

# RESPECT, PROTECT, CONNECT

## Boyswork in the New Millennium

*by*

Timothy O'Leary,

Russell Pratt

&

Christopher Mitchell



South Eastern Centre Against Sexual Assault  
P.O. Box 72, East Bentleigh, 3165, Victoria.  
Telephone: 9928 8741.

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# ***FORWARD TO THE 2005 UPDATED MANUAL***

What you are now reading is the third version of the manual which began in 1996 as *Respecting Ourselves, Respecting Others*. This edition builds extensively on our 2001 update, and reflects the evolution of the *Respect Protect Connect* program. Since 1996, we have been through two project coordinators and countless peer educators, who have all contributed to the knowledge and practice of our work in schools and reshaped the program in numerous ways.

This edition draws on the wide range of activities, tactics, ideas and handy hints that have been devised and picked up over the life of this program. It recognises the diversity of those who use this manual: peer educators, teachers, student welfare coordinators, social workers and more. This edition is designed to be user-friendly, so that any facilitator who picks up this manual will have all the tools and information they need to run successful workshops with young men.

Over the 10 years that the Respect Protect Connect program has operated, we have presented workshops to around 20,000 young men. In this time, we have had the opportunity to continually refine our procedures and try out new activities and ideas. After all, working with adolescent boys can be difficult work, and as such, presents workers and educators with particular challenges. We hope that some of these challenges are highlighted, and addressed by the '*Respect, Protect, Connect*' manual.

Christopher Mitchell

January 2006

# **PART A: INTRODUCTION**

## **A.1: Respect, Protect, Connect**

***"We've constructed our definitions of masculinity around wealth, power and status - whoever has the most toys, when he dies, wins - so that few of us are ever wealthy, powerful, or respected enough to feel secure. There's always someone above us on the ladder. As a result most of us feel like failures; often we feel like failures as men" (Kimmell, 1991).***

***Shoot a motherfucker in a minute/ I find a good piece o' pussy, I go up in it/ So if you're at a show in the front row/ I'm a call you a bitch or dirty-ass ho.***  
***("Straight Outta Compton" by N.W.A)***

***"Whoever dies with the most toys still dies."- ('No Fear' T-shirt slogan, 1997)***

***A man in the USA was shot through the head with an arrow by accident as part of an initiation into an outdoor group called Mountain Men Anonymous. The arrow was actually supposed to knock a petrol can off his head. "I don't think that's a good initiation" the man said at a hospital news conference, "I think a hug would have been better"..... (Adapted from The Sydney Morning Herald, 7/5/93)***

***Respect, Protect, Connect*** addresses two important issues: firstly, the need for men to develop a broader understanding of maleness, and secondly, the need for men to develop more effective and non-violent ways of relating to self and others.

'Manhood' is a socially constructed idea. In other words, what it means to be a man is based on society's cultural beliefs about, or attitudes to, masculinity. For some men, initiations to manhood involve violence and humiliation. For others, manliness means having to behave in certain ways, such as engaging in high-risk behaviour (using illicit drugs, drinking heavily), or learning not to back down from a fight.

In a society where these attitudes or stereotypes of male behaviours prevail, manhood may be attained at some cost to the individual, particularly individuals who do not easily conform to this macho mould.

This manual, *Respect, Protect, Connect*, provides an overview of strategies for countering violence among young men in secondary schools, and promoting relationships based on respect and equality. The manual contains:

- ☐ A brief analysis of the societal context of male violence and some ideas for exploring these issues with young men, particularly boys in secondary schools;
- ☐ A number of workshops, including one-off sessions and multiple-session programs aimed at presenting the issues, with accompanying handouts and optional activities.

While some workshop outlines have been included here, the flexibility of the workshops allow a do-it-yourself approach, so that you can choose to be as creative as you like with the material. We have found that as the Respect Protect Connect program has evolved, we have covered an increasingly diverse range of material. This is reflected in the expanded Activities section, which allows you to take a wide variety of approaches.

## **A.2: Development of the Manual**

*Respecting Ourselves and Respecting Others* was introduced to male students at the same time that Meg Gulbin and WHISE (Women's Health in the South East) peer educators were working on related issues with female students, using the companion manual for girls, *Respect Yourself, Protect Yourself*. For further information contact WHISE on (03) 9783 3211. SECASA and WHISE now produce manuals under the *Respect, Protect, Connect* name, with a focus on male and female programs respectively.

## **A.3: The Role of SECASA**

SECASA provides a counselling service for past and recent victims/survivors of sexual assault, both female and male. SECASA also assists the parents, partners and friends of those who have been abused.

Services offered by SECASA include the following:

- ☐ 24-hour crisis service for adults, children and non-offending family members
- ☐ confidential short-term crisis counselling and support for those who have been sexually assaulted recently or in the past
- ☐ confidential medium to long-term counselling
- ☐ urgent medical care and follow-up when required
- ☐ community and professional education
- ☐ groups for survivors, and non-offending care-givers
- ☐ information and referral
- ☐ legal advocacy and court reports
- ☐ after-hours family violence service
- ☐ psychological assessments for Crimes Compensation Tribunal purposes
- ☐ joint legal service

South Eastern Centre Against Sexual Assault  
PO Box 72  
East Bentleigh  
Victoria 3165  
[www.secasa.com.au](http://www.secasa.com.au)

Counselling and other services are offered in Clayton, Moorabbin, Berwick, Frankston, Cranbourne, Dandenong and St. Kilda.

To contact SECASA please phone (03) 9594 2289 on the 24 hour-line, TTY (03) 9594 2175 (03) 9928 8741 Administration Line 9:00 – 5:30 weekdays, or fax (03) 9928 8749.  
E-mail: [secasa@southernhealth.org.au](mailto:secasa@southernhealth.org.au)

## ***A.4: Benefits to Schools***

Today schools are asked to take on more and more tasks with increasing class sizes and fewer resources. In this environment, it is necessary to demonstrate that the benefits of a manual such as this outweigh the costs in terms of the time and effort required to present the material. The benefits to be gained from using the manual are as follows:

- ☐ The promotion of a less aggressive learning environment leads to better relationships between students and teachers. When a teacher has to spend class time in 'crowd control', everyone's stress levels rise and teaching time is lost. Stress also affects teachers' job satisfaction and health and wellbeing (Department of Education, Employment and Training - DEET, 1995). This in turn can lead to high levels of absenteeism among staff as well as truancy among students.
- ☐ Schools have an ethical and legal responsibility to provide a safe learning environment for students and staff.
- ☐ Violence can have profound effects on victims and perpetrators. Both often require counselling, medical attention and ongoing support. Perpetrators may require time away from school for medical attention, punishment (suspension), or because they are involved in legal processes.
- ☐ Schools where violent confrontations occur develop reputations as 'rough' schools. As a result, enrolments decrease and morale among teachers and students is affected.
- ☐ Violence in schools can result in the expulsion of the perpetrators and can lead to further trouble at home, homelessness, and unemployment.
- ☐ Outside agency involvement introduces students to a range of positive, informed and helpful influences as well as 'freeing up' school/staff resources and time.
- ☐ Given males' generally poor help-seeking behaviours and skills, outside agency involvement allows male students to approach agencies that deal with difficult issues within a framework of existing connections.

## ***A.5: Role of Schools in Promoting Non-Violence***

In 1992, Prime Minister, Paul Keating, pointed out that the 1992 amendments to the *Commonwealth Sex Discrimination Act* 1984 meant that: "...a student or staff member need no longer demonstrate disadvantage, it will be sufficient that she or he has been offended, or humiliated, by the behaviour in question..." (Gulbin, 1996).

In 2000, the Victorian Supreme Court awarded damages against the Department of Education and Training of \$490 000 to a victim of childhood sexual abuse. The court found that teachers within her school should have taken steps to protect her after forming a belief that she may have been abused. It is apparent from this ruling that duty of care issues extend far beyond those previously thought appropriate. Clearly there is an expectation for staff to be adept at identifying, and responding to, a wide range of difficult and problematic issues.

As part of a responsible school community ask yourself if, in accordance with the Victorian *Equal Opportunity Act* 1995 your school has:

- ☐ Developed and implemented Equal Employment Opportunities (EEO) policies and procedures?
- ☐ Developed both merit and equity policy and procedures?
- ☐ Developed a school code of conduct?
- ☐ Developed grievance procedures?
- ☐ Incorporated issues relating to EEO and sexual harassment in staff professional development and performance plans?

In addition to using *Respect, Protect, Connect* activities, schools are advised to:

- ☐ Educate all staff and students on issues of equal opportunity, homophobia, bullying and sexual harassment.
- ☐ Involve local community agencies in the education process.
- ☐ Incorporate equal opportunity homophobia, sexuality, bullying, and sexual harassment issues into the curriculum.

# ***PART ONE: INFORMATION FOR YOUTH WORKERS, TEACHERS AND EDUCATORS***

## ***1.1: Background***

Within Australian society, there is concern at the level of violence reported in our newspapers and on our radios and televisions. Most of us would have, at some time or other, seen messages condemning violence as unacceptable.

The majority of perpetrators of violence are men. It is therefore men, whether violent or not, who are most confronted by society's changing attitudes towards violence as an expression of masculinity. Helping men, both young and old, to redefine masculinity in terms of non-violent, non-aggressive behaviours is both challenging and essential.

## ***1.2: What is Violence?***

Violence is best seen as a continuum of aggressive behaviours, rather than as isolated acts. All types of violence have the following distinct characteristics:

The violence is unwanted, and uninvited;  
It causes physical, sexual and/or psychological damage to the victim;  
It frightens, disempowers and controls the victim;  
It is against the law.

Violence is a way of frightening, hurting and controlling another person. Violence is never the victim's fault.

### ***1.2.1: Socially Constructed Violence***

When thinking about violence, it is useful to consider how:

Violence is socially constructed;  
It is individually willed, and;

There is nothing about men that makes violence automatic and unavoidable (Pease, 1997).

Notions such as:

"An eye for an eye"

"Vengeance is sweet"

"It's not OK to hit a girl"

are examples of socially constructed violence. Whilst many people may agree with the above statements, upon testing, these social constructions have no basis in fact. What is so sweet about vengeance? If it's not OK to hit a girl, does that mean it's OK to hit a boy?

The same social constructions we use to describe males (strong, silent, tough) and females (sweet, weak, nurturing) also inform how we construct socially acceptable violence. It takes away choice and individual difference. For example, the majority of males choose to live non-violent lives. There are gentle people, but they are both male and female (and what is weak anyway? Is it moral, physical, or emotional?). Social constructions are just that – constructions based on stereotypes of the way we want people to be. They can be changed.

Once we accept that part of the problem is the way that violence is socially constructed, then all of us become part of a solution by taking a stand. This stand is not only against violence, but also against the social constructions of violence and gender – that is, finding life-affirming ways of being men and women.

### 1.2.2: Gender and Violence

***Violence against women will stop when a climate is developed in Victoria where all members of the community are intolerant of violence against women, understand that there are no excuses for violence against women and recognise that all forms of physical and sexual violence are criminal acts.***

**(Victorian Community Council Against Violence, 1996)**

***I know a man ain't supposed to cry / But these tears I can't control inside.***  
**("I Heard it Through the Grapevine" by Norman Whitfield and Barrett Strong)**

Society's view of appropriate masculine and feminine behaviours are still largely based on entrenched cultural beliefs about what it means to be male or female. These cultural beliefs and attitudes have resulted in stereotypes which prescribe a narrow set of roles, attitudes and behaviours for both men and women. However unrealistic these stereotypes may be, in many areas of society they are still firmly entrenched.

Men are stereotyped as being naturally tough, less emotional, more rational, and innately aggressive. Women are stereotyped as being more emotional, less rational, dependent, indecisive, sensitive, impractical, and weak.

It is not, therefore, surprising that men's traditional roles have included being politicians, lawyers, soldiers, kings, builders, hunters, and providers. Women's roles have included such activities as sewing, cooking, mothering, nurturing, and cleaning. A consequence of these distinct and separate roles is that women have been largely excluded from the areas of greatest power and influence in society. In 2004 only 38 women were elected to the Commonwealth House of Representatives, compared to 112 men (<http://www.peo.gov.au/resources/faq.htm>). According to the *Australian Bureau of Statistics* (2004), the average weekly earnings of female employees are approximately 68% of that of men.

Consider the way we use language, particularly colloquialisms, as an example of how gender stereotypes are subtly woven into our society. Men are exhorted to "act like a man", "be a man about it", "take it like a man", or "show some balls"; in other words, to not show emotion, be brave, and refuse to back down from a challenge. Men who fall outside this stereotype are painted as being either feminine or homosexual – "pussy", "sissy", "crying like a bitch", "girly man", and so on.

Read the following list of roles:

Manager  
Stay-home parent  
Single parent  
Nurse  
Judge  
Truckie  
Plumber  
Victim  
Secretary  
Aggressor  
Attacker  
Cook  
Boss  
Prostitute

Did you find yourself assigning gender to each role? This is a small example of socially constructed gender representations.

### **1.2.3: Men Using Violence**

***Violence by men against women can be seen as a product of an unequal society where women are under-represented in areas of influence, mirroring the inequality in the relationship between victim and offender.***

A man who is frustrated, stressed out, has low self esteem, has been a victim of sexual/physical abuse when he was younger, or hates 'wogs/Anglos/Asians/gays/lesbians/his girlfriend's nagging', will experience added stress, frustration, guilt, shame and low self-esteem when faced with a criminal charge, a suspension, an intervention order, a jail term, a fine, or a community based order.

Offenders also face the likelihood of being sued for damages (pain and suffering) through civil proceedings, for example the OJ Simpson civil trial in the United States. Recent changes to crimes compensation laws in Victoria may lead to survivors of violence pursuing civil actions against offenders.

Offenders also suffer physical and psychological effects from violence, even if they 'win' the fight. Of 102 Queensland patients who received treatment for fighting, seven required amputations, and four needed skin grafts as a result of contact with the victims' teeth (Welsh, 1997). Others later experience shame and guilt when confronted with the destructive impact of their violence.

### **1.2.4: The Effects of Violence**

Violence affects a person's physical, emotional, mental and spiritual wellbeing.

The physical effects may include tissue damage, organ damage, bone fractures and breakages, nervous system and neurological damage.

The psychological effects of trauma may include depression, feelings of shame, self blame, anger, fear, lowering of self esteem, behavioural problems involving decreased ability to trust, agoraphobia, substance abuse, eating disorders, sexual trauma, and suicide.

Death, shortening of life expectancy, and disability are other potential, and sometimes actual, outcomes of violence.

It is important to be very specific about the body and its vulnerability to serious damage from violence. This may include discussing the dangers of violence to the face such as broken jaws, broken noses, concussion, and brain damage. When a person is on the ground and being kicked, damage to the front of the body can include injury to various organs. After the fight between Joe Frazier and Mohamed Ali in Manila ('The Thriller in Manila'), both were reported to have urinated blood for days after due to kidney damage and internal bleeding. Kicking to the back can cause severe bruising, spinal and nervous system damage. It is harder to glorify violence with the image of a toilet bowl full of blood.

The consequences of violence are very real and very damaging, but many young men are caught up in a sense of denial and indestructibility. Graphic descriptions often bring the reality of violence home to all the students. (It is useful to make a point of saying to young men that here, within the group, is a good place to decide where they stand about violence – not 10 seconds after someone has called them a 'faggot' and said 'have a go').

A recent case ("Sentence Reflects a Life Was Taken: Gay Partner". *The Age*, 5/8/00, p.1) in which two young men bashed another man to death in a Melbourne park illustrates this point clearly. The consequences of their actions can only be described as disastrous for those involved – one man lost his life, two men lost their freedom for several years. The families of all involved lost an important part of their lives. Sadly, the expectations of their gender, and the lack of insight into the consequences of this brutal violence changed what could have been a quickly resolved misunderstanding into a deadly event.



### 1.2.5: Racism and Violence

Racism increases the risk of violence for certain groups. Principles of tolerance, respect, and understanding, which are key aspects of any equal relationship, are lost when one race is judged to be inferior to another.

Racism against Aborigines and Torres Strait Islanders, or against Australians of various cultural backgrounds, is against federal and state laws, and contravenes the United Nations Universal Declaration on Human Rights.

The December 2005 rioting and violent clashes between “Aussie” and Lebanese-Australian young men in Sydney’s beachside suburbs showed that racism remains a potent destructive force in Australian society. Earlier that year, Sudanese refugees in Toowoomba and Newcastle were attacked and hate mail distributed by groups linked to the Neo-Nazi movement (The Weekend Australian, “*Refugees from Africa focus of hate campaign*”, 23.7.05).

#### **Respect:**

The *Racial Hatred Act* 1995 is an extension of the *Racial Discrimination Act* 1975 and, in line with the United Nations’ Universal Declaration on Human Rights, reflects the equal value of all human life, regardless of race, colour, religion, nationality, sexuality, or class.

#### **Protect:**

Respond to racial incidents with care and protection of victims and educative intervention of the offending party.

#### **Connect:**

Bring cultural diversity into the school and youth service. Contact the Migrant Resource Centre on: 9706 8933

### 1.2.6: Homophobia and Violence

***Shame is a controlling device; shaming someone is an attempt to prevent the person from behaving in a way that embarrasses us (Cameron, 1995).***

Homophobia is a term used to describe fear of homosexuals. Common put-downs for boys at school are labels such as *poof*, *fag*, *queer*, *homo*, *wuss*, *sissy*, *girl*, or *wimp*. Many of these insults imply that it is shameful for boys not to be tough and that any supposedly ‘feminine’ traits are a sign of weakness.

It is no surprise that what is called ‘poofy’ (like ballet, for example - see the film ‘Billy Elliot’) may also be called ‘wussy’, or ‘girly’. In a broader sense, it reflects the devaluing of anything that is seen as unmanly. It also devalues everyone’s ability to be thoughtful, sensitive, gentle and emotional. As stated earlier, homophobia is an issue that affects all men, not just gay and bi-sexual men.

#### **Homophobia:**

- ☐ Shames, isolates and victimises gay men;
- ☐ Prevents all men from questioning and rejecting masculinities that are damaging to their health and wellbeing. For many men expressing emotions, seeking help, being health conscious, or backing down from a fight, still seems gay or ‘wussy’;
- ☐ Restricts the diversity of lifestyle options for all men, straight and gay, by stigmatising legitimate and normal forms of male expression and identity. Platonic affection towards other males, liking certain kinds of drinks or music, having certain occupations, or not displaying a preoccupation with sex, can all result in being branded “gay”, thus pressuring straight men to inhibit certain behaviours for fear of being perceived as homosexual;

- Silences the one in six men who have been sexually abused who fear being misunderstood, and branded gay if they disclose their experience of forced sex with another male. This shame is heightened for many male survivors who experience arousal during the assault. These men may commit suicide or turn to drug abuse before learning that arousal reflects stimulation, not consent;
- Ensures that, when the word 'poofier' is volleyed around the workplace or playground, it condemns the abused man, the not coping man and the gay or bi-sexual man, to continue wearing a mask over their feelings and needs;
- Prevents us from acknowledging that one in ten of us have been sexually abused or are gay. Schools need to develop policies and strategies that challenge homophobia. Sex education curricula should also acknowledge the sexual diversity of and sexual experimentation by young people.

In essence, homophobic violence acts as a form of surveillance to control and keep masculinity within a perceived heterosexual image (Trudinger, Boyd & Melrose, 1998). Thus, it also serves to stifle any conversation regarding the shared dilemma of masking one's needs, anxieties, fears and regrets.

Although many religions oppose homosexuality, challenging homophobia is about standing up against persecution, and does not imply approval of homosexuality. Rather it implies an ethical stance *against* violence.

**Respect:**

*"Boringly enough, I think I am quite a good man. I respect and uphold the human rights of others. I do not think it is too much to expect that others will respect my human dignity for who I am."* (High Court Judge, Justice Michael Kirby.)

