



THE
COUNCIL[®]
FOR BOYS AND YOUNG MEN

Men of Honor

Becoming Respectful,
Nonviolent Leaders

SET TWO (OF TWO)



**10-SESSION FACILITATOR
ACTIVITY GUIDE**

For Ages 13+

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Session Three Theme: RESPECTING INTIMATE PARTNERS

In this session, Council members examine behaviors associated with harmful gender norms and attitudes, particularly in relation to intimate partner violence. They will develop stories to compare Man Box vs. Men of Honor views and behaviors in all too common interpersonal scenarios. They will identify some effects of stereotypical gender norms with a focus on the long term effects on girls and women and on those partners in relationships with young men. Ultimately, the young men will have the opportunity to consider and express the value of championing equality and respect in their own intimate relationships and communities.

ACTIVITY: Gender Box Stories

MATERIALS:

- Talking Piece and Council Agreements
- Laptop or iPad and projector, or simply use screen on computer for group viewing
- One copy of the Gender Box Story Scenarios page, cut out by category for distribution
- Journals, pens

PURPOSE

- Identify Man Box norms about how to view and relate to intimate partners and how these beliefs and behaviors affect girls, women, and relationships
- Examine myths that contribute to harmful behaviors toward girls, young women and partners
- Consider the value for young men in building respectful norms and behaviors in personal relationships as Men of Honor
- Apply nonviolent leadership principles to interpersonal and intimate relationships

FACILITATOR PREPARATION

- 1 On laptop or iPad, cue up the YouTube video named “Boys Teen Dating Violence 60 second PSA”:
<https://goo.gl/ZOHJQ0>
- 2 Create two flipchart sheets. On the first, draw a circle with an X inside of it to create four equal portions. Completely shade one of the portions in. Then, underneath, write:
 - One quarter of high school girls have been victims of physical or sexual abuse or date rape.
- 3 On the second flipchart, at the top, write **“LONG LASTING EFFECTS on Girls Who’ve Been Assaulted – MUCH higher rates of:”** Below that, write the following bullets:
 - *Pregnancy*
 - *STI’s*
 - *More domestic violence*
 - *Substance abuse and addiction*
 - *Eating disorders*
 - *Attempted suicides*
- 4 Tape these two flipcharts up on a wall in the Council meeting space. For now, hide them by pulling the bottom of each sheet up over the statistic and lightly taping it. Reveal later when instructed.
- 5 Make a copy of the Gender Box Scenarios sheet. Then, from the copy, select scenarios most relevant to your Council members’ experiences, and cut out each scenario separately. You will provide a different scenario to each small group or pair for use in the activity.



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OPENING RITUAL

Open with your chosen ritual that marks the beginning of your Council.



THEME INTRODUCTION

Introduce the theme of this session – **Respecting Intimate Partners**. Say,

- Today we'll look at how men and boys are taught to view and relate to our intimate partners and how these beliefs affect relationships.
- We'll continue to consider what Men of Honor value in relationships and how we can build respectful, rewarding, intimate relationships.



WARM-UP ACTIVITY

Choose a warm up from the tabbed section of the guide.



CHECK-IN

Pass the talking piece around the council and invite members to share a high and low from their day or week and anything else on their minds, or in their hearts.

If any member “passes,” return to him to offer another opportunity to share.



ACTIVITY

Gender Box Stories

After a brief video and introductory discussion, small groups will work together to create stories responding to scenarios provided. Their first stories will be based on Man Box norms. The second story will be based on being allies to young women. *Be sure to get through BOTH stories. If time is tight, emphasize the ally story.*

- 1 Show the “Boys Dating Violence 60 Second PSA.”
 - Ask for a nod of heads if this scene is familiar.
 - Ask how often they see this kind of scenario in their lives, e.g. “More than once a month?” If yes, ask, “More than once a week? More than a couple days a week?”
 - Say, “Let’s look at what’s happening here in relationships.”
- 2 Ask for two volunteer readers. Reveal the two prepared flipchart sheets with statistics and leave visible for remainder of the session. Have each volunteer read a statistic slowly to the whole group:

Flipchart #1: At least one quarter of high school girls have been victims of physical or sexual abuse or date rape.



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Flipchart #2: Long lasting effects on girls and young women who have been assaulted include MUCH higher risks for: pregnancy, STI's, further domestic violence, substance abuse, eating disorders, attempted suicides

- 3 Say,
 - Based on these statistics, *some* of the women or girls in your life – your mothers, sisters, cousins, friends, girlfriends – *are likely* to experience or have already experienced *long lasting* effects of abuse. (Pause. Allow the young men to consider this statement.)
 - What goes through your minds as you think about this?
 - In what ways would you want to be an ally and help protect these girls and women from potential abuse?
- 4 Split the Council Members into small groups of 2-3 persons per group.

Pass out their Journals and ask them to turn to **Session Three – Gender Box Scenarios Small Group Task**.
- 5 Hand out a different scenario to each small group.
- 6 Ask the small groups or pairs to read the scenarios and together, complete steps 1-2 from the Gender Box Scenario Small Group Task in their Journals. Tell them to prepare to share the scenario and their Man Box story with the large group. They will have about five minutes to complete this task.
- 7 Remaining in their small groups, gain the attention of the whole group. Have a representative of each group read their scenario and the Man Box story they created (and wrote in #2 of their Journals). After each story has been shared, ask the whole group:
 - What are some ways that following the Man Box rules benefit the young man in this scenario?
 - What problems or trouble might result from the young man following the Man Box rules in that scenario?
- 8 Once each scenario and story has been shared and the above questions discussed, ask:
 - How familiar were these scenarios to you?
 - What commonalities came out in our Man Box stories? What differences came up?
 - How do young men justify that it's okay to physically hurt a partner?



