves and the people close to them. Regular trainings, workshops and gatherings.
- Our WATCH: established to drive nationwide change in the culture, behaviours and power imbalances that lead to violence against women and their children.
- The Men's Project: providing leadership on the reduction of violence and other harmful behaviours prevalent among boys and men, and building new approaches to improve their wellbeing and keep families and communities safe.

Finding Help

- 1800 RESPECT (1800 737 732): nationwide, 24 hour support for any Australian impacted by sexual assault, domestic or family violence and abuse.
- inTouch Multicultural Centre Against Family Violence: provides services, programs and responses to issues of family violence in migrant and refugee communities.
- Mensline Australia (1300 78 9978): supports men and boys who are dealing with family and relationship difficulties.
- Men's Referral Service (1300 766 491): takes calls from Australian men dealing with family and domestic violence matters.

Strategies and Tips for Change Makers

1. Do whatever you can, no matter how small.
2. Don't bite off more than you can chew. Be realistic, keep it manageable.
3. Be optimistic, persistent, and patient.

Change takes time, and to be sustainable you have to be strategic.

4. Name positive things as opposed to only pointing out the negative.
5. Be the change you want to see – question yourself and your own habits.
6. Actively embrace your vulnerability – now!
7. Go out of your comfort zone, but not out of your safety zone.
8. Engage in awkward conversations.
9. Find allies and create opportunities to debrief and recharge together.
10. Think beyond right and wrong.
11. Acknowledge everyone is different.
12. Gender equality is not a zero-sum game.

Compiled by participants of round 1 of Modelling Respect and Equality (MoRE), November 2018.

Example Actions & Activities

Start a conversation

Or better: start many conversations about the culture of masculinity we are cultivating as society. It's surprising to realise how many people have never thought or talked about these issues. The more people talk about this, the faster change will unfold.

This could be one-on-one, around the dinner table with family, friends or neighbours, or at work with your colleagues. Or make it a public conversation by organising an event at school, your sports club, the local library, or even with your local MP.

Host a film screening

Pick one of the films from the resource list, or any other film you think would serve well for starting a conversation. Bring together a group of people (this doesn't only have to include males) and have a nice time! Make sure you talk about the film and discuss some key topics. This doesn't need to be immediately afterwards. Sometimes people need some time to digest what they've seen...

Find out what your workplace is doing to achieve gender equality

Workplaces have a significant influence over people's professional and personal lives, and over society more broadly. As such, organisations, not just individuals, have the opportunity to take an active role in addressing gender inequality and the entrenched norms, structures and practices that are drivers of violence against women.

Find out what your workplace is doing to achieve gender equality and to prevent gendered violence. Our WATCH's Workplace Equality and Respect standards and resources produced by the Workplace Gender Equality Agency have been designed to help and guide organisations.

Become a volunteer

There are numerous organisations that work with volunteers to address issues around mental health and wellbeing, to prevent gendered violence and achieve gender equality. In fact, with your skills from Modelling Respect and Equality, you could volunteer anywhere and make a positive difference. Talk to us if you are interested in becoming a volunteer and we can help you find the right organisation for you.

Talk to us

We are here to explore new ways of creating positive social change surrounding masculinity. We want to provide ongoing support to you, so together we can make that change happen.

Talk to us if you have questions, if you are interested in a particular issue, if you need support

Email: michael.fendel@jss.org.au

Phone: 0436 279 172

the men's project

A Jesuit Social Services initiative



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