**Protect:**

The Anti-Violence Project of Victoria Inc. c/- 6 Claremont St. South Yarra 3141.  
Email: [vicavp@yahoo.com](mailto:vicavp@yahoo.com) Website: <http://au.geocities.com/vicavp>

**Connect:**

*Writing Themselves In* is the name of the report by Hillier, Dempsey, Harrison, Beale, Matthews and Rosenthal (1998) on the issues faced by same-sex attracted youth (SSAY). It is available from The Australian Research Centre in Sex, Health and Society – (03) 9285 5382.

A number of support groups exist for young gay men. Check local council youth services if there are any in your area, or contact the Victorian AIDS Council: Phone 9865 6700, Freecall (country Victoria) 1800 134 840.

### **1.2.7: Disability and Violence**

Psychiatric, intellectual and physical disabilities can also place people at greater risk of violence. Prejudice may mean that a person with an intellectual or psychiatric disability is not believed when reporting violence.

**Respect:**

Encourage young people to see the person, not just the disability.

**Protect:**

Young disabled people must be made aware of their rights and support services. Ring SECASA to purchase a copy of the *Sexual Assault and Intellectual Disability Video and CD ROM Kit*. Ph. 9594 2289

**Connect:**

Information about the rights of people with disabilities is available from the *Disability Services Unit* of *Family Planning Victoria* and from the *Human Rights and Equal Opportunity Commission*.

### **1.2.8: Deafness, Blindness and Vulnerability**

Some people see deaf and blind people as easy targets. Often they will not be able to hear or see their attacker's approach. About 90% of young deaf men grow up in hearing families where many family members are not proficient in Auslan, the Australian sign language. As a result, young deaf men often miss the conversations about life that occur around family dinner tables, and the subtle nuances that rely on the tone and timing of words to convey their true meaning.

An American study reported that 54% of deaf boys and 50% of deaf girls suffer some kind of sexual abuse as children (Sullivan, Vernon & Scanlan, 1987)

**Respect:**

English is a second language for the deaf, Call *Victorian Interpreting and Translation Service* (VITS) for interpreters – Ph. 9280 1955.

**Protect:**

'*Stop Violence Against Deaf*' is a pamphlet for deaf survivors of violence. It is downloadable from <http://www.dvirc.org.au/HelpHub/HelpIndex.htm>

**Connect:**

For pamphlets and support contact *Vicdeaf* - Ph. 9657 8111. TTY: 9657 8130.

### **1.3: Family Violence**

***“Many legal and mental health professionals may try to minimise the impact of abuse and suggest that an individual can be an abusive husband but a good father. This belief is inconsistent with our knowledge of the trauma children suffer in these circumstances.” (Sudermann & Jaffe: 1999, p.37.)***

- ☐ Domestic Violence is the “patterned and repeated use of coercive and controlling behaviour to limit, direct, and shape a partner’s thoughts, feelings and actions. An array of power and control tactics is used along a continuum in concert with one another.” (Almeida & Durkin, 1999). Women may experience a sense of helplessness, powerlessness and a total loss of a sense of self. There will also be negative effects on self-esteem, health and sense of safety. An abused woman will be more likely to attempt suicide and abuse alcohol than a non-abused woman will.
- ☐ Studies show that the rates of domestic violence against women in relationships are high. Approximately 23% of women who have been married or in a de facto relationship have experienced domestic violence from their partner. In 30% to 60% of families where domestic violence is a factor, child abuse is also occurring. And up to 25% of young people aged 12-20 have witnessed physical domestic violence against their mother or stepmother. (Australian Bureau of Statistics [ABS], 1996)
- ☐ One-fifth of pregnant women experience violence during pregnancy. For 40%, the abuse begins during pregnancy. Bashed women were four-times more likely to miscarry or deliver low-weight babies. One-seventh of people attending a city hospital emergency department do so as a result of domestic violence (Gray, 2000). One-quarter of cases presenting to Relationships Australia (NSW) for couple counselling feature domestic violence as an issue (Shaw, Bouris & Pye, 1996).
- ☐ It is a myth that the perpetrators of domestic violence are both men and women in roughly equal numbers. Wadham (1999) clarified how twenty-year old research used to suggest that men and women were equally violent ignored how male partners were more likely than women to use a higher level of violence. Wadham suggested that women's violence was more a case of self-defence. If men and women used violence in domestic spheres in equal measures, then it follows that they should be equally violent in the public realm (Wadham, 1999). Statistics clearly show that this is not the case:
- ☐ Ninety-one percent of homicides are perpetrated by males (Egger, 1995);
- ☐ Ninety percent of assaults are by men (Egger, 1995);
- ☐ Ninety-five percent of sex offenders are male; and
- ☐ Men are also the main victims of violence perpetrated by other men (Egger, 1995).
- ☐ There is growing recognition that males can be victims of physical and sexual violence as adults and during childhood. Men who are victims of domestic violence by women should seek counselling and support.

**Connect:** Care Ring on Ph. **13 61 69** Relationships Australia Ph. **9261 8700**

### 1.3.1: Why Doesn't She Leave?

- ☐ She believes, or is told that "Marriage is for life";
- ☐ He promises that he'll change;
- ☐ She feels too scared – he says he'll kill her, or the kids, if she leaves;
- ☐ She is financially dependant on him;
- ☐ She is disabled and is dependant upon abuser for her care;
- ☐ She feels there is nowhere to go;
- ☐ She is too traumatised to make empowered decisions; or
- ☐ A combination of all, or some, of the above

### 1.3.2: Why Doesn't She Get Over It?

***"It is not enough to tell a survivor, however kindly, that she is wrong in her self-blame for the abuse." (Dr. Anna Salter)***

In general, we expect survivors of violence to 'get over it' and 'move on' in very unrealistic terms. This also applies to survivors of trauma, women who have had miscarriages, and people who are grieving.

**Respect:**

Empathise with the pain a victim of domestic violence may be suffering. Put yourself in their shoes and think about what feeling powerless, trapped, or helpless is like.

**Protect:**

Put safety first. The use of Intervention Orders and Apprehended Violence Orders has been shown to lead to a reduction in violence. (Trimboll & Bonney, 1997)

**Connect:**

Women's Domestic Violence Crisis Service - Ph. **9373 0123** Police 24 hours - **9663 5610** or **000**.

### 1.3.3: Boys and Family Violence

***"Not only do children learn to be aggressive by watching others act in that fashion, there is also a 'disinhibitory' impact as well. Watching someone else be aggressive gives permission to also be aggressive. Children are likely to imitate a model they view as powerful and successful in achieving goals." (Fuller, McGraw & Goodyear, 2000; p.11)***

There is a growing body of research regarding boys and domestic violence. According to Fuller et. al (2000), family violence has wide-ranging effects on children's functioning, including emotional, intellectual, social, physical and impaired coping mechanisms. *Tuff Stuff* (Fuller et. al., 2000) not only investigates the prevalence and patterns of domestic violence where boys are witnesses or victims, but offers practical intervention strategies to deal with the victims of these behaviours.

Research strongly suggests a number of good reasons to undertake positive interventions with boys who experience/witness domestic violence. Freedman (2000) suggested that boys subjected to domestic violence were more likely to consider that abusive behaviour in relationships was acceptable than young men who had not been subjected to domestic violence.

**Respect:**

Boys who have witnessed or experienced domestic violence need help to develop compassion for themselves and empathy for others. They also need assertiveness and conflict resolution skills.

**Protect:**

They require ongoing support and protection from any further domestic violence.

**Connect:**

*Tuff Stuff* is available from Berry Street Youth Services, Ph. **9458 5788**.

### 1.3.4: Behaviour Change Programs

***“Many people suffer stress, get drunk, lose their jobs, get angry or jealous without resorting to violence. There is never any excuse for a man to be violent towards a woman.”***  
(Red Cross Men's Referral Service Poster 'Stop Violence Against Women'.)

Abuse erases trust. It is unreasonable, and unrealistic, for men who have used violence in their relationships to expect trust to return to the relationship immediately after getting help.

A behaviour change facilitator once told the author that the “motivation to change is different to actually changing”. During times of high motivation, it feels like change is occurring. However, change is only ever evidenced in the long term, and only after mental, emotional and behavioural changes. There needs to be a deep desire to change, and a commitment to both the change process and the goal of no longer using violence, domination and manipulation in one's relationships.

When men are challenged to take responsibility for their abusive behaviour, they often respond with silence, denial or attempts to discredit the person challenging them. If a man admits to being violent, this admission is often accompanied by an excuse. Failure to take responsibility for their actions is a key characteristic of violent men.

Men who use violence tend to ‘work themselves up’ with self-righteous, vengeful and blaming preoccupations. They intoxicate themselves with a range of ideas “...blame, and give themselves a range of permissions to hurt other people.” (Jenkins, 1997)

Taking responsibility means:

- ☐ Accepting help to stop using violence;
- ☐ Admitting the **seriousness**, and the **extent**, of the violent and abusive behaviour;
- ☐ Recognising how the abuse affects partners and/or children;
- ☐ Acknowledging that it is the offender's responsibility to change attitudes and behaviour;
- ☐ Understanding the strategic nature of how men use violence;
- ☐ Recognising that change is always possible;
- ☐ Taking a stand against masculinities that minimise and justify violence; and
- ☐ Changing what it means to be a man, and aiming for equality, rather than domination, in relationships.

It is not enough to simply stop using violence. Many men begin behaviour change programs, decrease their *physical* abuse, but continue to be dominating and manipulative (Muller, 1997). Combating violence and inequality is the responsibility not just of the perpetrators of that violence, but of every member of society. Research suggests that 50% of all people know a victim of violence – how we respond to their stories can vary from minimising and victim blaming, to being frightened ourselves, to providing support and validation.

#### **Respect:**

Men who disclose their use of violence need to be challenged to take responsibility. Shaming them will not help, it will just raise their defences.

#### **Protect:**

Domestic violence is against the law. For advice on intervention orders, phone **Women's Domestic Violence Crisis Service** on **9373 0123** or FREECALL **1800 015 188**

#### **Connect:**

Phone **Men's Referral Service - 9428 2899** for referral to a local behaviour change program. Phone **No To Violence** on 9428 3536 for more information on training options, or for their manual for running men's behaviour change groups.

## **1.4: Sexual Assault and Sexual Abuse**

### **1.4.1: Recent Sexual Assault**

Sexual activity between partners can be respectful, loving, joyful and innocent. Unfortunately, a number of men use coercion and violence as a part of their approach to sex. A number of men have the notion that sexual harassment and assault is a 'team sport' and a 'bit of a lark'. Many reports of sexual assault and rape have included testimony of perpetrators who were disinhibited and spurred on by alcohol, drugs, or just the cheering of others. Often within our work in schools, we find the pattern of behaviour by some young men towards young women is similar, with groups of boys harassing young women whilst being applauded and bolstered by their peers within the group. This behaviour is UNACCEPTABLE.

This is exemplified by a number of recent scandals involving alleged rape and sexual assault by elite sportsmen in Australia and overseas. These include alleged gang-rape by members of rugby and AFL teams, by members of Leicester City Football Club in the English Premier League, and allegations of sexual assault against American basketball star Kobe Bryant. World Heavyweight Boxing champion Mike Tyson was famously convicted of rape in 1992. While in many cases insufficient evidence was available to convict the athletes involved, an alarming culture was revealed within hyper-masculine world of professional sport. Aside from what it says about male attitudes toward women and sexual relations, it is also worrying that these sportsmen serve as role models for young men everywhere.

A revealing example of this culture was the 1996 case in which AFL superstar Wayne Carey pleaded guilty to the sexual assault of a woman outside a King St nightclub. Carey, who was accompanied by a group of friends after a night out, grabbed the breast of a passing woman and said, "Why don't you get a bigger set of tits?"

Equally telling were the comments of two other footballers speaking in Carey's defence. "That sort of thing happens a hundred times a night in a night club," said one. "I'm not saying I condone it but ... I've seen how blokes act with women." The implication was that Carey was being victimised, targeted because he was a high-profile star. Another complained, "It's like we can't go out anymore," which could imply that sexual assault is a normal part of a blokes' night on the town. (Sunday Age, "*Wayne has been crucified. That sort of thing happens 100 times a night in clubs*", 4.2.96)

More recently, Penrith Panthers' star halfback Craig Gower was fined \$100,000 and stripped of his team's captaincy after a two-day drunken rampage at a Celebrity Golf Tournament. Gower allegedly groped a 17-year old girl on the crotch, chased her 16-year old brother with a beer bottle, walked around the golf course naked, harassed patrons at a post-tournament function and damaged a golf cart. His behaviour was described by Sydney breakfast announcer Richard Freedman as "a bit of skylarking." (The Australian, "*Scandal costs Gower captaincy and cash*", 5.1.06)

Also of great concern are the recently emerging trends for victims to be unwittingly drugged with Rohypnol and other strong sedatives. In an effort to combat this, the NSW Government has urged states and territories to adopt national strategies, such as 'colouring' Rohypnol and warning potential victims to the presence of the drug (The Age, "*Dye Plan to Beat Rape Drug*", 28.6.99).

An equally concerning issue, albeit one which has not gained the same degree media attention, is victims being plied with alcohol and coerced into sex. There appears to be widespread tacit acceptance of this practice amongst some Australian men ("get a few drinks into her and she'll be right"). The core issue is essentially the same: taking advantage of someone who may not be sufficiently coherent to give consent.

#### **Respect:**

Respect all people's rights to feel safe wherever they may be. Neither women nor men should feel at any time that they are in danger of being drugged, raped, or assaulted. Also respect the right of victims to have a say in the decision whether to report the assault to the police.

**Protect:**

Establish the safety of the victim.

**Connect:**

Phone **SECASA** on **9594 2289**, for the 24 hour crisis care unit where police or friends can bring survivors of recent assaults for STD tests, crisis counselling and the morning-after pill.

**1.4.2: Date Rape**

***“There is, of course, nothing wrong with a husband faced with his wife’s initial refusal to engage in intercourse, in attempting in an acceptable way, to persuade her to change her mind, and that may involve a measure of rougher than usual handling.”***

**(Justice Derek Bollen in regard to a rape-in-marriage case, 1992.)**

The term 'date-rape' refers to a situation of rape between two people who know each other or are out together. It is a term that minimises the seriousness of what has happened. Somehow the term date rape makes it seem more 'OK' that a rape has occurred. After all, the people were on a date; they must have liked each other. Date rape *is* rape. It involves force, violence, control and usually physical injury to the victim. The term “acquaintance rape” is increasingly used instead.

- ☐ Ten percent of 5000 young men in a survey stated that it was acceptable to force a girl to have sex if she 'led him on' ;
- ☐ Fourteen percent of girls stated that their partners had tried to rape them with 7% saying that their partners had raped them;
- ☐ Five percent of respondents said that sexual and other violence was a part of normal conflict;
- ☐ Twenty percent of boys said they had been slapped, kicked or punched by their girlfriends (Gilchrist, 2000);
- ☐ Only 38% of sexual assaults reported to the police ended in arrest (DEET, 1995). And the Women's Safety Survey conducted by the Australian Bureau of Statistics (1996) estimated that only around 10% of sexual assaults ever get reported to the police at all.
- ☐ Only one-fifth of pregnant teenagers wanted to become pregnant. Recent Australian research by Evans (cited by Colebatch, 2001a), found that sexual ignorance, lack of consent and pressure by male partners not to use condoms, were significant factors leading to teenage pregnancies; and
- ☐ Forty-five percent of pregnant teenagers had at some stage had sex when they did not want to, either to please their partner, or because they had no choice.

**Respect:** Respectful, mutually consenting sex

**Protect:** Safe sex is more than condoms!

**Connect:** Sex is about connecting, which is on another level from just scoring.

**1.4.3: Stalking and Sexual Harassment**

***“It takes two to flirt but only one to hurt”***

**(Diane Sisely, Victorian Equal Opportunity Commission.)**

**Sexual harassment** is the unwarranted and unwanted attention of anyone in a way that involves sexual innuendo, improper comments, touches, or groping. It can also involve inappropriate pictures, e-mails and phone messages.

392 complaints of sexual harassment were reported to the Equal Opportunity Commission (EOC) in Victoria in 2003/2004. It is estimated that 70% of incidents of sexual harassment do not get reported.



#### **1.4.4: The Difference Between Flirting and Sexual Harassment**

***I guess that twinkle in her eye is just a twinkle in her eye.***  
(“Passing Me By” by The Pharcyde)

##### **Flirting:**

Makes people feel flattered and good about themselves. It is a positive experience for both people.

##### **Sexual Harassment:**

Sexual harassment is unwanted and does not make people feel good about themselves. It is not positive for either person. Typically, like other forms of bullying or intimidating behaviour, the harasser feels a ‘power rush’.

##### **Respect:**

Help young people to recognise the differences between flirting and sexual harassment. Point out to them that no one has to put up with unwanted sexual advances.

##### **Protect:**

If a young person comes to you with a complaint of sexual harassment, advocate on their behalf if they are disempowered and discriminated against.

##### **Connect:**

Phone the **Victorian Equal Opportunity Commission** on **(03) 9281 7100**.

Freecall **1800 134 142**. Website [www.eoc.vic.gov.au](http://www.eoc.vic.gov.au)

**Human Rights and Equal Opportunity Commission** - Ph: **(02) 9284 9600**.

Local call cost **1300 656 419**.

Phone the **Office of the Public Advocate – 9603 9500**

**Stalking** is a particular type of harassment that often has its origins in sexually harassing behaviour. A stalker may become infatuated with the victim and have delusions of that person returning their affection.

- ☐ One-in-fifty men are victims of stalking, as are one-in-twenty-five women (Szego, 2001).
- ☐ About 70-80% of stalkers are young men. They come from a variety of socio economic and culturally diverse backgrounds (Szego, 2001).
- ☐ The biggest group of stalkers are men who have previously had a relationship with their female victim. It is these men who are most likely to become violent towards their victim (Szego, 2001).
  - The remaining stalkers tend to be either: ‘*Incompetent Suitors*’ who persistently harass the victim, despite their clear and obvious rejection and distaste for the stalker, or;
  - ‘*Intimacy Seekers*’ who become fixated upon a public figure or celebrity. They are delusional and often socially isolated and/or alienated (Szego, 2001).

##### **Respect:**

Stalking is a crime on the increase. Early intervention is the key (Szego, 2001). There is a stalking clinic run by the Victorian Institute of Forensic Mental Health.

##### **Protect:**

Stalking victims can be traumatised and require immediate protective action.

##### **Connect:**

Check out the award winning *Stalkers and Their Victims*, by Professor Paul Mullen, Michele Pathe and Rosemary Purcell at your local bookshop.

### **1.4.5: Young Men and Sexual Assault**

For young men, sexual assault generally occurs within a culture of secrecy, homophobia, powerlessness, and manipulation through the use of threats or bribes.

Many male survivors become withdrawn, may dissociate, and can tend to avoid conflict or macho activities. Other male survivors act out their aggression, and attempt to ward off any potential threats by maintaining an outward toughness, or by engaging in high-risk activities.

Most young male survivors find the sexual assault extremely difficult to cope with or discuss. Generally, they fear blame, insensitivity and misunderstanding if they disclose the abuse. Thus it is essential that myths about sexual abuse be dispelled when a disclosure takes place, and that their safety is ensured. Although sexual assault is never the victim's fault, it is most important to help the young man to see how they may have been tricked or frightened into *feeling* that it was in some part their own fault. Some young men feel stigmatised by the assault and feel that they were targeted for a reason - that there was something about *them* that caused the abuse to happen.

For those young men whose disclosures about sexual assault are met with disbelieving, unsupportive and non-validating responses, there is an experience of further betrayal of trust. Many of these young men then use drugs and alcohol to cope with the effects of the sexual abuse.