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- What myths do some young men use to justify in their minds when doing something sexual to someone without their consent?
- Have you heard of the guideline “Yes means yes”?
- What does it mean?
- What qualifies as a ‘yes’?

9 Say,

- Legally, in the State of CA, there is no consent unless the person who wants to have sex receives an “enthusiastic YES, either verbally or physically.” Also, if the other person is intoxicated, there is no consent.ⁱⁱ

10 Next, direct the small groups to return to their Journals and to complete number 3, which asks them to use the same scenario and come up with another story to show how a young Man of Honor could act as an ally to the girl/partner. Provide about 5-7 minutes for this task.

11 Bring the whole group back together in the circle.

12 Ask a representative of each small group to once again read their scenario, this time reading or telling the story they created showing how a Man of Honor could respond as an ally to someone in that situation.



REFLECTION

1 Stand in a circle. Ask the first question below and toss the squishy ball to someone in the group. Invite him to respond, and then instruct him to toss it to another person who may answer the same question, or move on to ask the next question. Try to hear from a couple of members after each question, but be sure to get through all the questions below.

- How was it to come up with a story from the perspective of an ally?
- How was it to hear other ally stories?
- What’s at stake for young men who act as allies toward girls and women?
- Read the following definition:

“Nonviolent leadership means, *to act without harm to others and ourselves for personal and community change.*”ⁱⁱⁱ How does nonviolent leadership apply to intimate relationships and sexual behavior with partners?

- Think of a young woman you know and respect – a friend, family member or relative, someone you care about. [PAUSE.]
- Let’s go around and say the first name of this young woman we respect.



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- Now imagine all of these young women, collectively. Picture them living *100% free* from harm by *any* young men in their lives, right now – *today* – and going forward. Picture that you have been part of the community of young men who intended this for them and helped make this reality happen by your nonviolent leadership.
 - What value is there *for you* in that picture – that situation where these women have relationships which are *violence-free*?
 - Continuing with this safer picture, what is it like for you to have been successful as an ally in standing up for these young women’s rights to safety and respect?
- 2 **Summarize** the key points.
- 3 Ask the young men to open their Journals to **Session Three – Final Question**. Read the question aloud, and ask them to quietly write their responses in their Journals.
- *What is one action you will take as a Man of Honor toward building safer and more respectful norms around girls, young women, and partners?*



CLOSING RITUAL

Thank everyone for their participation. Use your Council's closing ritual.

i PSA created for boys to address teen dating violence, by See it and Stop it, www.seeitandstopit.org; found on YouTube at: <http://goo.gl/XppKTJ>

ii See: More College Campuses swap ‘No means no’ for ‘Yes means yes’, J. New, Inside Higher Education, PBS News Hour, October 14, 2014, www.pbs.org/newshour/rundown/means-enough-college-campuses

iii We define the term “nonviolent leadership” here, based on a review of definitions listed in dictionaries, lesson plans, and nonviolence-focused organizations, as well as through the intent of the words of leaders including Mahatma Gandhi, Dr. Martin Luther King, Jr., Cesar Chavez, Nelson Mandela, and others. For more on these leaders and nonviolent principles, movements, and lessons, visit: www.tolerance.org



Gender Box Scenarios

Instructions to Facilitator: Make a copy of this sheet. Select scenarios that best fit the life experiences of the Council members. Cut out the selected scenarios and distribute a different one to each small group. Their task will be to read the scenario and complete the questions provided on the Small Group Task in their journals.

.....

A school assembly about Dating Safety is held following an alleged sexual assault that happened at a school dance. You have been hearing rumors that some guys you know might have been involved.

.....

A couple of friends are texting around a list of girls rated for a “fantasy slut league.” They send it to you to add your own rating.

.....

You get a text from your friend that says, “Wanna see what I got last night?” He’s been hooking up with a girl who’s a friend of yours’.

.....

At a party, a couple of girls you don’t know are totally drunk. After a short while, one of them is passed out in a bedroom. Your friend waves you to come in, closes the door and says, “Let’s not miss out on this” as he starts taking her pants off.

.....

You hear that your girlfriend was getting with someone else but she denies it. The two of you have had a thing for a couple of months at least. Now you text her but get a vague reply. You’re thinking she’s hiding something.

.....

You ask a girl you have been dating to text you some naked photos of herself. She hesitates but once you promise privacy, she sends some photos. Later, your friends are sharing their hot pictures from girls and asking what you’ve got to show.

.....

You and your girlfriend are making out. She agrees to “go for it” and you’re getting more into it when she says, “Wait...I don’t know. I don’t think this is the time.” You’re at about a 7 near 8 out of 10 and you don’t want to stop.



Gender Box Scenario Small Group Task

Note to Facilitator: This is a duplicate of what is found in participants' Journals.

- 1 Have one person volunteer and read the scenario out loud to your group.
- 2 As a group, come up with a brief story that shows how a young man would react to this scenario if he were in this situation and followed the Man Box rules. Select someone in the group to write down the story.

STOP HERE. WAIT FOR FURTHER INSTRUCTION.

- 3 Now, using the same scenario, come up with another story to show how a young Man of Honor could act as an ally to the girl/partner. Select another person to write down this story.