#### **Respect:**

Remove the secrecy, shame and stigma from sexual assault – talk about it! To be most helpful, inform young men about how perpetrators operate (targeting - grooming - tricking - abusing). Discuss the experiences of other male survivors, provide other male survivors' stories (*It Happened to Me - Men Talk About Child Sexual Abuse* from DHS Melbourne- (03) **9616 7777** or *Young Male Support Project - Young Rural Men and Sexual Assault*, by Jan Osmotherly - UMCASA **03 57222203**)

#### **Protect:**

Make victim-safety your first priority when responding to disclosures.

#### **Connect:**

SECASA 24 hour crisis service – 9594 2289

### **1.4.6: Sexual Abuse**

***"I cannot change what happened to me, but I can change the destructive messages it gave me about myself".***

***(In Mullinar & Hunt, 1997; p.244)***

Child sexual abuse leads to a range of feelings including shame, disempowerment and self-blame. Survivors can later find relationships and sexual intimacy fraught with issues relating to the abuse. Mullen and Flemming suggest that sexual abuse should be seen as developmentally disruptive and contributing to the risk of later social and interpersonal problems: "...in the victim's sense of self-esteem, sense of agency, sense of the world as a safe enough environment, in their capacity for entering trusting intimate relationships, and finally in their developing sexuality." (1998, p.8).

Findings in the *Australian Family Physician* showed that sexual abuse survivors were more at risk of suicide, self-harm, depression, drug use, and unsafe sex than non-abused young men and women. Sexual abuse victims were also more likely to feel helpless, worthless and hopeless. Twenty percent of the young male survivors drank alcohol on a daily basis (Button, 1999).

Sexual abuse of women by doctors is seriously under reported and incidences of sexual misconduct may be twice as high as reported according to Dr. Breen, the President of the Medical Practitioners' Board of Australia. In Ontario, Canada, mandatory reporting of doctors led to an increase in reports of sexual misconduct from 200 to 600 per year (Rollins, 2000).

### **1.4.7: Sibling Abuse and Adolescent Sex Offenders**

Adolescent sex offending occurs when an adolescent uses power, force or authority to involve a child, young person or adult in any form of unwanted or illegal sexual activity.

A five-year review of programs by the Children's Protection Society (CPS) has found that:

- ☐ The majority of adolescent sex offending occurs against siblings or other family members;
- ☐ A third of all child victims were attacked by people aged less than 18 years;
- ☐ Although the average age of sex offenders is 30 years, one-third of all abusers are under 18 years;
- ☐ The average age that young offenders begin assaulting is 12 years;
- ☐ Most young offenders assault multiple victims; and
- ☐ Untreated sibling abuse may result in perpetrators developing into adult sex offenders.

Furthermore:

- ☐ Ninety percent of the young offenders knew their victims well (Milburn, 1999);
- ☐ Young offenders admitted needing help with their behaviour – "A parent telling them to stop it won't work" (Milburn, 1999);
- ☐ Some studies show that up to 70% of child sex offenders began offending under the age of 18 years (Tucci: cited in Horin & Verghis, 2000); and
- ☐ A British study identified that brothers and stepbrothers commit more sexual abuse than fathers and stepfathers (*New Zealand Herald*, 3.12.00).

#### **Respect:**

Adolescent sex offenders will most likely not change their behaviour without specialised help – counsellors and student welfare coordinators must refer on to such services.

#### **Protect:**

Ensure victims are not at further risk.

#### **Connect:**

For highly successful adolescent treatment programs phone:

- ☐ Adolescent Sex Offender Treatment Program – Children's Protection Society (03) 9458 3566
- ☐ MAPPS (Male Adolescent Program for Positive Sexuality: 900 Park St. Parkville, 3052) Ph. (03) 9389 4272
- ☐ Centre for Children (Australians Against Child Abuse) Ph. (03) 9874 3922
- ☐ SECASA Ph. (03) 9594 2289 (24-hour service)

### **1.4.8: Do Abused Children Grow Up to Abuse?**

***“Abuse is not destiny.” (Mullen and Flemming, 1998: p.8)***

Adam Tomison (1996) provides a detailed outline on how an experience of child abuse influences adult behaviour. In brief, he states that the majority of children who were abused and/or maltreated in childhood DO NOT grow up to be abusive as adults.

However, intergenerational transmission of maltreatment does occur for a minority of child abuse survivors. Violent and abusive behaviours are modelled as appropriate (Bandura, 1977). Abusive environmental influences may interact with a pre-existing genetic risk of antisocial behaviour, leading to violent behaviour.

**Respect Protect Connect** challenges young male survivors of abuse and neglect to see the abuse they suffered as *abuse*, thus validating their experiences and guarding against the ‘inheriting’ of violent beliefs and behaviours.

**Connect:**

See the **Contacts Section** for more information on where to get help for boys who have experienced or witnessed violence and child abuse. Read Tomison (1996) on the net at: [www.aifs.org.au/nch/](http://www.aifs.org.au/nch/)

### **1.4.9: Disability and Sexual Abuse**

Overseas research indicates that 83% of women with disabilities will be sexually assaulted in their lifetime. It is a staggering figure that reflects their degree of powerlessness and vulnerability (Sobsey, 1988; in Howe, 1999). High rates of sexual assault are also reported for intellectually and physically disabled men. Muccigrosso (1991) estimates that the rate of sexual abuse for people with developmental disabilities is more than four times that of the non-disabled population.

**Respect:**

Most sexual assault survivors do not report the crime to the police. This can be due to a number of reasons involving shame, fear of being disbelieved, fear of the abuser, fear of the consequences of reporting the abuse, and the stigma surrounding sexual abuse issues.

**Protect:**

The safety of the victim/survivor, both emotionally and physically, needs to be the major consideration at all times. There must be a balance between respecting the victim's rights and wishes, and ensuring their absolute safety.

**Connect:**

Phone SECASA 9594 2289 or the after hours telephone service: Statewide After Hours Service Against Sexual Assault on 9349 1766/1800 806 292.

## **1.5: Emotional Abuse**

Emotional abuse is the most prevalent form of child maltreatment. Sadly, its impact upon a young person is often mistakenly relegated behind sexual and physical abuse.

The effects of emotional abuse are felt in the sense of helplessness and worthlessness experienced by physically abused children, in the sense of violation and shame found in sexually abused children, and in the lack of support experienced by neglected children (Brassard & McNeil, 1987; Hyman, 1987; Schakel, 1987). Purely as a result of emotional abuse, many children experience a failure to thrive, both emotionally and physically (Tomison & Tucci, 1997).

Tomison & Tucci suggest that effective interventions with victims of emotional abuse require family support work, community education, support networks for children, and support networks for parents and caregivers.

Work with young male victims of emotional abuse requires an ability to see past their often-present defensiveness or defiance and an understanding of the vulnerability and low self-esteem that drives their way of being in the world. For them to engage with you they need to know it is safe for them to do so.

### **Connect:**

*Australian Childhood Foundation Ph. 9874 3922.*

*Department of Human Services - Child Protection Crisis Line Ph. 131 278*

## **1.6: Bullying**

***"How was school today?' We would ask our five-year-old son who was so happy to be starting his prep year at school. His reply, 'Good, no-one hurt me today'. This is heartbreaking stuff." (Krashow; cited in Jones & Gibson, 21.1.00)***

***"I am absolutely convinced bullying is the number one mental health issue in our schools. The apathy around the issue I find nothing short of astonishing"***  
***(Carr-Gregg; cited in Jones & Gibson, 21.1.00)***

Bullying occurs on a regular (at least weekly) basis for a fifth of young people aged between 8 and 17 years. Boys tend to be bullied by individuals while girls are more often bullied by groups (Rigby, 1996). Research has also shown a link between adult criminality and bullying behaviour in childhood, with 35-40% of bullies having 3 criminal convictions by the age of twenty-four (Olweus 1991).

Bullying can be a traumatic and humiliating experience with lasting and debilitating effects on a person's self worth, confidence and school performance. Although no-one ever should have to put up with bullying, it is so common that many adults and young people believe bullying is either a necessary part of 'toughening up' children, or is harmless.

*Male bullies require active and supportive intervention that sets limits on, and consequences for, their behaviour, whilst addressing issues of masculinity, coping and controlling.*

### **Respect:**

It is important to empower the victims of bullying, to provide ongoing support, and to help them work through the effects of the bullying if needed.

**Protect:**

Bullying generally occurs away from adult supervision, and whilst it is usually impossible to monitor an entire school, it is possible to create safety zones within schools that are frequented by teachers and peer support students.

**Connect:**

Check out Ken Rigby's *Bullying in Schools and What to do About it*, Phone ACER Research on 9277 5555, Bookstore: 9835 7447 or [www.detya.gov.au/schools/publicat.htm](http://www.detya.gov.au/schools/publicat.htm)

Further examples of bullying in society:

*Workplace:* A North Melbourne company and its two directors were fined \$38,000 for the workplace torture and bullying of a 15 year old apprentice panel beater. The young man was subjected to verbal and physical abuse: for example, he was punched in the ribs, had masking tape stuck to his eyelids, and endured other forms of abuse. Two other 'workmates' were jailed over the incidents (Butcher, 2000).

Workplace bullying appears to be rife in the Victorian Public Sector. In a survey of 14,000 state employees, 36% reported that they had been harassed or bullied several times a month. One third of respondents believed they would suffer if they complained about these problems (The Age, 16.01.06, "*Bullying rife in public service*").

For help concerning bullying in the workplace- ACTU Helpline Ph. 1300 362 223

*Road Rage:* Many of us are frustrated on the roads but no one is a perfect driver. What we do with that frustration and anger is the difference between stress-management and road rage.

*Corporate Bullying:* In May 2000 several Australian companies trading under the name *Virgin* were bullied into forgoing their business names under threat of legal action by lawyers representing Richard Branson's *Virgin Airlines Group*. Mr Steve Wiessner of *Virgin Wheel Repairs* was even ordered by Branson's lawyers to pay the \$350.00 cost of drafting the bullying letter to him!

*Jury Room Bullying:* In 2000, a law lecturer called for jury reform to prevent psychological bullying by jurors with strong personalities (Farrant, D, *The Age*, 3/4/00 '*Call for reforms to stop jury bullying*').

## **1.7: Young Men at Risk**

Young men living in rural areas and low-income households are at high risk of child abuse, suicide, poor health and substance abuse. There are, however, also more specific factors that place young men at risk. This section outlines in detail these influences. For more information on the help-seeking behaviours practised by young rural and urban men, see '*I'd Rather Talk to Someone*', a report by Glen Bond, from Moreland CHS Ph. (03) 9387 6711.

### **1.7.1: Gender and Risk Factors**

Traditional male gender roles have created stress on men's psychological and physical health. In the early 1970s, David and Brannon (1976) identified four injunctions that influenced western men's thinking and behaviour:

- ☐ **No sissy stuff:** men should never be feminine or 'sooks';
- ☐ **The big wheel:** men should always compete and win;
- ☐ **The sturdy oak:** men should never be in need of help; and
- ☐ **Give 'em hell:** men should actively seek risks and adventure and sometimes do so violently.

These injunctions get in the way of men acknowledging their needs and seeking help and support.

**Respect, Protect, Connect (RPC)** aims to assist young men to:

- ☐ **Rethink** what it means to be a 'real man' and about women being 'inferior';
- ☐ **Change** what it means to be a man, so that they can be true to themselves and their ethics; and
- ☐ **Practice** new ways of being in terms of resilience, connecting, knowledge, respect, friendships, sexual relationships, assertiveness, accepting help, taking a stand against violence and dealing with stress and anger.

*Respect, Protect, Connect* is about encouraging and empowering men within the knowledge that they may be living in difficult socioeconomic conditions and/or abusive families.

*Respect Protect Connect* is ideally used within a 'Communities that Care'/ 'Whole of Community' approach. Ideally, in this approach, children and young people are valued and respected without unrealistic expectations being placed on them, whilst their caregivers have social and professional support.

**SEE:** Activities and workshop sections for *RPC* practical strategies.

### **1.7.2: Risk and Protective Factors in the Lives of Young Men**

***“About 18-20% of young people will engage in one or more serious problem behaviours between the ages of 12 and 18.” (Centre for Adolescent Health/DHS, 1999)***

Research into the lives of 9000 young Victorians by the Centre for Adolescent Health (CAH) resulted in the release of *The Victorian Survey of Risk and Protective Factors* (CAH/DHS, 1999). For more details: [www.dhs.vic.gov.au/commcare](http://www.dhs.vic.gov.au/commcare). It stated that “the more ‘risk factors’ in a young person’s life, the greater likelihood of that person engaging in problem behaviours.” ‘Protective Factors’, however, “offset risk factors and promote social development, wellbeing and resilience”. (CAH/DHS, 1999)

Ten protective factors and 25 risk factors were identified in the four groupings of ‘Community’, ‘School’, ‘Family’ and ‘Peer/Individual’. These risk and protection factors interact at each stage of a child’s development within their community and family experience.

Protective factors help a person deal with problems. In the survey, 60% of adolescents with only 0-1 protective factors drank alcohol compared with 18% of adolescents who had 7-10 protective factors.

Protective factors include rewarding community involvement, positive school participation, and positive attachment to family and caregivers. On the individual and peer level, protective factors included social skills, religiosity and moral beliefs (CAH/DHS). Furthermore, a ‘*degree of school success*’ (social, sporting and academic) was seen as a factor in helping sexually abused children have less difficulties in adulthood (Mullen & Flemming, 1998). A positive sporting experience was found to have a protective influence on psychiatric conditions for all adolescents.

Unfortunately, the findings from a long-term study by Professor Margot Prior (2000), found that for a small percentage of boys, school is not a positive time “...socially and academically they do not feel good about themselves and they feel that they do not quite fit into the environment.” Prior suggests that this may in part be due to difficulties for boys with a curriculum that favours verbal reasoning skills. She queries whether disaffected boys were experiencing “a normal part of male adolescent development or an indicator of a more serious social problem” (Prior, 2000, p16).

### **1.7.3: Resilience**

Resilience can be thought of as a young person's ability to bounce back after difficult experiences. Those who overcome odds despite difficulties and stay calm and able to function under stressful conditions are said to be resilient. Since the mid-1980s, psychologists have been investigating resilience. Their work suggests that connectedness to others, in terms of stable family, peers and school life influences a young person's resilience level. The information and workshops contained in *Respect, Protect, Connect* aim to promote resilience through connection to others and through connection to young men's inner selves and resources.

### **1.7.4: Connectedness**

William Friedrich, argues that “...attachment theory is essential to understanding all aspects of interpersonal behaviour” (1995, p.42). He believes that workers need to be aware of two processes that will be played out by the young male client who is insecurely attached. First, the child’s role in the relationship (e.g., ‘Am I desirable and worthy of support, or not?’) and second, the caregiving role in the relationship (e.g., ‘Can I count on this person to be accessible and caring or not?’ p.22).

Alongside attachment issues is the wariness that many men have of connection, of initiating intimacy and of asking for help. It is an area fraught with anxieties and tensions over how much of themselves they should reveal to those in close proximity. These anxieties include how they might be judged and whether they are entitled to support. Young men often introduce difficult issues with “it’s probably nothing, but...” which serves as a warning of a forthcoming disclosure of minimised, yet serious, issues.



### **1.7.5: Purpose and Meaning**

***"Research into the construction of masculine culture suggests that what is most seriously absent in male social development is the capacity for empathy and emotional connectedness with the experience of other people - not simply an ability to express one's own feelings". (McLean, 1996).***

If young men are to be resilient and connected, then it is dependent to some degree on them having a sense of meaning and purpose in their lives. When a crisis occurs in a young man's life, he may be angry and hurt. This comes across in a 'f\*\*k everything' type of attitude. If the young man does not have a solid foundation beneath him, everything in his life may be affected by this crisis. The challenge is to make the meaningful and positive things in his life a focus for him – as well as providing support through the crisis.

#### **Connect:**

To help agencies become more accessible to young men, Glenn Bond and the *Bendigo and Moreland Community Health Services* developed the *YMAC Self-Assessment Tool* which investigates ways to improve young men's access to health and welfare services by assessing the service. For a copy of the report, phone *Moreland CHS* on **(03) 9387 6711**

### **1.7.6: Risk Factors**

Risk factors are negative influences in a young person's environment that increase the chance of things turning into, or exacerbating, a problem. For example, only 15% of young people who are exposed to 0-1 risk factors drink alcohol, compared with 80% of young people with 10 or more elevated risk factors (CAH/DHS). Risk factors identified include low neighbourhood attachment, poor parenting, abusive family environment, easy access to drugs, rewards for antisocial behaviour, and whether an individual has favourable attitudes towards antisocial behaviour, drug use, gangs and rebelliousness (CAH/DHS).

The above findings highlight the need for both school and community development plus family support work. Often young men are seen as 'problem kids' within families or schools. It is their behaviour that is the problem. The way that educators, parents and mentors react to these behaviours can negate these young men's positive potential. Conversely, it can wipe away the societal risk factors around them.

### **1.7.7: Young Men and Crime**

***"Prisons are not great places to rehabilitate non-dangerous, low-level offenders. Prisons are universities for crime."*** (Andre Haermeyer, cited in McIntyre (2000) *The Big Issue #15, Universities for Crime.*)

Men, and in particular young men, are overrepresented in Australian prisons. Approximately 93% of Australian prisoners are male. Aborigines and Torres Strait Islanders, while making up only 2% of the population, account for around 20% of the prison population. (Australian Bureau of Statistics, 2003)

Young men committing crimes are more likely to come from abusive and neglectful backgrounds within low socioeconomic groups. The majority of their criminal activity will be drug-related. These young men are likely to act out their anger in destructive ways and to view the future with a sense of hopelessness. They may be trying different ways to deal with their issues, sometimes to find themselves in deeper trouble.

Scientific research into criminal justice approaches during the last twenty odd years that emphasise severe punishments, or increased police numbers and 'get tough' sentencing policies, largely "fail to effect significant reductions in crime". Indeed deterrence approaches work better if they respect the individual's human rights and are low-key (Homel, 1994; cited by NCP 1999b, p.4).

Cashmore (1999) suggests that a more effective approach to crime prevention is a developmental approach which takes into account the characteristics of a young man's family, social network, community and wider societal influences during his developmental journey from infancy to adulthood.

It is unrealistic to expect these young men to show openness to rethinking masculinity as they may have to constantly be 'armoured up' with a mask of masculinity among peers and family. It may be a familiar way that they have relied on to cope with, or at least avoid, their issues.

It is important to empower these young men with realistic alternatives and help them find safe places to rethink their lives. They may be able to access 'islands of safety' - places where they know they can be safe such as youth centres, youth refuges, a safe family or friend's place. When they are between these 'islands', they may be unsafe, or at risk.

Young people are more likely to be the victims of personal crime than any other age group. There is no evidence that the proportion of crime committed by young people is increasing. Assault is the most common offence committed against persons in Australia. Young men and women aged between 15 and 24 years are at the highest risk of being a victim of assault. In 1999, police recorded over 133,000 assaults - an average of one assault every 15 minutes (Attorney General's Department).

The number of Australians in jail has risen by 60% over the last 10 years. McIntyre (2000) stated that more than 50% of prisoners currently serving sentences had previously been in jail.

**Connect:**

Australian Institute of Criminology: [www.aic.gov.au](http://www.aic.gov.au)

### **1.7.8: Young Men as Children of Vietnam Veterans**

Children of Vietnam veterans have a suicide rate three-times that of the national average – 80% are male. Vietnam veterans returned to a shaming or secretive homecoming response, with many suffering serious war-trauma. Support services were only established in the 1980s, despite high rates of marriage breakdowns, substance abuse and mental illness in veterans' families.

**Connect:**

Vietnam Veterans Counselling Service- Ph. **9818 0388**. Freecall: Ph. **1800 011 046**

### **1.7.9: Young Men and Homelessness**

Many young homeless men leave their homes due to family violence, only to find themselves at an equal, or greater, risk of violence. For many, substance abuse, crime and suicidal behaviour are a result of being homeless (Davis, 1995; cited in NCP, 1999a).

In 1998, the Salvation Army estimated that more than 50,000 young people were unable to find accommodation on any given night. Young homeless men are a difficult population to engage with on issues of gender and violence. These young men are generally from backgrounds of abuse, have usually left school and, increasingly, have a history of substance abuse.

When engaging young homeless men in group work it is important to be flexible enough to structure discussion around activities with plenty of breaks. In our experience, these young guys are often in fight/flight mode and may wish to blurt out their experiences of abuse, only to discover themselves feeling too exposed to the rest of the group. It is important to help them have a sense of pace and control over their disclosures. Most importantly it is important to help contain the young man after a disclosure that warrants a referral (e.g. to a sexual assault service) so that the young man does not revert to substance abuse or flight tendencies.

### **1.7.10: Young Indigenous Men**

As non-Indigenous workers, we have noticed how young Indigenous men continue to battle against inherited social conditions that get in the way of their connections with meaning and purpose as defined by their age-old culture. To this day, it seems that many young Indigenous men are pressured to assimilate to the dominant masculinity.

Racism harshly coexists with the dominant masculinity; for example, a young white male who is drunk in public is likely to go relatively unnoticed, whereas a young Indigenous man who is drunk in public may be stereotyped as 'typical'. Young Indigenous men have the right to refuse the dominant western masculinity and racism directed at them. They have a right to experience themselves as healthy and valuable young men.

The plight of young Indigenous men is well known, but warrants some reminding here:

- ☐ Male life expectancy: Indigenous -57 years, non Indigenous - 75 years;
- ☐ Year 12 retention rate (1998): Indigenous - 32.1%, non Indigenous - 72.7%;
- ☐ In 1997 only 25% of Aboriginal male students successfully completed Year 12 compared with 50% of non-Aboriginal male students (Taylor 1997, p. 6);
- ☐ Research in 1996 suggested that young Koori males who left the education system at Year 9 level were 34 times more likely to be detained by police than non Indigenous young men. Research indicated that young Aboriginal males were arrested at a rate six-times higher than non-Aboriginal males (Pegler, 1996).
- ☐ Prior to colonisation, suicide was uncommon in Aborigines and Torres Strait Islander communities. After colonisation the Indigenous suicide rate has become the highest in the country. Most Indigenous suicides are committed by men.
- ☐ *Over a third of all deaths in-custody between the years 1990 to 1997 were due to suicide. Of these, 35% were prisoners aged between 15 – 24 years. Sixty-six per cent of Aborigines and Torres Strait Islander deaths in custody were young men aged between 15 –19 years.*
- ☐ Over 95% of Australian prisoners are male. Aborigines, whilst only comprising 2% of the country's population, make up 10% of the prison population (Denborough, 1994).

#### **Connect:**

*"Working with adolescents to prevent domestic violence: Indigenous rural model 1999", by Dr Harry Blagg. National Crime Prevention Ph. (02) 6250 6711 [www.ncp.gov.au](http://www.ncp.gov.au)*

## **1.8: Men and Health**

Some young men are affected by serious illness, creating anxiety about facing death at a young age. Throughout the rigours of treatment they see their celluloid heroes overcome huge odds, whilst personally experiencing feelings of helplessness and weakness. It is important to help them to rethink their ideas about being a man and allow them to acknowledge their strengths in facing the illness. Young men deserve to receive support without negative interjects telling them to tough it out on their own.

Men's health in general continues to suffer due to unhealthy lifestyles and preventable diseases. Men make up more than two thirds of patients admitted to Australia's largest intensive care unit (ICU) at Melbourne's Alfred Hospital. 1998-99 hospital records showed:

- ☐ Seventy percent of patients admitted to its intensive care unit were males;
- ☐ Men comprised 76% of the cardiovascular admissions; and
- ☐ Men made up 74% of the trauma ICU admissions.

Dr James Cooper of the Alfred Hospital Trauma Centre stated that the higher proportion of male patients aged between 25 and 35 years reflected a propensity for high-risk behaviour (Saltau, C: *The Age, Men at risk of trauma* 13.9.99). Saltau (1999) also cites *Heart, Stroke and Vascular Diseases*, a report published by the Heart Foundation (1999) revealed that 50% of all forty-year old men would develop coronary heart disease in later life, compared to 33% of women. The report attributed this to higher levels of alcohol and cigarette consumption by men.

### **Connect:**

Men's Health and Wellbeing Association - **PO** BOX 54, Moreland, Victoria, 3058.  
Centre for Adolescent Health Ph. (03) 9345 5890 No. 2 Gatehouse St, Parkville 3052.

### **1.8.1: Young Men, Mental Health and Violence**

***"The vast majority of people with schizophrenia are no more prone to violence, or homicide, than the rest of the community."* (Professor Paul Mullen, cited in Hawley, 1999.)**

People suffering mental illness may experience high levels of violence and discrimination in their daily lives. Presently, there are concerns for the care and protection of those suffering mental distress. Bracken and Thomas suggest that there is a "real increase in the violence, threats and discrimination against people with mental health problems. There is increasing intolerance, stigmatisation and rejection" (1998: p.16). Whilst there are concerns that those suffering mental illness will be the victims of violence, others in society have misconceptions that those with a mental illness will be the perpetrators of violence. Research in the UK suggests that between 1957 and 1995 there has been a 3% annual decline in homicides by people with a mental illness (Taylor & Gunn, 1999).

The issues of young people suffering mental illness are complex, and different for a range of illnesses. For the purpose of this exercise, it may be worthwhile to talk about one group within the spectrum of mental illness - schizophrenics. Young men with a diagnosis of schizophrenia are some of the most highly misunderstood and stigmatised groups of young people.

- ☐ Schizophrenia affects 1 in 100 people. Its causes are not known. However treatment mainly centres on the use of antipsychotic drugs. In parts of Europe and the UK, sufferers of schizophrenia refer to themselves as 'voice-hearers', in response to the long-standing myth that schizophrenia describes a split personality.
- ☐ During a psychotic episode it is common for sufferers to experience visual hallucinations as well as a sense of paranoia or persecution in relation to others.

- ☐ 25% of people with schizophrenia will suffer one or two psychotic episodes, but will recover and live free of any further symptoms;
- ☐ 25% will use medication and supports to cope very well with the condition;
- ☐ 25% cope reasonably well;
- ☐ 15% are chronic sufferers; and
- ☐ 10% commit suicide (Hawley, 1999).

**Respect:**

Deal with the myths about schizophrenia - for a great read, try John Watkins, *'Living with Schizophrenia'*.

**Protect:**

*"People are most violent through fear - so don't escalate fear."* (Mullen: in Hawley, 1999).

For emergency psychiatric assistance, phone the Inner South East Crisis Assessment Team on – 1300 363 746

**Connect:**

Sane Mental Illness Helpline: 1800 688 382, [www.sane.org](http://www.sane.org)

### **1.8.2: Young Men and Depression**

***"Many of us grow up believing there is some terrible flaw at the centre of our being, a defect we must hide. Feeling unlovable and condemned to loneliness if our true selves be known, we set up defences against sharing our innermost feelings with anyone."***

**(Bernard Siegel.)**

***"Depression is one of the most acute, painful diseases you can have",***

**(Rob Moodie, VicHealth.)**

As with youth suicide, there is much literature available regarding depression. Unfortunately, there is still a common myth that depression is something you just have to "get over". As the 20<sup>th</sup> century progressed into the 21<sup>st</sup>, rates of depression in western, industrialised countries continued to grow. Mental health disorders are now more prevalent than all other diseases, except heart disease and stroke. Unfortunately, 60% of the one million Australians with a mental health disorder do not have their problem diagnosed. (*Australia's Mental Health*; cited in Gray, 2000).

It is estimated that in 20% to 40% of cases, the onset of depression begins in, or before, teen years (McKay, 2000). In 1998, Dr Bret Hart estimated that almost one-in-ten children experience depression before the age of 14. He said the depression often extended itself into adolescence leading to antisocial behaviours.

Less than 40% percent of people with depression seek help, and 20% of those who do are misdiagnosed (Kennett, cited in Toy, 2000). As depression is a high-risk category for suicide, it is obvious that this situation is a dangerous one.

**Respect:**

It is important to give all men permission to be sad, to grieve, and to realise that a lack of tears does not indicate a lack of pain. Remove the stigma of depression and substitute understanding.

**Protect:**

Duty of care includes challenging the dangerous macho notions of toughing it out alone. Encourage help seeking behaviour. Treat all suicide threats seriously.

**Connect:**

Community Health Centres & Psychiatric Services. For Outreach Grief Services, call **9415 1522**

(Note: Over 50% of outreach grief services clients are under 29 years of age. Children under the age of 10 comprise the largest age group of clients assisted).

### 1.8.3: Young Men and Substance Abuse

Substance abuse may be viewed as 'normal' behaviour to protect one's self against painful and damaging internal self-images. It also makes sense when viewed within the framework of a male culture that does not encourage help seeking behaviour. This same male culture rewards high-risk behaviour with invisible toughness medals pinned to secretly sad chests.

The practice of 'splitting-off' from emotions is often supplemented with numbing behaviours like drug and alcohol abuse - both of which are often condoned by peer groups. Also, harm minimisation programs that encourage safe sex and safe injecting, clash with the harm maximisation / high-risk ethos of the dominant male culture. (Kimmell, 1991)

#### Substance Use:

- ☐ The number of people who had tried heroin increased by 50% between 1995 and 1998 (Marino, 2000);
- ☐ The number of heroin arrests rose by 38% between 1997/98 and 1998/99. (Marino, 2000).
- ☐ Young men account for 80% of all overdose fatalities;
- ☐ One-in-ten deaths among Australians aged 15 – 44 is due to heroin use;
- ☐ The typical overdose victim is likely to be an unemployed male who has used for 10-15 years (Michelmores, 1999);
- ☐ In Victoria in 1998, there were 212 alcohol-related deaths and 4500 tobacco-related deaths compared to 268 heroin-related deaths and two amphetamine-related deaths (ABS, 1998: cited in Toy, 2001).
- ☐ Marijuana is the most frequently used illegal drug in Australia.
- ☐ Although there were no deaths in Victoria clearly related to marijuana use in 1998, there is growing concern regarding marijuana as a risk-factor for psychosis in susceptible young people (Toy, 2001).
- ☐ In 1996, the *Australian School Students Alcohol and Drugs Survey* found that 36.4% of 12-17 year old students had smoked marijuana at least once during the previous week. About 4% of the young men surveyed reported use of the drug on at least six occasions during the previous week (Source: *The Age*, 20/1/01, "Marijuana: The not so happy herb").
- ☐ It is estimated that in more than 85 % of cases, offenders in the Melbourne Juvenile Justice Centre were charged for drug-related offences (Salt, 2000).
- ☐ Far from being rehabilitative for young offenders with drug-related offences, jail can be traumatic. A NSW study found that 1 in 4 prisoners aged 18–25 years is sexually assaulted during their term of imprisonment. One in two of these young prisoners will be physically assaulted (Caruthers, 1998).
- ☐ Former Supreme Court Judge, Mr. Kep Enderby, stated that in 90% of cases prison was counterproductive: "It doesn't help anyone. If it does anything to anyone it makes people worse."
- ☐ Faced with difficulties finding employment upon release, and grappling with the effects of institutionalisation, the likelihood of young men re-using substances or re-offending is very high. Without access to condoms, and clean needles, they may be infected with HIV. Currently, the Federal Government is backing the introduction of a national drug-diversion scheme for 17-25 year olds which could put up to 7500 people into treatment programs rather than jail.

### **1.8.4: Substance Abuse: Getting Help**

When substance abuse is a problem for a young man, he may have difficulty accessing help. The 'dominant masculinity' so pervasive in Australian culture may get in the way of the person receiving help and making changes to his behaviour.

The impact of hegemonic masculinity can be found in young men who deny, dismiss, minimise and mask their feelings, needs and issues. To support their drug use, these young men may have engaged in activities requiring them to use violence, manipulation and crime. These behaviours may also serve to prove their 'manliness', both in their own minds, and in front of others. They may not have developed skills in reflection and self-awareness, or in coping with strong emotions. Using help seeking behaviours and conflict resolution strategies may also be alien concepts to them.

Prochaska and DiClemente (1986) suggest that behaviour change is a six-stage process:

- ☐ Pre-contemplation
- ☐ Contemplation - awareness of costs of drug use;
- ☐ Determination/Preparation - motivation for change;
- ☐ Action - taking steps to change;
- ☐ Maintenance - sustaining and concretising the change;
- ☐ Lapse/Relapse?

From the above model, it can be seen that major behavioural change is certainly not going to occur in a short time. Anyone working with young men who need behaviour change work needs to understand this, and to allow themselves the time and space to cope with the length of the work involved, and the possibilities of setbacks in the work.

#### **Respect:**

Young men may be abusing substances as a way of avoiding troubling issues or painful effects of abuse. They will require ongoing support to face these issues upon detox or decreased substance use.

#### **Protect:**

Drug injecting users are at an extremely high risk of HIV and Hepatitis transmission: Clean using is vital to protection from these diseases. Young people need good, clear information on safe usage without being made to feel guilty about their usage. This will only serve to drive them into unsafe behaviour.

#### **Connect:**

Centre for Adolescent Health (03) 9345 5890

## **1.9: Suicide Prevention**

In a New Zealand based study, Beautrais (2000) outlines the interplay of the following five risk factors for suicidal ideation and behaviour:

- ☐ Social and family risk factors.
- ☐ Individual and personality factors.
- ☐ Mental health factors.
- ☐ Stressful life events and adverse life circumstances.
- ☐ Environmental and contextual factors.

Her article makes for fascinating reading.

Although the overall suicide rate in Australia (21 per 100,000) is the same now as 100 years ago, between 1965 to 1987, there has been a significant rise in suicides among 15-19 year old Australian males. For the 20-29 year old group of men, the suicide rate increased by 66%. (Kosky, 1987). A significant number were Aborigines.

Since the colonisation of Australia, the indigenous suicide rate has become the highest in the country. Most indigenous suicides are by men. Over a third of all deaths in custody between the years 1990 to 1997 were due to suicide. Of these, 35% were prisoners aged between 15 – 24 years. Sixty-six per cent of Aborigines and Torres Strait Islander deaths in custody were young men aged between 15 –19 years. All were alone.

In 1997, suicide accounted for 29.2 % of all male deaths in Australia (Lynskey, Dengenhardt & Hall, 2000). Many of these men were likely to have been gay, bisexual and sexually abused men living in rural areas (Howard & Nicholas, 1998) which have higher rates of youth suicide than cities (Cantor & Neulinger, 2000).

Suicidal behaviour is rarely found in children under 14 years of age (Cantor & Neulinger, 2000).

### ***Respect:***

Be respectful in language and demeanour when talking about issues concerning suicidality. It makes the difference as to whether people see you as approachable or not.

### ***Protect:***

If you notice behaviours that may indicate depression or suicidality, follow it up! Tomorrow may be too late.

### ***Connect:***

Suicide prevention on the web: [www.reachout.com.au](http://www.reachout.com.au)

Kids help line: **1800 551 800**

Lifeline Suicide Prevention Helpline: **1300 651 251**

Care Ring: **13 61 69**



### **1.9.1: Homophobia and Suicide Prevention**

The extent of homophobia, especially in rural settings, has led to gay, bisexual and sexually abused young men being amongst the highest risk groups for youth suicide. Internalised homophobia becomes self-loathing unless it is re-framed as society's problem.

The danger period begins from the time the young man considers himself gay, but before he has disclosed this, and been affirmed in his identity. In a 1998 study by the National Centre in HIV Research at La Trobe University, 70% of 750 Same Sex Attracted (SSA) young people reported being abused or harassed at their secondary school (Hillier et al, 1998). This finding is supported by a Melbourne study by the Gay and Lesbian Rights Lobby, (*Enough is Enough*, 2000) which reported that 84% of gay and lesbians surveyed experienced discrimination or abuse. Those who had been physically, or emotionally abused were more likely to be drug users.

*Enough is Enough* found that four out of five gay, lesbian, bisexual or transgendered people had experienced some kind of physical or verbal assault – just for not being straight!

Other findings outlined high rates of discrimination:

- ☐ One in two suffered discrimination in the workplace.
- ☐ At school or university, one in three faced discrimination.
- ☐ One in four experienced discrimination when in medical settings.
- ☐ One in five were discriminated against by the police.
- ☐ In the pursuit of housing, one in ten were discriminated against.

Gay and lesbian relationships are not formally recognised by the law. The above points are human rights abuses that serve as an embarrassment to Australia's image as a free and democratic country. (Contact the Victorian Gay and Lesbian Rights Lobby on [vglr@hotmail.com](mailto:vglr@hotmail.com))

#### **Respect:**

'Coming out' about one's sexuality is an ongoing, multi-stage process, and not a one-off event.

#### **Protect:**

Sexuality development especially when it differs from those around them, may well be occurring in isolation from peers' and family. It is essential to provide positive information about homosexuality so that young men can safely explore their sexuality.

#### **Connect:**

Young men may have difficulty accessing information about homosexuality, despite a plethora of information about heterosexuality. The Action Centre has some great wallet sized cards for boys about sexual identity issues. Phone 9654 4766. Pamphlets and posters are also available from the Gay Men's Health Centre / Victorian Aids Council – phone 9865 6700. The Victorian Education Department also has a sexuality kit called *Catching On*. Young gay men can try [www.mogenic.com](http://www.mogenic.com)

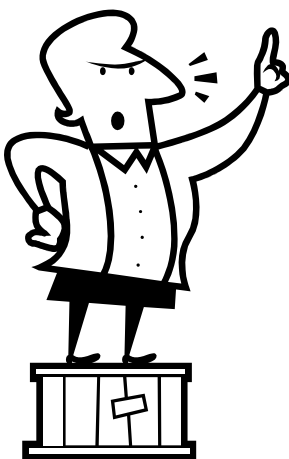
# **PART TWO: ADDRESSING GENDER AND VIOLENCE ISSUES WITH YOUNG MEN**

## **2.1: Background**

Successful outcomes from the work you are about to undertake depend on a person's ability to change. Specifically, change for young men in masculinity workshops involves three areas:

- Changing ***what it means to be a man***, so that behaving violently is not seen as a way of proving one's manly *identity*. Changing what it means to be an unemployed man, an abused man, a gay man, a disabled man, a sad man, so that status and competition no longer define the value of men.
- Changing ***how to be a man in a relationship*** so that forms of abuse and control are no longer tolerated and instead are replaced with healthy ways of relating.
- Changing ***relations between men and women in society*** so that women and men are equally respected and thus equally represented in the spheres of power and influence.

## **2.2: Facilitating the Workshop**



*"The teacher stands at the front of the room and blahs all over the place - blah, blah, blah, blah, blah. The sea of blah fills the room and the students bob up and down in this sea. Every now and again they go under and take a gulp and then bob up for air...For every one lesson using the sea of blah technique, each listener takes home a different lesson...when you come back from your mental tangent, all that I have been saying is gone...imagine you are reading your favourite novel, you go off on a mental tangent and when you come back half of the page has just vanished...that is what sea of blah learning is like for listeners."*

*(John Edwards: Cited in Rowe, 2000: p.13)*



The above quote recognises the important issue of *facilitating* a workshop versus *teaching* a workshop. If you stand up in front of a group of boys and lecture them, then you have entered into the "sea of blah". The boys will literally drown in your words. They need to take a part in their own learning, and you need to allow them to do that. By presenting interactive classes, with activity-based learning, a no-blame approach, and factual, interesting, relevant topics, you can avoid the sea of blah, by staying in the land of interest, knowledge and empowerment!

### 2.2.1: Experiential learning... versus being told what to do

When we are young, we are constantly given pieces of valuable advice by our elders on how we should conduct certain activities in our lives:

“Don’t drive so fast.”

“Eat your vegetables, they’re good for your health.”

“Tidy your room.”

In perhaps the majority of cases, this perfectly sane and reasonable advice is met with some annoyance or disdain, and is frequently ignored. If the advice is taken, it is often done so begrudgingly or out of fear of punishment or disapproval.

Yet, strangely enough, at some point in our adult lives, most of us adopt the same values that we once resented being inflicted upon us. We become more careful behind the wheel, eat our vegetables without prompting and keep our space tidy. Why do we do this?

What has happened is that through our experiences and thought processes, we have realised that there are actually good reasons for doing these things. For example, a car accident or near miss may have made us realise that driving can be dangerous, and therefore we need to slow down a little. Yet when someone told us this, years earlier, it may have made little impact.

People naturally have some resistance to being told what to do or being given advice. This resistance is particularly strong amongst men, and young men especially. The masculine stereotype of being in control and independent means that we may feel disempowered by accepting advice or instructions. The advice-giving situation often has an underlying power dynamic, something like:

***“I know what is correct, and you don’t, so you must heed what I have to say.”***

To a young person, who frequently assumes that he or she knows it all, this can be an affront.

### 2.2.2: Facilitation... versus teaching

We can apply this concept to our work as peer educators and facilitators. This is one way in which this kind of work differs from traditional modes of teaching. Teaching or lecturing sets up an inherent power dynamic: the teacher, who possesses all the necessary knowledge, and the students, who possess none, like empty vessels waiting to be filled. While some of the information passed down to the students will surely sink in, much is not retained. One reason is that the student is being told that something *is*; but may not be mentally processing *why that is*.

However, if we are able to interactively engage the student, in a way that makes him ponder the reasons that something might be, then through the mental process involved his learning has become *experiential*. After thinking about a problem and then reaching a conclusion, the retention of the conclusion will be greater than if it was merely told to him. And ideally, the conclusion he has reached is the same as the teacher or facilitator was trying to help him reach.

*For example:* A young man is told that it is bad to sexually harass women, and that he should not do it. Thereafter, he may indeed refrain from sexually harassing women; but primarily he is only refraining because *they* say it is bad, and he fears the consequences if gets caught doing it. On the other hand, if he *thinks* about *why* women might object to this treatment and is able to put himself in their shoes, this may result in a change to his values and way of seeing the world. His motivation to stop sexually harassing women will thus be more genuine, because it is now coming from his own value system.

We can draw parallels here with the theory of counselling, and in how counselling differs from giving advice. Advice comes from someone else, and the person receiving the advice does not *own* it; he or she is doing what someone else thinks is best. Counselling, on the other hand, is aimed at helping the client work through the issue and come up with solutions for him or herself. This is more empowering for the client, as they have more *ownership* over the solution.

## 2.3: Overall Approach

In our experience, change-focused work with young men is dependent upon two general skills:

- The ability to work flexibly and create a working relationship with each student in the group. This ensures that each student feels respected, and that their views are respected and heard by the facilitators. Thus each student sees healthy ways of relating being modelled.
- The capacity to keep a watchful eye on group dynamics. Imagine that there is a 'dynamics balloon' being tossed around by yourself and the group. If it hits the ground it will burst and the group has to rebuild its momentum and energy. By keeping the group moving along, the ball never hits the ground. It may come close, since dynamics float up and down, but the trick is to be proactive and to work to keep it, and the energy within the group, afloat.

When working with young men on issues concerning gender and violence, it is important to adopt a non-blaming, non-shaming, yet challenging approach. Young men need to understand that the problem of male violence is not about maleness itself, but is about the way society has defined maleness and equated it with aggression and or domination.

As Denborough (1996a) states in regards to difficult classes, groups and individuals:

***"Sometimes we can problematise a class or an individual, as violent or aggressive. The issues that lead individuals to violent or aggressive behaviour do not lie solely with that individual. That person is not the problem, the 'problem' is the ways in which gender, race, class and sexuality dynamics are organised in our society."***

When confronted with the facts about maleness and violence in our society, boys may become very defensive and question everything you say. It is important for the teacher or facilitator to recognise and understand this defensiveness and develop strategies for dealing with it without making the opposition even stronger. It is also important to acknowledge and validate boys' angry feelings rather than trying to ignore or talk over them.

One strategy for moving the discussion along is to place limits on how often and long each student may speak. This will ensure that the discussion is shared and not dominated by the few who are loudest and most defensive.

In facilitating workshops with young men, it is also important to understand the power dynamic between yourself and the students. Do your students, for example, see you as being just like their father? Some young people react negatively to authority figures. It is important to bear this in mind. Also expect some of the students to question your manliness or sexuality. Remember that you are challenging the dominant masculinity. The 'us and them' is alive and well. If you are not one of 'us', perhaps you are one of 'them'. This is a natural way for young men to categorise and protect their self-image.

### 2.3.1: Getting Through the Material

In one workshop on *positive relationships* the two facilitators spent the entire workshop working with the boys on the idea of each individual having the right to their own feelings, even if those feelings were different to those experienced by others in the group. A lively discussion ensued about the right to express feelings, with some boys saying "But you shouldn't feel that way, just because someone calls you a this or that".

We did not get through all the material that we had hoped to, but by the end of that class, all but three members were clear that feelings exist in their own right, and that people have a right to their own unique experience of the world. It would appear that the boys themselves were somewhat emotionally restricted by their views that 'wrong feelings' can be 'made right'. As a result of this workshop, perhaps if these boys feel sad, they'll talk about these feelings, not simply banish the bad feelings to the land of denial. Our belief is that boys will take away many positives from each workshop, as long as the process is respectful and positive. Getting through the material is the goal but doing so is not always achievable.

## 2.4: Group Issues

### 2.4.1: Single-Sex Versus Co-Educational Classes

Biernbaum (1991) described the benefits of working with boys/men only as follows:

***“It is our experience that we men talk far more honestly when no women are present. There is less distortion of our words when we cannot ‘play’ to them. The language and revelations are more brutally frank when no women are present to be hurt or further victimised by it.”***

It is important to explain that the reason for a boys-only group is because this way of working is considered more effective. It allows them to talk freely, without the need to censor or to feel embarrassed. Without explanation, the boys themselves may think that you are separating the 'baddies' from the 'goodies'. Boys consistently receive poorer academic scores than girls, and will often need to learn in a different fashion. It is comparatively easier to run group discussions with girls than it is with boys, who normally have a greater need to be “entertained” through more kinaesthetic-type activities.

When discussing topics like gender stereotypes, relationships and sexuality, many of the opinions the young men offer could well be shocking and offensive to young women, or at least make them feel uncomfortable. In a single-sex group, however, having these attitudes come to the surface can be useful, as it allows the facilitator to explore and challenge what has been said.

*An important issue arose on an occasion when we ran a co-educational workshop. The main focus of the session was on sexual consent, which included the **Phil and Cindy** activity. As is common, many boys in the group blamed the female rape victim for not being clear enough in her communication, and for dressing and behaving “like a slut”. They minimised the responsibility of the male perpetrator; “after all, what was he supposed to think?”*

*Some of the girls in the group agreed with this assessment, at least to an extent. They identified things that Cindy could or should have done to prevent the situation.*

*In a female single-sex group, this could have led to an interesting debate, and safety precautions could have been discussed quite productively. However, in the presence of the boys, this issue had to be handled very delicately. The inference that Cindy should have acted more carefully would only support the boys’ view that she was to blame. This would negate the main point of the activity: that males should take responsibility for their own behaviour rather than blaming women. In the case of this particular workshop, it turned out well; male responsibility was heavily emphasised, as was the importance of communication on both sides.*

### 2.4.2: Facilitators

In practice, the choice of facilitator often comes down to which people are available at the time, regardless of gender. It is, however, worth bearing in mind the possibility that boys may censor themselves in the presence of a female facilitator, just as they might in the presence of their female classmates.

There is much potential for female facilitators to explore issues with boys in different ways to male facilitators, due to their different lived experiences. Also, some young men find it hard to trust men and feel more at ease with women. For example, only 8% of males attending SECASA choose a male counsellor.

### **2.4.3: Group Size**

Men who have experienced criticism or stirring when they have opened up often do not feel safe enough to communicate freely in the presence of other men. In view of this, it appears that small groups tend to facilitate a greater level of trust and sharing. Groups of five to eight participants are ideal. Thus there is more time for everyone to speak and fewer people with whom to negotiate trust.

Unfortunately, it is very rare for us to have the luxury of working within this small group environment. Most of our workshops have tended to be with class-size groups of between 20 and 25 young men. Whilst we would always recommend less than 10 participants for specialist group work, for the purpose of educative workshops involving issues of masculinity/ consent/ homophobia etc, we have found 20 to 25 to be quite acceptable.

You may need to rethink your activities and approach, depending on what numbers you have. Something that works splendidly with a group of 6 may not work in a group of 25, and vice versa. We have run groups of 35 or 40 boys in the past, some of which worked well, but to pull this off requires an adjustment in delivery style and a rethink of the types of activities that can be run. Very large groups tend to necessitate a move towards lecture-style presentation rather than facilitation, and discipline can be a problem.

The age or maturity level of the students should be taken into account when agreeing to run large groups. A group of 25 Year 12 students is a very different proposition to 25 Year 7s.

### **2.4.4: Duration of the Workshop**

Generally a 90-minute workshop is sufficient time to settle in, run an icebreaker and activity, and get into the issue at hand, whilst allowing for an adequate level of closure. It depends on what you feel comfortable with. Remember, though, it will take several minutes for the young men to get settled in, they may be slow returning from their previous class, and this will effectively shorten your session. Plan for this eventuality and you will be fine.

With some groups, particularly younger students, 90 minutes is longer than their collective attention span. Bear this in mind when planning the structure and activities of your workshop. We have frequently done groups that are shorter than 90 minutes. Around 45 minutes is common, as this normally corresponds to a single period in most secondary schools, whereas some workshops have lasted 60, 70 or 80 minutes.

In shorter workshops, you will obviously need to trim some of the fat from a typical workshop plan. Particularly with groups 60 minutes or less, you will need to condense the introductory parts and icebreakers, even leaving an icebreaker out completely if appropriate.

### **2.4.5: Safety Within the Group**

Safety and security are important issues for young men within the group, especially if they are to speak openly and express their feelings. Making confidentiality a rule within the group is one way of trying to create a climate of safety and security. Within the group setting, confidentiality has different parameters to those employed by professional social workers, psychologists and health workers. We use the slogan "What's said in the room stays in the room". It allows us a small amount of freedom to become personal without our business being spread throughout the school ground. Of course, this confidentiality is not something you can guarantee. Be aware of this, and remember to keep yourself and the young men safe. Group agreements are written up in Section 3.3.3.

## **2.5: Disclosures**

It is important to advise students not to disclose sexual assault, or other highly personal matters, in front of their classmates. If disclosure occurs, it may well leave them exposed and vulnerable (unless the group is smaller and has established trust between its members). Facilitators can suggest that if students have issues involving sexuality, physical and/or sexual abuse, or anything highly personal, they should speak to the facilitator after the workshop, a favourite teacher, or welfare coordinator whom they trust. Alternatively suggest they ring a telephone support service.

If, however, a student discloses abuse during the workshop, it is important to validate the disclosure, support the young person, and state clearly that the abuse was not their fault. Applaud their courage in disclosing and perhaps point out that sexual abuse happens to 1-in-9 boys and 1-in-4 girls. Continue with the workshop, suggesting that they see you afterwards for further discussion when there is more time.

Do not ignore a disclosure, minimise or excuse the abuse, or blame the victim. From the moment a young person discloses his or her abuse, safety and security are the paramount issues. Remember also that their disclosure may have been the first time they have told anyone about the experience. If the response from the teacher or facilitator seems dismissive or minimises their feelings, it may discourage them from telling anyone again.

### **2.5.1: Mandatory Reporting**

If a student discloses physical or sexual abuse, under the *Child and Young Persons Act 1989*, all teachers, nurses and doctors are required by law to notify Protective Services of the Department of Human Services of the child's situation.

While peer educators are not bound by quite the same regulations as the above occupations, it is imperative that you notify a responsible person at the school of the disclosure. It is the school's responsibility to follow up. Also notify your program coordinator.

To notify Protective Services, telephone one of the following numbers:

Cheltenham (03) 9581 2222

Frankston (03) 9784 0777

Dandenong (03) 9213 2060

#### **Respect:**

If you have reasonable grounds to believe that a child (up to 17 years) is in need of protection from physical or sexual abuse you, have a legal obligation to act. Remember to be clear about the child's details and the grounds for your notification.

#### **Protect:**

Safety of the victim is your priority.

#### **Connect:**

The 7 day, 24-hour child protection crisis line is **131 278**.

## 2.6: Male Adolescents and Sexuality

***“What then is adolescence? Is it a period? A phase? A kind of ‘temporary insanity’?”  
(Mark McConville, 1995)***

The exploration of sexuality, identity and gender issues is a major challenge for young men (and women) during adolescence. For many boys, it is a time of confusion and uncertainty because of the misleading, but popular, notion that there is a ‘real man’ within boys to be discovered and unleashed.

We sometimes come across teachers and welfare workers who avoid sexuality and consent workshops. Reasons for this avoidance range from a 'lack of knowledge' to a 'fear' of approaching this work. The good news for anyone who is feeling this way is that it's OK to feel this way! There are a number of specialist agencies that are more than happy to take on this type of work. As well, there are many booklets, pamphlets and resource kits available. No one should feel forced to undertake workshops on issues they have difficulties with. If a major aim of ours is to allow our young men safety, we must do the same for other workers and ourselves.

When we work with young men in workshops on sexuality and consent issues, we talk openly and honestly. We remain aware that we don't know all the answers, and we reflect this to our groups. What we do know, we share. We retain the respect of the young men because of this honesty.

## 2.7: Working with Difficult Groups

Sometimes, difficult groups of young men may try our patience and tolerance. Most workers who work with adolescents will well remember a time they have been spiritually 'battered and bruised' by a group. When in a workshop with a problematic group, the temptation is to either give up on the young men, or collude with them in an attempt to ‘engage’ them.

It is not necessary to ignore racist, sexist or homophobic comments, as a way of engaging, or not being ‘too confrontational’. Look on these types of comments as a 'gift'. A skilled facilitator can use a racist comment as an invitation to explore an issue. What may have taken 20 minutes to get to in a workshop has just been presented by one of the participants - use it! For example: name racism as a way that people can be abusive towards others in an attempt to feel powerful and ‘right’, which leads into non-abusive ways to feel empowered, which leads into the things that get in the way of us being assertive and purposeful and feeling ok.

When working with young men we need to help them become aware of the cost for themselves, and for others, of not crossing **the toughness line**:

TOUGHNESS	HEALTHY MASCULINITIES
<b>“Being a Real Man”</b>	<b>Benefit: Being true to yourself and your ethics</b>
<b>Cost: Unhealthy and Unhappy</b>	<b>Cost: Can get called 'Gay/Girl/Wuss/Loser'</b>
<b>Benefit: Seems 'powerful'</b>	

**Staying behind the toughness line is a fairly bleak existence.** It means:

Wearing a mask and using denial to hide any of the following: trauma, sadness, fears, grief, anxiety, hurts, needs, longings, helplessness, disconnection and confusion;

Taking dangerous and/or unnecessary risks and acting tough, to ‘prove yourself’; and

Responding to conflict and fear by using violence and aggression - anger is used to act out feelings and issues.



## 2.8: Engaging Young Men.

*“I want to know why it was that when neutral, well-intentioned adults offered bits of perspective about life’s path, about the probable outcome of dropping out of school, having unprotected sex, or indiscriminately inhaling toxic chemical substances, this wisdom was frequently met with a total lack of interest, even annoyance.”*

*(Mark McConville, 1995; p.11)*



Despite the obstacles imposed by the dominant masculine culture in work with young men, there are attempts by workers to engage young men to assist them to develop a more secure and confident sense of self. These occur through the exploration and transformation of what it means to be a 'real' man (Kimmell, 1991). In light of the impact of dominant masculinity, there are ten general areas where life-skills can be developed:

- **Relating skills:** so that young men can develop friendships and partnership skills (including listening, mutual respect, patience, compassion, tenderness, and attention to process and self, which have traditionally been scarce in men’s patterns of relating. (Kimmell, 1991; O’Leary, 1999).
- **Ideas of masculinity:** rethink traditional ideas and change what it means to be a man. This leads to men taking responsibility for their own needs and choices.
- **Behaviour change programs:** that assist young men to take responsibility for their behaviour and to cease the denial and minimising of the impact and purpose of their violent behaviour.
- **Self-destructive patterns of avoidance:** encourage awareness of this in order to enhance healthy ways of coping and relating to self and others.
- **Understanding feelings:** in response to the ‘boy code’ (which can act as a stifling ‘emotional straightjacket’) there is the need to assist young men to understand their feelings and feel comfortable with who they really are (Pollack, 1998).
- **Conflict resolution skills:** as well as using reflection on what may have caused the conflict in the first place. Encourages non-violent ways of relating.
- **Positive self-talk:** to acknowledge young men’s worth, their efforts, potential, and entitlement to support of their own needs and choices in life, relationships and sexuality.
- **Making resolutions and gaining support:** to avoid taking other people's homophobia or insults personally.
- **Making ethical life-decisions:** adherence to ethical behaviour as a way of building self-esteem and safer communities.
- **Grieving Life's Losses:** acknowledge loss and receive support. Allow time for healing.

## **2.9: Young Men in Education**

***Schools are institutions that produce meanings and identities. They are fields of power through which individuals make their way and, in the process, make themselves (Denborough, 1996b).***

Violence at schools usually occurs within a culture of boys beginning to define themselves as 'men'. Fights are usually accompanied with a circle of other students yelling 'fight, fight, fight!' Backing down from a fight in such circumstances is often felt to be worse than being beaten.

There is usually a student in the workshop who will say, "It takes more of a man to back down from a fight than participate". It is better that the students decide about manliness and violence before the possibility of a fight has arisen. Clearly in such a scenario, the responsibility for the fighting must be shared between the fighters and those urging them on.

At the end of the fight a negative tension continues for the rest of the day or the week. It is important to recognise that negative experiences at school can have long-lasting effects on children and young people's attitudes to education and learning.

Although young men may be boisterous and loud in the playground or classroom, they may find it difficult to participate in class discussions. This may be because they fear becoming the target for stirring if they are articulate and give the right answer, or being laughed at if they give the wrong answer.

## **2.10: Issues for the Trainer**

Working with young men, particularly on sensitive issues such as gender and violence, can be both difficult and demanding. The young men can be aggressive, defensive, rude, mistrusting, or become tearful.

Remember, however, while you have an exciting role to play, you are not responsible for the pace of social change. Nor do you have to have all the answers. It may help "to see yourself NOT as an expert, but as a co-discoverer" (Durrant, 1992). Your job is to facilitate the (students) constructing of an alternative view of their situation.

### **It is important to:**

- ☐ Reflect on your own challenges regarding gender identity and violence before addressing these issues within the group;
- ☐ Debrief with someone you trust who supports your work;
- ☐ Evaluate, to keep your work focused and yourself satisfied; and
- ☐ Take time out to relax yourself and recharge your batteries.

## **2.11: Principles for Teachers and Trainers**

### **First - Do No Harm**

Avoid reinforcing, or colluding with, unhealthy masculinities.

Avoid generalising about 'men' – remember the diversity of men and masculinities.

Challenge homophobia and racism.

### **Be aware of your legal responsibilities**

If you are required to report to the Department of Human Services, try to involve the young person as much as possible.

### **Ensure that you have support and supervision**

In other words, be grounded in your theory and practice, and take care of yourself!

## **2.12: Peer Educators**

Peer educators can bridge a gap that sometimes exists for some young people between themselves and adults. Peer educators can be used effectively to communicate information and ideas in a language and style closer to that of the young people in the session.

Peer educators are likely to avoid professional jargon, and to include young persons' speech in their communication. Essentially they *tell it like it is!* (Gulbin, 1996) For this reason, young men may find it easier to disclose to peer-educators after the sessions.

To use a sporting analogy, think of the difference between a teacher and peer educator/ facilitator as like the difference between a coach and team captain. On a sporting team, the coach is positioned above the players and is separate from them; he dispenses information to the players who then carry out his instructions. The team captain, however, *is* one of the players, albeit one with a leadership role. He is leading his fellow players through a shared experience.

Peer educators can also serve as valuable role models. Considering the amount of negative role models that young men are exposed to, the message that a peer educator can involuntarily send should not be discounted. By seeing another young man not so different to themselves, who can confidently reject violent behaviour, macho stereotypes, sexism and homophobia, the audience are exposed to a way of being a man which they may not be familiar with.

Equally, because peer educators are potential role models and representatives of their organisation, it is important that they act in a professional manner, and uphold the underlying principles of the program in both word and deed. Refrain from behaviour you would not want young men to imitate.

### **Respect:**

Peer educators need training, support and debriefing. It is essential to spend enough time with peer educators to ensure they have a thorough grasp of the information as well as confidence in their ability to communicate. Although peer educators are not mandated to report disclosures of abuse to the Department of Human Services, they have a duty of care to act appropriately when a child is at risk of further abuse.

### **Protect:**

Peer educators may be required to respond to young people disclosing suicidal thoughts and behaviours, or abuse. It's their role to appropriately refer, not rescue. Implement a clear protocol with the peer educators before they begin their work.

### **Connect:**

Let them know you are there to support them.

## **2.13: Facilitation Skills**

### **2.13.1: Make it active - involve the young people as much as possible**

Explore gender roles and violence, and masculinities through activities, visuals, video and discussion. Invite the young men to offer solutions and activities. Try not to rely too heavily on any one of these. While seated discussion is an important part of our workshops, it is important to incorporate games and activities which break the discussion up. When compared to girls their age, teenage boys tend to be more easily distracted and need more stimulation through activities. Bear in mind the age of those you are presenting to as well; Year 7s, for example, are likely to require more “fun” and active material than Year 11s.

### **2.13.2: Be Flexible!**

While it is strongly advisable to plan the content of a workshop, sticking too rigidly to a plan can pose problems. Even within schools and within the same year level, groups can respond very differently to the same material. The format that worked splendidly with one group may fall flat with the very next one. This could be due to many factors: different group dynamics and personalities, differing academic standards and English-language skills, or even the time of day, a room change, or the weather.

Be prepared to modify your content on the fly – it may be too complicated or simply too dull for some groups. Have some back-up activities planned just in case. The focus of your material may not be relevant to the lives of the young people in your group – find some common ground and incorporate things they can relate to.

Keep in mind that the way a facilitated session runs is often very different to what young people are familiar with. They may be used to structured classes in which they are given set tasks. The fact that a workshop differs from this often makes it very appealing – boys are often delighted to be given the chance to express their feelings on certain topics – but some groups have trouble adjusting to a group in which there is less structure and more freedom for self-expression. Such groups can be very unruly and may respond better to activities that are more task- rather than discussion-based – so activities with worksheets are a useful back-up plan.

Sometimes the boys may seem completely disinterested in the topic you are trying to cover, but display interest in another related topic that comes up. You may decide that it is worth pursuing this line of discussion instead; if they can take something valuable away from this modified workshop, it may be better than beating your head against the wall trying to fruitlessly get across a message to a disconnected audience.

### **2.13.3: Be prepared – internally:**

Being organised is not just a matter of having a session plan. You also need to be aware of your own feelings, beliefs and attitudes about masculinity and violence. Do you need to separate your personal preconceptions and values from the subject matter? Some of the young men's comments are sure to be prickly or discomfiting so it is wise to be prepared and to know what your own reactions are likely to be so that you may avoid becoming defensive. Be aware also that the group participants are quite likely to ask personal or confronting questions, and it is worth thinking about how you might respond to these beforehand. Past examples have been:

“So are you gay?”

“What about him, is he gay?” (referring to the co-facilitator)

“When do you think it is the right age to have sex?”

“Have you ever had sex?”

“Have you ever been in a fight?”

“Have you ever taken any drugs?”

See the section below on **Responding to Tricky Questions**.

#### **2.13.4: Develop your relationship with the young men:**

The best way to do this is to show them that you are non-judgmental, accepting, and supportive. Although students may feel challenged by what you say, your style must be non-blaming and non-shaming. Young people often become used to being “talked at” by adults, and are not always used to someone in a learning environment actually wanting to hear *their* opinion. By showing them that you are interested in what they have to say, you will break down a major barrier to the learning process.

#### **2.13.5: Know your audience:**

Think for a moment about all the factors which combine to create the “generation gap”. Young people have a range of interests which differ markedly from those of their teachers and parents. Their way of looking at the world contrasts sharply with people 10 or 20 years older. They also have their own slang for all kinds of things, which may be barely understood by people even 10 years older. This language can vary widely from place to place, between early and late teens, and based on cultural background, youth sub-cultural identification, and influences from TV and music. And of course many such words soon become out-of-date and obsolete.

Young people draw ideas and slang from a wide range of sources, largely American. Hip-hop and African-American culture contributes an enormous amount of colloquialisms to the speech of young Australians (“bling bling”, “ho”, “playa”). It is helpful to keep up to speed with the language young people use. This doesn’t mean you need to *use* the language however; it is far more important to be yourself.

The youth tend to be plugged in to the pulse of popular culture to a far greater extent than their elders. They are constantly adopting, digesting and trying to make sense of new trends in fashion, technological gadgets, music, TV, movies and social mores. This makes sense, considering that their identities are still in the process of being formed, and many young people latch on to aspects of pop culture in order to help define themselves or others. It is recommended that facilitators keep abreast of these things as well, to help understand some of the important influences on young people’s behaviour, development and personalities. Movies, soap operas, popular songs and artists, sports and magazines can all provide points of discussion relevant to workshop content. Examples could be violent or otherwise noteworthy behaviour by sportspeople and celebrities, questionable lyrics in a song, or TV storylines detailing harassment or sexuality.

Also, don’t assume that your audience can necessarily read and write well. You will come across many young people who have poor literacy skills, due to young age, learning difficulties or non-English-speaking background. Try to find out any details like this early on, before planning your workshop. Some schools, for example, have home groups that are put together because they are at a more advanced level, or need extra help due to poor academic performance.

#### **2.13.6: Show respect for your audience:**

No matter how intelligent you are, don’t fall into the trap of thinking that you know it all and the audience knows nothing in comparison. Few things are more frustrating than having a conversation with someone who displays little interest in what you have to say; workshops are much the same. Effective communication includes listening as well as speaking.

Young people are also good “bullshit-detectors”; they have a good sense when someone is being fake or less than sincere, and tend to react with suspicion. So above all, be genuine.

### 2.13.7: Validate your audience's responses:

Young men may sometimes say things which are silly or poorly thought-out. But telling someone bluntly that they are wrong may leave them feeling affronted. Bear in mind the courage it may take for some young men to give their honest opinion in front of a group, and you want to keep everyone in your group feeling supported, rather than embarrassed or belittled. A workshop relies on constant input and sharing of opinions from its participants, and you have to allow them to do this without being shut down. If a group member has said something that is plainly wrong, you can give the correct information in a number of ways while still making the student feel validated and able to express his opinion. For example:

- ☐ “Well, I’ll tell you what the stats actually are...”
- ☐ “Well, experts in this area actually say that...”
- ☐ “What do the rest of you guys think?”
- ☐ “Ok, that’s an interesting point...but what about.../what do you think about...?”

### 2.13.9: What's the Point?

After doing a whole bunch of different activities, the participants might have had fun, but still may not take away anything meaningful from the session. You will often need to sum things up, either at the end, or after an activity. Hopefully by doing the activity, the group's minds will be opened a little, they will have processed some information and have raised some challenging questions for themselves. However, all these mental threads may need to be tied together for them to reach the conclusion you are trying to bring them to.

Think of a typical activity as having four main components:

- ☐ An **Introduction**, in which the participants are instructed in how they will do the activity, or their minds are stimulated as a lead up to the main discussion;
- ☐ The **undertaking** of the activity itself;
- ☐ **Processing**, in which the group (often led by the facilitator) figures out what the activity meant for them, what was the point of it, and how to make sense of the newly gained information;
- ☐ And the **Payoff** – in other words, what each person has gained through participating in the activity. Examples might be learning that it is ok to walk away from a fight, or finding out some useful statistics, or reasoning that certain behaviours can be hurtful and therefore should be avoided.

Some activities are designed for the processing and/or payoff to occur while undertaking the activity. An example of this is **That Hurts** (see Activities section). In that case the payoff might be that each individual in the group has had to think hard about the effects that different kinds of violence can have on people. On the other hand, in an activity such as **Troy's Story**, while some of the processing occurs while undertaking the activity, the facilitator needs to play a greater role in assisting in the processing, and bringing it towards the payoff.

So don't forget the payoff – without it the whole workshop may be pointless. Keep in mind the question: “What am I aiming to achieve by running this activity?”

All the activity contained within this manual exists only to assist in reaching the payoff. Ideally, a workshop should consist of some fun activities and discussion which serve to challenge, teach and help the participants. But without the payoff, it is just “a bunch of stuff we did.”

### 2.13.8: Normalise the young men's reactions:

Do this by placing their responses within a cultural framework. Be aware that some of their comments may be directed at you. It is normal for young people to react to comments which challenge their ideas about gender. If the young men make sexist and homophobic comments, see this as an opportunity to discuss the cultural origins of this type of attitude.

#### 2.13.10: Discipline

We like to hope that our sessions can all be fun and we don't have to get angry and flex some muscle. But it's still important to be able to show some authority when necessary. This may range from telling guys to settle down or be quiet (which happens in almost every workshop) to dealing with kids that are very disruptive.

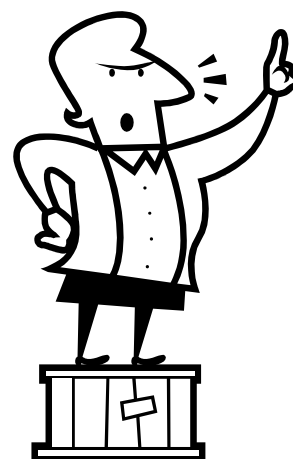
Many young men are naturally exuberant, especially in groups of their friends. A certain degree of talking out of turn, silliness and inappropriate comments should be expected, and it is important to be able to let some of this go with good humour. However, when a group or individual is crossing the line and getting out of hand, a peer educator should have some strategies up his sleeve to deal with this.

While it is good to nip these behaviours in the bud, remember that your response should be proportionate to the atmosphere of the group and the level of disruptive behaviour. Establishing a "take no shit" attitude might work in some circumstances, but it can often act as a real barrier to rapport with the group, particularly when done at the start of a workshop, and when a more easy-going attitude might be more effective.

Be prepared to separate two or more troublesome participants, or possibly have one of the peer educators or teachers sit next to them. A more subtle option is to do a quick activity which will result in them changing seating positions – see "Line Up By..." **Games** in the **Activities** section.

Kicking people out of the class should always be a last resort, but do it if you have to. Allowing someone to be continually disruptive will give the other kids the impression that you can be pushed around. Always try to give a warning first, and it is often effective to give them a choice (for example: stay here and pay attention, or leave and explain your behaviour to the principal). Choice reminds the student that they have responsibility for their own fate.

Another effective way of managing the students' behaviour can be simply to stop and wait for them to settle themselves down. This does not always work, but will often result in some group members telling the others to be quiet. One way to encourage this is to remind the participants that you have a certain amount of material to get through, and don't mind if you go past the allotted time (for example, into recess), so when the group acts up they are only wasting their time.



#### 2.13.11: Be clear about the limitations of the session

Be realistic about the length of time you have with the students and the level of support you can offer within this time frame. If you are running a series of workshops with the same group, the program may be able to become a journey of gradual discovery; whereas in a short single session, you may need to "trim the fat" from your material and focus on achieving a few realistic goals.

### **2.13.12: Communication Skills**

It has been said that only 7% of communication is verbal. If this is even remotely true, it means that the content of what you are saying means little compared to other factors such as tone of voice, facial expressions and other bodily signs.

#### **2.13.12 (i): Body Orientation:**

When facilitating a group, it is quite common to have the bulk of questions or comments coming from one section of the room. This may be due to coincidence, or one or more participants who are more verbally expressive. Young people tend to sit near their friends, so if there is one boy who is particularly talkative, chances are that those around him will be too. The same goes for boys who are quiet, or loud, or disruptive.

One of the challenges this presents for a facilitator is that it is a natural tendency to face our bodies towards the part of the room that is demanding most of our attention. If the boys on the left hand side of the room are asking more questions, or causing disruptions to the group, the facilitator may likely start angling his body to face that side – thereby unintentionally (and often unknowingly) neglecting the right side of the room. This exacerbates the imbalance of the room, as those on the neglected parts of the room may tune out; the facilitator having given them the impression they are less important.

It is important to be aware of this at all times. Make the effort to re-orient your body when necessary. Move around where necessary.

Equally, addressing a group while simultaneously writing on a whiteboard or blackboard, is not very effective communication. If you have to do this, open up your body to the room as much as possible, rather than talking with your back turned. If working with a partner, arrange it so that whenever one person is talking, the other takes over writing duties.

#### **2.13.12 (ii): Focusing Attention:**

Often it seems like the collective attention span of a group of boys is only marginally greater than that of goldfish! There are times when a facilitator will have his entire audience hanging on his every word, but this is not necessarily the norm. At any given moment, some will be attentive, but some will be momentarily distracted or possibly indulging in a conversation with the person seated next to them. Some may have paid little attention for the duration of the session.

For this reason, before you say something important or ask a question, you may need to grab their attention first. There is no point posing a question to the group, only to have 10 people ask “What did you say?” because they were not focused at the moment the words were spoken. Constantly having to repeat things can be a draining experience.

An effective way of focusing the group attention is to begin a question or statement with a sufficiently loud, “Now...”, “All right...”, “So...”, or something similar, with a brief pause (one second or less) before launching into the question itself.

Examples:

- ☐ “Ok guys...now who knows what the answer is?”
- ☐ “All right, what we’re going to do now is look at the next section.”
- ☐ The focusing phrase gives the audience the split second they need to quieten down and refocus their attention onto the speaker.



### 2.13.12 (iii): Speak clearly and at appropriate volume:



Obviously anytime you address a group it is important to speak in a clear and audible manner. This does not always mean loud, however. When groups get out of hand it will often be necessary to raise your voice, but try and get a feel for the group dynamics, and know when it is more suitable to take a more quiet approach. Particularly with smaller groups of attentive students, a seated, more intimate style of discussion might be effective. In other situations, such as large groups with some easily distracted students, you may need to be standing at the front of the class speaking loudly.

### 2.13.12 (iv): Choice of words:

There are many ways of expressing an idea, but too often we witness speakers delivering information in a manner which is convoluted, confusing or unclear. Below are two common mistakes in communication:

**Too many words (waffling)** – Ever heard someone describe something in 100 words when 10 would do? There are times when extra words add little to the basic required information, and may even serve to confuse the listener.

**Inappropriate words for the audience** – compare the following two sentences as an example:

1. *"Intoxication caused by over-consumption of alcoholic substances is a primary factor in high-risk behaviour among adolescents."*
2. *"One of the main reasons young people get into a lot of trouble is from drinking too much alcohol."*

Both sentences say the same thing, but the overly complicated language of the former might lose the audience. A person with limited English language skills might understand all of the second sentence, but little or none of the former. Leave academic jargon to the academics, and leave out words that add little to audience understanding. This applies to not just word choice, but sentence structure as well.

Prior to delivering a workshop, it is a good idea to review the main points you need to get across, and the questions you will need to ask. What is the best way of expressing these? Practise repeating them several times, which will reduce the likelihood of getting tongue-tied while in the moment.

**Swearing** – One of the key aspects of being a peer educator is the ability to speak the same language as the audience. This might include slang and some coarse language. But be aware that depending on their background, some kids find swearing a bit confronting. For some schools swearing might be highly inappropriate. Other kids actually find you easier to relate to if you're unafraid of swearing. Just keep it in context, don't go overboard, and get a feel for the audience and school as to how appropriate it is.

### **2.13.13: Above All, Enjoy Yourself!:**

This is so important. We've probably all seen teachers at school who appear to dislike their students and have little passion for what they are teaching. If a facilitator seems to lack enthusiasm, it is ridiculous to expect that he can engender enthusiasm amongst his audience.

Some young people participating in a workshop may be suspicious as to why they are there, or cynical about its relevance. This can hopefully be overcome by a facilitator who is friendly, warm and displays respect for the audience.

While many of the workshop topics covered in this manual contain some fairly weighty issues, there is plenty of scope for fun, light-heartedness and humour. If you are not finding a workshop enjoyable, perhaps it is a sign that something could be done better. If the participants come out of the session having had a good time, any information they glean from it will have positive associations, and should be more likely to stick in their minds.

**Remember:** *If you love what you do, that passion will infect those around you.*

## **2.14: Responding To Tricky Questions**

It is very common for peer educators to be asked direct and confronting questions of a personal nature. Being at an age where they are still forming their values and understandings on the world around them, the young people may view you as someone who can finally answer that question they have been wondering about for ages but were too afraid to ask. In this case, it could be a positive sign of the rapport you have built up with the group that students feel comfortable about asking certain questions.

On the other hand, they may be asking questions as a means of undermining or testing you. Because the material we cover is challenging to many young men's established way of seeing the world, some will feel uncomfortable about stepping outside their ideological comfort zone. Some may even interpret the workshop as some kind of personal attack on their value system, and respond accordingly. Young people tend to have lower tolerance for uncertainty than their elders, and some may feel that they may simply *have* to know a detail about the facilitator in order to fill the gaps in their understanding, or to confirm the judgement they have already made about you.

It is wise to think beforehand about how you might answer these kind of questions when they arise, to avoid looking uncomfortable or sending out a confused message. It is often best to deflect personal questions, such as through humour. Below are some typical questions of this nature, and some of the ways in which we have responded to them in the past. How you choose to respond is ultimately up to you, but it is important to remember that *(a) the focus of the workshop is not the peer educator's personal life, and (b) we must avoid sending out a potentially harmful message.*

### **“So are you gay?”**

Some young men will assume that anyone who can discuss homosexuality without contempt or aggression must surely be gay themselves, so we've been asked this question many times. Once, several boys in a group were absolutely convinced that the two facilitators (who both happened to be heterosexual) were not only gay but were “doing each other”.

A standard response to this question has often been, **“Does it matter?”** We asked whether it would make a difference to the job we are doing whether we are gay or straight. Most young men normally accept this (although they may quietly assume you are gay anyway!). You could simply say “This is about you guys, it's not about me”, or ask them why they need to know. If the context was appropriate you could deflect it using humour (“Why do you really need to know so badly? Are you interested?”), but be careful with this.

Sometimes the young men cannot handle the uncertainty of these responses, and your evasiveness may become a real barrier to further rapport. It is up to you whether you wish to give a yes or no answer. SECASA has had both gay and straight peer educators in the past. When those who were gay revealed this in a frank manner, usually the group was able to accept it and move on; they had just wanted to know one way or the other. If peer educators reveal that they are straight, one positive is that it shows the group that another male can be heterosexual but comfortable and unthreatened by the idea of homosexuality.

But in general it is probably best to avoid this discussion if possible. Another problem with revealing one's sexuality could be that if you are working with another facilitator, theirs then becomes an issue, and they may not necessarily feel as comfortable talking about it with the group.

### **“Have you ever tried drugs?”**

Be very careful about answering in the affirmative here, as the message a “yes” answer sends may be unhelpful; bear in mind how parents and teachers might react to hearing about “the guy who came to school today and told us that he’d done drugs.”

If you don't feel comfortable simply saying “no”, evasive answers are best, and you could use humour as part of this (“Do I look the kind of person who would use drugs?”).

### **“When do you think is the right age to have sex?”**

This is a difficult question for anyone to answer; since everyone is different there is no one answer. Bear in mind the laws about age of consent, and this question could even be used to open up a discussion on the reasons why consent laws exist. We have in the past drawn the group's attention to some of the issues that are associated with sex (pregnancy, contraception, disease, effects on relationships), recommending that if a person thinks they are mature enough to be sexually active, they should also be mature enough to deal with these issues as well.

Keep in mind also that for males, sex carries with it far more meaning than merely the sex act itself. Many males take it as a right of passage, something they can brag to their mates about, or something that boosts their self-esteem and status as a man. As such it can be worth getting the young men to question whether these are truly the right reasons to be having sex. See also the section on **Harm Minimisation** below.

## ***2.15: The Importance of Harm Minimisation***

“Harm minimisation” entered public discourse in the 1980s as a response to AIDS and other risks that were associated with intravenous drug use. However as a concept it can be applied to a wider range of issues that affect young people, and forms an integral part of working with young people.

Harm minimisation entails **working with people as they are, rather than as we would like them to be**. In its original context (as applied to injecting drug users), it accepts that the practice of drug use is to an extent inevitable, and the reduction of drug use is a long-term goal. In the short-term, strategies are necessary to reduce harm to users; these might include education and facilities for safe injecting and syringe disposal. This is very different to the “war on drugs” philosophy of treating all drug users as criminals in need of punishment. This potentially would lead to the further marginalisation of an already marginalised sector of society, putting users at greater risk of overdose or infection.

The vast majority of young people are not injecting drug users; **so how does this apply more broadly to our work with young men?** Young men, by their very nature, are quite likely to engage in a number of activities which are considered risky, harmful or immoral by others in society (particularly by older generations). These include underage drinking, drug use and various kinds of sexual behaviour. If those working with young people convey an attitude that condemns these practices as wrong or abnormal, it can immediately create a barrier. Young people may immediately

label the worker as square or uncool, someone who has no understanding of the reality of many young people's lives.

Take as an example the abstinence-based forms of sex education which have become widespread in the American education system. Many of these programs teach traditional Christian family values and abstinence from sex as the way to avoid the risks of sexual activity (sexually transmitted diseases, unwanted pregnancy, etc), rather than condoms and other forms of contraception. While there is clearly a place for values-based education, particularly in a society saturated with sexual imagery, we must ask: where does that leave the large numbers of young people who will inevitably become sexually active anyway? Excluding them or denying them the information they need only leaves them at further risk.

When working with young men it is often essential to be able to put aside one's own values and address the reality of their lives. Whatever views we may have on topics like sexuality, drug use and underage drinking, it will often be necessary to **bear in mind the distinction between "the way it is" and "the way it should be"**. The whole idea of peer education is that the facilitator and student will be able to understand where the other is coming from – young people frequently view older-generation authority figures (like teachers and parents) as moralising or out-of-touch.

### 2.15.1: Risks of a Harm-Minimisation Approach

However, a harm minimisation approach requires balance, and it is crucial that we do not fall into the trap of colluding with some of the young men's behaviours. There is sometimes a fine line between being non-judgemental about a practice and being seen to encourage it. While it may not be the facilitator's intention to condone a particular behaviour, his message may inadvertently be interpreted in such a way.

While sexual activity and use of marijuana and alcohol are quite common amongst teenagers, many still are not involved in such activities. If facilitators assume that everyone in their group knows about and/or is doing these things, the young people may be getting message that "everyone else seems to be doing it, maybe I should too." In any group there may be young men who have chosen not to do these things, whether for personal, religious or cultural reasons. Given the pressures that are already on young people to drink, take drugs and have sex, we as facilitators must be wary not to add further pressure.

Facilitators need to affirm and validate young people's diverse lifestyles and moral choices, even if these may be very different to the facilitator's own. This includes people who identify as same-sex-attracted or transgender, and those who choose to be sexually active as well as those who choose not to be. Bear in mind that the major religions all have rules against premarital sex, and in any group there are likely to be some young people who have elected to abstain from sex until marriage. Likewise, Islam forbids the consumption of alcohol and mind-altering substances. Above all, be aware of the diversity of beliefs and lifestyles that may exist with any group, and indeed within wider society. Even if all the young people in a given group agreed that waiting until marriage for sex was a bad idea, for example, we should still promote respect for those who might believe differently.

Also be aware that validating legitimate behaviour and lifestyle choices does not include those which are violent and/or harmful toward others.

## ***PART THREE: WORKSHOPS***

### ***3.1: Background***

In this section we present a number of workshop programs for you to use as they are, or adapt to your own style and needs. Also included are some ideas for an extended program of multiple sessions. Reasons for this program expansion were:

- ☐ Research showing the benefits of ongoing interaction for students with positive role models (i.e.: peer educators).
- ☐ Continuing requests from schools and community agencies for expanded work within their schools and support programs.
- ☐ The need to run a comprehensive curricular program covering a number of relevant areas.

But in contrast to previous editions of this manual, we have restructured the format of this section to reflect the greater flexibility of our approach as the program has evolved. The wide variety of requests from schools about covering certain issues has meant that rigid session outlines were only of limited value. The 2 sample workshop outlines we have included here are examples of the more common workshops we might do; but once these are familiar, a facilitator can use these formats as a guide to how to design different workshops to suit the needs of a particular school or group of students.

#### ***3.1.1: Focus Groups***

The old saying, "Give the people what they want" is one that needs to be applied to your work with young men. Unfortunately, it is easy to fall into the habit of giving them what ***you think they want***. Recently we felt that this had occurred in a particular school we had worked in for several years. Classes were difficult to facilitate. Young men were acting out and disrupting the learning experience of others.

To combat this we decided to run a number of focus groups with the different year levels we were to work with in the school year. One-hour sessions were held with three representatives from each year level to determine what they wanted from the proposed sessions. The purpose of these one-hour sessions were to investigate the needs of the different year levels and to give the participants more sense of ownership of the project. By listening to what the young men thought was relevant, the program was given 'new life' within that school. All the later workshop sessions were highly productive and the young men highly engaged.

Appendix 1 is a copy of our focus group information sheets - to give you an idea of how to run your own.

### 3.2: Designing a Workshop – Key Principles

Aside from actually running the workshop, some time will need to be spent in preliminary preparation. Always allocate sufficient time for this, well in advance if possible. Below are some important steps to address when preparing a session.

- ☐ **Decide on topics to be covered**
- ☐ **Check for any important background information on the group**
- ☐ **Choose activities**
- ☐ **Know how much time you have**
- ☐ **Structure the workshop for optimum flow and dynamics**
- ☐ **Have extra activities up your sleeve**
- ☐ **Prepare your resources**
- ☐ **Get there early!**
- ☐ **Debrief**

#### 3.2.1: Decide on topics to be covered

Liaise with the school regarding this, if they haven't given you details already. Some schools will be happy to leave it up to you to decide what you will cover. Other schools will identify particular issues which need addressing: for example, racism, sexual harassment, bullying, aggression, etc. Generally these will not require radical redesign of previous workshops; you will usually be able to work these themes into a pre-existing framework.

Be realistic about what you can cover. It is a better idea to limit your focus and do it well than to over-reach, and do a half-baked job of covering too many bases at once.

#### 3.2.2: Check for any important background information on the group

Does the group have peculiarities that will affect the way they respond to your workshop delivery? Check with the teachers or student welfare coordinators about this. Certain factors may necessitate that you handle some topics differently, or with greater sensitivity. Some of these factors could include:

- ☐ Above or below average level of maturity or academic performance
- ☐ Poor reading and writing skills
- ☐ Poor grasp of English language amongst some group members
- ☐ Introverted or extroverted personalities
- ☐ A culture of bullying, intimidation or harassment within the group
- ☐ Students within the group who are identified as *victims* of bullying, violence or abuse
- ☐ Students within the group who are identified as *perpetrators* of bullying, violence or abuse
- ☐ Religious or cultural sensitivities pertaining to certain issues

#### 3.2.3: Choose activities

List all the activities (from the **Activities** section) which are relevant to the topics you have chosen. Prioritise those which you think will be most relevant and most effective.

### 3.2.4: Know how much time you have

How much time have you been allocated to run the workshop? How many activities will you be able to get through in this time? Bear in mind that some groups will get through things quicker than normal, whereas others will be stuck on a particular issue. Other issues may arise which need to be addressed.

If you are likely to run out of time, make note of which activities you can dispense with and which are most crucial.

The longer a workshop goes for, the greater the chance that students will become bored and distracted. Structure your activities accordingly.

### 3.2.5: Structure the workshop for optimum flow and dynamics

Once you have decided which activities you want to use, decide how they will fit together. Would some activities work better if preceded by another? If an activity will be somewhat challenging, should it be reserved until later on in the session?

It is essential to strike an appropriate balance in the kinds of activities you will use. A common complaint in the past has been that there was too much sitting around and talking, and not enough active elements. Below is a list of some of the elements that you need to bear in mind for a successful workshop:

- ☐ Introductory activities that help build rapport and set the tone of the proceedings
- ☐ Group discussions
- ☐ Activities that involve the students getting out of their seats and moving about the room
- ☐ Role-plays and other performance-based activities
- ☐ Activities involving reading
- ☐ Activities involving students' creativity or artistic ability
- ☐ Worksheet-based activities
- ☐ Working in groups, either large or small

There is no correct balance of these elements; it will differ according to each workshop, and not all will be necessary.

The sequencing of activities is important to maintain the energy level of the group. Seated discussion will always play some part in each workshop, but too much of it for long stretches may be boring for some students. Be prepared to break it up with interactive elements and worksheets. At the other extreme, while a session based wholly on role-plays and lots of movement may be most fun for the participants, the underlying points of the exercises may be lost without discussion to summarise and contextualise them.

Jumping randomly between seemingly unrelated activities may be disorienting in terms of the bigger picture. If possible, try and maintain some continuity of topics. If you are covering a variety of issues, see how you can link them together – the ability to make everything *flow* is a useful skill which improves with time. Part of this skill is in taking students' comments and questions, which may sometimes seem slightly off track, and tying them in to the greater thread of discussion.

### **3.2.6: Have extra activities up your sleeve**

After planning how you will structure your higher-priority activities, have other relevant activities planned in case you need them. The workshop may run much quicker than expected, leaving you with an extra 10-15 minutes to kill. Or, the students may prove unreceptive to what you had originally planned, whereas a more interactive exercise would be more effective.

### **3.2.7: Prepare your resources**

Make sure you have whiteboard markers and pens that work, some chalk if necessary, a duster for the board, and that you have enough of each handout, as well as any other tools you will require. A written sequential outline is always advisable, to help you stay on track; in the thick of things it is easy to forget important details.

It does not hurt to have a few brochures, business cards and information leaflets for youth services on hand either. From time to time, group participants will ask for further information on a subject you have touched upon, or will want to know where they can go for help with some matter.

Lollies are sometimes appropriate as prizes in the workshop. SECASA's "*No Means No*" balloons always proved an extremely popular souvenir for boys – just don't give them out until the end! (Boys have a wide variety of annoying things they can do with balloons, which are not entirely conducive to concentrating on the workshop.)

Also ensure that the facilities you will be using are appropriate – enough chairs, tables if necessary, and a whiteboard or blackboard. Some rooms are far better than others – try and obtain one of the right size and where outside distractions can be kept to a minimum. Stuffy or overheated rooms will affect concentration levels; on the flipside, noisy ceiling fans or air conditioners can sometimes be a distraction.

### **3.2.8: Get there early!**

Allow yourself at least 15 minutes to arrive, get settled and organise the room if necessary. Use this time to write your name and any relevant information on the board, and organise your materials for easy access when you need them later.

### **3.2.9: Debrief**

After the workshop, devote at least a few minutes to discuss how it went with your co-facilitator. Go through the evaluation forms, and talk about what you thought went well or not so well, what if anything you might change next time around, and what you have learnt from the experience. And remember to congratulate yourself – what you are doing is not easy!



### ***3.3: Typical Workshop Structure***

#### ***3.3.1: Introductions and Group Agreement: up to 5 minutes***

After everyone is present, seated and settled, briefly introduce the facilitators and say where you are from. Give a quick description of what you will be doing today; you might want to ask them if they have already been told about the program. We usually like to state that the purpose of the session is not for the facilitators to talk at the students, but for everyone to be involved.

Run through a few agreements as well (“agreements” sounds better than “rules” and is more empowering). These might include: one person talking at a time, hands up when you want to talk (if you feel this is necessary), respect for each other, and no put-downs.

**No disclosures:** Some of the subjects covered might prompt the students to disclose personal things that have happened in their life (“My Dad beats my Mum up all the time”). This is generally to be discouraged, as in doing so they might open themselves up for teasing or gossip. Normally in a workshop where there is a strong possibility that a disclosure may occur, we say at the start that if anything personal like that comes up and you want to talk about it, maybe wait until the end and speak with us individually.

**Confidentiality:** Ask that they can agree that if anything personal comes up within the group, they keep it within the group. The exception to this is that as a peer educator, you have a responsibility to report when a student discloses abuse or intention to commit a crime. One way to say this is something like: “Let’s keep everything confidential; although if one of you says you want to burn down the school or something like that, I’ve got to talk to someone about it.”

#### ***3.3.2: Icebreaker: up to 5 minutes***

Unless you are really strapped for time, it is good to do a quick icebreaker to get to know their names, help set the tone and build rapport with the group. See the section on **Icebreaker Activities** for more details.

#### ***3.3.3: Activities and Discussion: the bulk of the workshop***

When planning this, keep in mind that while it is good to have an outline, you will need some flexibility, as the time taken to do some activities can vary widely. Have a ‘big-picture’ understanding of what you most need to cover, and what you can shorten or drop if need be.

Remember to maintain an appropriate balance between discussion and interactivity.

#### ***3.3.4: Summarising and Evaluation: 3 – 5 minutes***

Save some time at the end to sum everything up and ask if there are any other questions. Often there will be none. Remind them that you will be around for a few minutes after the session in case there is anything else they want to ask.

We normally try and get students to fill out a quick evaluation form at the end of each session. This is important not just for assessing your performance, but also to give to the school administration, making them aware of issues pertinent to the students and whether they feel this kind of program is important.

## **3.4: Sample Workshops**

### **3.4.1: Sample Workshop Outline 1**

**Topic: Violence and Masculinity**

**Duration:** 90 minutes

**Introduction & Agreements (up to 5 minutes)**

#### **Icebreaker (5 minutes)**

Going around the circle, ask each person to give their name, age and what they think is one of the best things about being a guy.

#### **Scaling Statements (10 – 15 minutes)**

Spend a few minutes discussing the different responses to each:

##### ***It's ok for a guy to cry in public***

Why/ why not? Does it matter what you are crying about? What might people say if they see you crying? Are there any good things that come from crying? What might happen if you didn't cry or let your feelings out?

##### ***It's ok for two guys to hug each other***

Does it mean you are gay if you hug another guy? What about your Dad, can you hug him? What about in different cultures, is male platonic affection more acceptable? Why can girls hug without people thinking they are lesbians?

##### ***If a girl picks up a lot of guys, then she is a slut\****

##### ***If a guy picks up a lot of girls, then he is a slut\****

Why are the responses to these questions different? Is this fair? What are the names we often use to describe the man in this situation?

##### ***If someone insults you, it's ok to smash them***

Use this as a link to the next activity.

#### **Consequences of Violence (10 minutes)**

##### **That Hurts! (15 minutes)**

Suitable for Year 7 and older, and ties in well with the different types of violence which are discussed within the Masculinity and Violence activity.

**OR**

##### **Troy's Story (15 minutes)**

Better suited to Year 9 students and older, and ties in with the theme of macho behaviour and aggression.

#### **Masculinity and Violence (25 – 30 minutes)**

##### **Macho Man vs. Mature Man (10 minutes)**

**Finish up and do hand out evaluation forms (up to 5 minutes)**

\* The two above statements might not be appropriate for younger (Year 7) groups.

### 3.4.2 Sample Workshop Outline 2

#### Topic: **Positive Relationships**

Better suited to Year 8 and above

**Duration:** 90 minutes

#### **Introduction & Agreements (up to 5 minutes)**

##### **Icebreaker (5 minutes)**

Going around the circle, ask each person to give their name, age and their favourite TV show.

##### **Scaling Statements (10 – 15 minutes)**

Spend a few minutes discussing the different responses to each:

##### ***It's ok for two guys to hug each other***

Does it mean you are gay if you hug another guy? What about your Dad, can you hug him? If it's ok to hug Dad, what about hugging your mate? What about in different cultures, is male platonic affection more acceptable? Why can girls hug without people thinking they are lesbians?

##### ***It's good to wait until you are married before having sex***

Why/ why not? (Ask those who disagree): Might there be any good things about waiting until you are married?

##### ***You should only have sex with someone special who you really care about***

If we gave this statement to a group of girls, would their opinions be the same? Why/ why not?

##### **Best Friend vs. Partner (15 - 25 minutes)**

##### **Phil & Cindy (10 - 20 minutes)**

##### **Discussing Consent (15 – 25 minutes)**

##### **Maria's Story (5 – 10 minutes)**

#### **Finish up and do hand out evaluation forms (up to 5 minutes)**

As there are a number of facets of relationships, you could vary this in a number of ways. As an example, you could focus less on the sexual aspects and look more at ways of dealing with other people; in this case, activities like **Sticky Situations**, **Assertiveness**, **Introducing Conflict Resolution**, **Healthy & Unhealthy Masculinities**, and **Discussing Sexual Harassment** would fit well.

### **3.5: Sample Multiple-Session Outline – 3 Week Program**

This sample outline is based on a program we ran recently that proved very successful. It consisted of 3 sessions of 60 minutes each, with one session per week. It was a trial program being run with a selected group of boys at a Catholic school. The order of the workshops was important in its effectiveness. The first session was quite easy-going and fun, with the aim of making the initial connection with the students and establishing trust and rapport. The second session was a little more challenging, while the final session's topics (which included homophobia and sexuality) were the most challenging. Had we started off on homophobia in the first week, it may have been very difficult to establish rapport, but by the time we got around to it in session 3, the students had come to know us and were much more receptive to what we had to say, and were able to be more open without feeling the need to "prove themselves" to us or the other students.

#### **3.5.1: Week 1**

##### **Topic: *Positive Relationships***

**Duration:** 60 minutes

**Year Level:** 9 & 10

##### **Introduction & Agreements (10 minutes)**

After introducing ourselves, we asked the students what they had been told about the group and why they thought they were here. Some thought it was an anger management group. We explained that they were not here because they were identified as guys who needed help, but rather that they were getting the first shot at something that hopefully everybody at the school would get a chance to participate in at some stage in the future.

We asked them to come up with a few rules we could agree to over the next 3 weeks. We wrote them up on a piece of butchers' paper (which we could bring out later if they needed reminding of the agreements). The agreements included things like respect, one person talking at a time, confidentiality, and so on.

##### **Icebreaker (5 minutes)**

Going around the circle, each person gave their name, age and the vegetable they hated the most.

##### **Scaling Statements (15 minutes)**

Spend a few minutes discussing the different responses to each:

##### ***It's good to wait until you are married before having sex***

Why/ why not? (Ask those who disagree): Might there be any good things about waiting until you are married?

##### ***It's ok to have sex with someone when they are drunk or on drugs***

We then used this as a way of opening up a brief discussion on why that might not be okay, and about general laws regarding consent.

##### ***Pornography should be available to people under the age of 18.***

Why/ why not? Could viewing pornography have any negative effects on people? Why are there laws that restrict young people's access to it? Does it give a realistic perspective on sex and relationships?

##### **Best Friend vs. Partner (25 minutes)**

We listed first the qualities the students looked for in a friend, then a partner, and compared these. We discussed which qualities were most important for a relationship, and then what they thought females looked for.

### 3.5.2: Week 2

**Topic: *Being a Guy***

**Duration:** 60 minutes

**Year Level:** 9 & 10

#### **Introduction & Remind of Agreements (2-3 minutes)**

#### **Icebreaker (3-4 minutes)**

Going around the circle, each person was asked to give their name, age and what they thought was something really good about being a guy.

#### **Scaling Statements (10 minutes)**

***It's ok for a guy to cry in public***

Why/ why not? Does it matter what you are crying about? What might people say if they see you crying? Are there any good things that come from crying? What might happen if you didn't cry or let your feelings out?

***A girl who sleeps with a lot of guys is a slut***

***A guy who sleeps with a lot of girls is a slut***

Why are the responses to these questions different? Is this fair? What are the names we often use to describe the man in this situation?

***If someone insults you, it's ok to smash them***

Links to the next activity.

#### **Consequences of Violence and Discussing Anger (10 minutes)**

We combined bits of these two activities.

#### **Is This Violence? (10 minutes)**

You could also use the **That Hurts!** activity instead.

#### **Masculinity & Violence (15 minutes)**

We condensed this somewhat, using imprisonment statistics to open up a discussion on masculine stereotypes.

#### **Macho Man vs. Mature Man (10 minutes)**

This was then discussed with the group. If extra time is available, get group members to act out their "mature man" responses to the first 2 questions, as per the **Sticky Situations** activity.

### **3.5.3: Week 3**

#### **Topic: Assertiveness & Sexuality**

**Duration:** 60 minutes

**Year Level:** 9 & 10

#### **Icebreaker (5 minutes)**

Everyone gives their name, and must think of a girl from TV they think is hot... and a guy from TV whom they think is hot as well. Most of them struggle to name a good-looking guy ("I'm not gay, I don't look at guys"), and this is something we discussed. How come girls can pick other girls as being good-looking, but many guys can't? After the facilitators each named a good-looking guy and girl, the young men in the group eased up and had a go as well. We reassured them that "just because you can say another male is attractive, doesn't mean that you want to have sex with him."

#### **Scaling Statements (15 minutes)**

##### ***It's ok for two guys to hug each other***

Does it mean you are gay if you hug another guy? What about your Dad, can you hug him? If it's ok to hug Dad, what about hugging your mate? What about in different cultures, is male platonic affection more acceptable? Why can girls hug without people thinking they are lesbians?

##### ***It's ok for someone to be gay if that's who they are***

##### ***It's ok for someone to be a lesbian if that's who they are***

Are the responses to these questions different? Some group members gave responses to the statement about being gay like, "that's disgusting", "it's not natural", or "I'm not gay." The group was spread evenly between agree, unsure and disagree. When given the statement about being a lesbian, all of them said it was ok: "Lesbians are hot" was one comment. We discussed whether it was inconsistent of them to think that female homosexuality is fantastic, while at the same time condemning male homosexuality. One young man, whose initial responses had been quite homophobic, seemed to ease up a little when reminded that if two people choose to have a gay relationship, it really had nothing to do with him, and he was reassured that accepting people's homosexuality didn't mean he had to watch two guys having sex.

#### **Power Pairs (5 minutes)**

Before the activity itself, we talked a little about bullying, tying it to the previous discussion about sexuality. We then asked: "Why does bullying occur?" After giving them a moment to mull this over, we got them up doing the power pairs activity, which took no more than 1 ½ minutes. We then asked if they could see a link between our discussion and the activity. They understood that bullying was related to power, and making oneself feel more powerful by hurting others.

#### **Phil & Cindy (15 minutes)**

This was used to cover a few broader issues of consent, and the importance of communication.

#### **Assertiveness (15 minutes)**

#### **Wrap-up and Evaluations (5 minutes)**

### 3.6: Sample 10-Week Workshop Plan

Extended workshop programs are tricky in one sense, in terms of having enough material to fill up a number of weeks. In another sense they are the most rewarding and effective. Because of the relationship that can build up between facilitators and group members, many of the barriers to learning and experience can be broken down.

Below is merely one example of how such a program could be structured:

**Week 1: Introduction, agreements, icebreakers, games.**

**Week 2: Future Careers & Choices**

**Week 3: Relationships**

**Week 4: Sex & Safe Partyng**

**Week 5: Violence & Anger**

**Week 6: Being a guy**

**Week 7: Assertiveness, dealing with others**

**Week 8: Diversity & Homophobia**

**Week 9: Relationship violence and sexual assault**

**Week 10: Finish up: quiz, evaluations, prizes & food**

#### **Ideas & tips for multiple week sessions:**

- ☐ Have a purely-for-fun game at the end of each session, as a reward for the group to look forward to, and to release some energy. Also, for the first session, a few games (and not too much actual work) will help set participants at ease.
- ☐ Each week, get one or two members to bring in a song, song lyrics, a poem or a picture that means something to them. Encourage them to share it with the group and discuss for a few minutes.
- ☐ Have a different icebreaker each week, at least until you remember their names.
- ☐ Don't be too rigid with the week-by-week structure. You may need to make adjustments as you go along; some topics may take longer or shorter than expected, and certain issues may come to the fore which you need to spend time on.
- ☐ In the first session, get them to have as much input as possible in making the agreements. Also encourage them to decide what punishment if any should apply to those who violate the agreements.
- ☐ Don't start off in the first session with confronting or challenging ideas and material. Save it for later on as they have got to know you and are more comfortable.
- ☐ You can use certain activities (such as **Scaling Statements** or **Sticky Situations**) numerous times over the course of the program, each time using a different variation.

### 3.7: Workshop Topics & Suggested Activities

When liaising with schools, usually they will identify particular issues as being of concern at their school and will look to you to address them in a workshop. These could be fairly broad in their scope or more specific.

Here are some examples of the sorts of issues schools have asked us to cover in past workshops:

- ☐ “Bullying, harassment, interacting with girls, cultural/racism awareness, positive ways of interacting with others”
- ☐ “Bullying / harassment, verbal put-downs, masculinity, respect for difference.”
- ☐ “Masculinity, violence, anger, maybe a bit of bullying stuff, appropriate ways of dealing with people”
- ☐ “Homophobia, sexuality, masculinity, violence and anger”
- ☐ “Safe Partying – specifically date rape, sexual assault, legalities and how to handle yourself in difficult situations”
- ☐ “Masculinity, violence, anger, harassment, respect for girls & others”
- ☐ “Relationships, consent, assertiveness & interacting with others, dealing with confrontation, macho stuff & decision-making”

Below are some examples of topics and some of the suggested activities which may be most appropriate. Clearly some topics are quite broad – “relationships” for example could focus on friendships, on sex, on ways of interacting with others, on abuse in relationships, and so on.

#### **RELATIONSHIPS AND SEX**

- ☐ *Best friend vs. Partner (characteristics of a positive relationship)*
- ☐ *Phil & Cindy's Story: exploring consent*
- ☐ *Discussing consent*
- ☐ *Discussing relationship violence*
- ☐ *Maria's story: exploring relationship violence*
- ☐ *The S.T.I. handshake game*
- ☐ *Power pairs*
- ☐ *Discussing sexual harassment*
- ☐ *Introducing conflict resolution*
- ☐ *Assertiveness*
- ☐ *Is this rape?*
- ☐ *Is this sexual harassment?*
- ☐ *Actions vs. Feelings*
- ☐ *Healthy & unhealthy masculinities*
- ☐ *Sticky situations*
- ☐ *Building self-esteem and better relationships*



## **SEXUAL VIOLENCE**

- ☐ *Discussing sexual violence*
- ☐ *Power pairs*
- ☐ *Is this rape?*
- ☐ *Phil & Cindy's Story: exploring consent*
- ☐ *Discussing consent*
- ☐ *Discussing sexual harassment*
- ☐ *That hurts!*
- ☐ *Discussing relationship violence*
- ☐ *Maria's story: exploring relationship violence*
- ☐ *Is this sexual harassment?*

## **ANGER AND VIOLENCE**

- ☐ *Discussing anger*
- ☐ *Troy's story*
- ☐ *Jerry's Story*
- ☐ *Consequences of violence*
- ☐ *The pride scale*
- ☐ *Early warning signs*
- ☐ *Discussing self-defence*
- ☐ *"Macho man" vs. "Mature man"*
- ☐ *Masculinity and violence*
- ☐ *"The Real Man": exploring masculinity*
- ☐ *That hurts!*
- ☐ *Anger tubes*
- ☐ *Power pairs*
- ☐ *Discussing relationship violence*
- ☐ *Introducing conflict resolution*
- ☐ *Assertiveness*
- ☐ *Healthy & unhealthy masculinities*
- ☐ *Sticky situations*
- ☐ *Discussing sexual violence*

## **BULLYING AND HARASSMENT**

- ☐ *Hiding the real you - the teeth exercise*
- ☐ *That hurts!*
- ☐ *Masculinity and violence*
- ☐ *“The real man”: exploring masculinity*
- ☐ *Diversity walk*
- ☐ *Power pairs*
- ☐ *Discussing sexual harassment*
- ☐ *Is this sexual harassment?*
- ☐ *“Macho man” vs. “mature man”*
- ☐ *Troy’s story*
- ☐ *Racism*
- ☐ *Myths about sexuality*
- ☐ *Exploring homophobia: Nick’s story*
- ☐ *Healthy & unhealthy masculinities*
- ☐ *Sticky situations*
- ☐ *Actions vs. Feelings*
- ☐ *Building self-esteem and better relationships*
- ☐ *Introducing conflict resolution*
- ☐ *Assertiveness*
- ☐ *What kind of man do you want to be?*
- ☐ *Discussing self-defence*
- ☐ *The pride scale*
- ☐ *Consequences of violence*
- ☐ *Discussing anger*
- ☐ *Early warning signs*
- ☐ *Is this violence?*
- ☐ *Anger tubes*

## **SAFE PARTYING**

- ☐ *Exploring the effects of intoxication*
- ☐ *Discussing consent*
- ☐ *Phil & Cindy’s story: exploring consent*
- ☐ *“Macho man” vs. “Mature man”*
- ☐ *Is this rape?*
- ☐ *The S.T.I. handshake game*

## **RELATIONSHIP VIOLENCE**

- ☐ *Discussing relationship violence*
- ☐ *Maria's story: exploring relationship violence*
- ☐ *Power pairs*
- ☐ *Phil & Cindy's story: exploring consent*
- ☐ *Exploring men's violence*
- ☐ *Discussing sexual violence*
- ☐ *Is this violence?*
- ☐ *Discussing consent*
- ☐ *Is this rape?*
- ☐ *Is this sexual harassment?*
- ☐ *Discussing self-defence*
- ☐ *Discussing sexual harassment*
- ☐ *That hurts!*
- ☐ *The real man": exploring masculinity*
- ☐ *Masculinity and violence*
- ☐ *"Macho man" vs. "Mature man"*
- ☐ *Discussing anger*
- ☐ *Jerry's Story*

## **HOMOPHOBIA AND SEXUALITY**

- ☐ *Hiding the real you - the teeth exercise*
- ☐ *"The real man": exploring masculinity*
- ☐ *Diversity walk*
- ☐ *Myths about sexuality*
- ☐ *Exploring homophobia: Nick's story*

## **RELATING TO OTHERS**

- ☐ *Sticky situations*
- ☐ *Introducing conflict resolution*
- ☐ *Assertiveness*
- ☐ *Hiding the real you - the teeth exercise*
- ☐ *Actions vs. Feelings*
- ☐ *Healthy & unhealthy masculinities*
- ☐ *“Macho man” vs. “Mature man”*
- ☐ *The pride scale*
- ☐ *Discussing sexual harassment*
- ☐ *Troy’s story*
- ☐ *Power pairs*
- ☐ *Discussing consent*
- ☐ *That hurts!*
- ☐ *Is this sexual harassment?*
- ☐ *Phil & Cindy’s story: exploring consent*
- ☐ *Diversity walk*
- ☐ *Racism*
- ☐ *Discussing self-defence*

## **PART FOUR: ACTIVITIES**

The activities in this section cover a wide range of subject matter. Some have been developed by workers and peer educators specifically for the *Respect Protect Connect* program, while others have been adapted from existing material (attempts have been made to credit sources where possible).

Some of these are specific exercises that need to be carried out in a certain way, while others are more general approaches, more open to interpretation by the facilitator, and are useful as a springboard to develop new ideas. Remember that each activity will to some degree reflect the style of whoever designed it, so they may need some customisation to be suitable for a variety of different presenters and situations.

### **4.1: Activity 1: ICEBREAKER QUESTIONS**

### **4.2: Activity 2: BRAINSTORM**

### **4.3: Activity 3: SCALING STATEMENTS**

### **4.4: Activity 4: BEST FRIEND vs. PARTNER (Characteristics of a Positive Relationship)**

### **4.5: Activity 5: HIDING THE REAL YOU - THE TEETH EXERCISE**

### **4.6: Activity 6: "THE REAL MAN": EXPLORING MASCULINITY**

### **4.7: Activity 7: MASCULINITY AND VIOLENCE**

### **4.8: Activity 8: "MACHO MAN" vs. "MATURE MAN"**

### **4.9: Activity 9: WHAT KIND OF MAN DO YOU WANT TO BE?**

### **4.10: Activity 10: THE PRIDE SCALE**

### **4.11: Activity 11: CONSEQUENCES OF VIOLENCE**

### **4.12: Activity 12: DISCUSSING SELF-DEFENCE**

### **4.13: Activity 13: DISCUSSING ANGER**

### **4.14: Activity 14: JERRY'S STORY**

### **4.15: Activity 15: EARLY WARNING SIGNS**

### **4.16: Activity 16: TROY'S STORY**

### **4.17: Activity 17: THAT HURTS!**

### **4.18: Activity 18: IS THIS VIOLENCE?**

### **4.19: Activity 19: EXPLORING MEN'S VIOLENCE**

### **4.20: Activity 20: DISCUSSING RELATIONSHIP VIOLENCE**

### **4.21: Activity 21: MARIA'S STORY: EXPLORING RELATIONSHIP VIOLENCE**

### **4.22: Activity 22: POWER PAIRS**

### **4.23: Activity 23: DISCUSSING SEXUAL VIOLENCE**

### **4.24: Activity 24: DISCUSSING CONSENT**

### **4.25: Activity 25: IS THIS RAPE?**

### **4.26: Activity 26: IS THIS SEXUAL HARASSMENT?**

### **4.27: Activity 27: DISCUSSING SEXUAL HARASSMENT**

### **4.28: Activity 28: PHIL & CINDY'S STORY: EXPLORING CONSENT**

### **4.29: Activity 29: EXPLORING THE EFFECTS OF INTOXICATION**

### **4.30: Activity 30: ACTIONS vs. FEELINGS**

**4.31: Activity 31: BUILDING SELF-ESTEEM AND BETTER RELATIONSHIPS**

**4.32: Activity 32: DIVERSITY WALK**

**4.33: Activity 33: RACISM**

**4.34: Activity 34: MYTHS ABOUT SEXUALITY**

**4.35: Activity 35: EXPLORING HOMOPHOBIA: NICK'S STORY**

**4.36: Activity 36: INTRODUCING CONFLICT RESOLUTION**

**4.37: Activity 37: ASSERTIVENESS**

**4.38: Activity 38: HEALTHY & UNHEALTHY MASCULINITIES**

**4.39: Activity 39: STICKY SITUATIONS**

**4.40: Activity 40: FUTURE CAREERS AND CHOICES**

**4.41: Activity 41: BEADS – EXPLORING TIME MANAGEMENT**

**4.42: Activity 42: MINEFIELDS**

**4.43: Activity 43: ANGER TUBES**

**4.44: Activity 44: BODY OUTLINE**

**4.45: Activity 45: THE S.T.I. HANDSHAKE GAME**

**4.46: Activity 46: QUIZ QUESTIONS**

**4.47: Activity 47: GAMES**

*The following pictures throughout this chapter denote the kind of activity:*



**Active**



**Discussion**



**Role Play**



**Artistic/ Creative**



**Written**

## **ACTIVITY 1: ICEBREAKER QUESTIONS**

**Aim:** To briefly get to know the group members and set a fun and interactive tone.

**Time:** 5 – 10 minutes.

**Resources:** None

In any workshop, it is extremely important to spend some time building rapport and understanding with the group. Many young men may be reluctant to participate in workshops, suspicious as to why they have to do it, or dismissive of it as boring or a waste of time. To overcome this, the early stages of a workshop should involve activities or discussions that establish an environment of trust and safety, demonstrating that it is worthwhile and a bit different to their normal lessons.

The following icebreaker questions serve a number of purposes.

- ☐ To start off the workshop on a friendly and fun note, hopefully setting the tone for the rest of the session;
- ☐ To show that as a facilitator you are interested in hearing from them, rather than just talking at them;
- ☐ To give the facilitator a chance to learn the names of group members;
- ☐ To give the facilitator an opportunity to observe the dynamics of the group – who has a lot to say? Who is shy? Who is likely to act up or talk over others?

Going round the group circle, ask everyone to say their name, their age (optional!) and one of the following:

- ☐ **The vegetable you hate the most**
- ☐ **Your favourite TV show**
- ☐ **Your favourite band or artist**
- ☐ **The best thing about being a young person**
- ☐ **The first thing you would do if you had a million dollars**

There are of course many other possibilities. The above are purely for engagement purposes, and can be answered with little difficulty by the participants. Some icebreakers, on the other hand, can be used to open up some of the issues you will subsequently be discussing in the workshop. Below are some icebreakers which are slightly more challenging:

- ☐ **The name of a male you can look up to (or think is cool, a role model, you admire, etc):** Remind the class that the person could be a famous person (sportsman, musician, movie star, etc) or it could be someone in their own lives (family member, friend, coach, etc). This icebreaker can be useful in workshops exploring topics like masculinity, support networks, future careers and goals, and dealing with problems. It also can give you an idea of what kind of role models and influences young people have, and to what degree they feel connected with their families and communities. Some young men have difficulty naming a role model; this may be due to the idea that to adulate another male could be “a bit gay”.
- ☐ **The best thing about being a guy:** This is a useful icebreaker for masculinity workshops. Responses will often be humorous (having a dick, not having breasts, being able to pee standing up), while others can stimulate discussion (having more freedom to go out than girls, not having to look after your appearance so much, less risk of being raped / harassed). You can later tie this icebreaker into discussions about masculine expectations and

stereotypes (“So we’ve said some good things about being a guy; can you think of any bad or difficult things about being a guy?”)

- **A female and male from TV or the movies who you think are really good looking:**  
Again, this is an interesting way of opening up discussion about masculinity and sexuality. Most young men are extremely hesitant about describing other males as being good-looking, whereas girls can readily spot good looks amongst other females. Boys often say “But we don’t look at guys, we’re not gay” although if asked to pick an ugly person they can do it in an instant. If they really have trouble, ask them to name a guy that girls seem to find good-looking. Part of being comfortable with one’s masculinity is being able to complement or identify attractiveness amongst other males, which has nothing to do with sexual attraction or being gay. As this is a challenging icebreaker for many boys, and likely to engender uneasiness if they do not already trust you, it is best used after some rapport has been established, such as later on in a multiple-week program.

### ***Other Icebreaker Ideas***

- Scatter a bunch of toy animal figures on the floor, and ask the group to pick out an animal from the pile that says something about them. Then go around the group and ask each to say why they chose the animal in question. For example: “I chose the pig because I like eating a lot of food.” Alternatively or in addition, get them to imitate the noise their chosen animal makes.
- **Strength Cards** are available, each with pictures and simple phrases about positive affirmations of personal attributes; for example, “I care about other people’s feelings” and “I will try new things.” Within the right kind of group, these can be an interesting icebreaker; spread them out on the floor and get each participant to choose one or two, then briefly discuss why he picked them.
  - Strength cards are available from St Luke’s Innovative Resources, 137 McCrae St, Bendigo 3550. Phone 54420500, <http://www.stlukes.org.au>.
- In turn, ask each young man their name and to think of something positive and admirable about the guy they are sitting next to. Emphasise that it must be some quality that they find good or likeable about the person, e.g.; they’re funny, they’re into computer games, they’re friendly or they work really hard at maths etc. In some groups this could be an unsafe exercise; be careful that the participants do not use this as an excuse to bag each other. It may not be appropriate with groups of young men do not know each other so well.

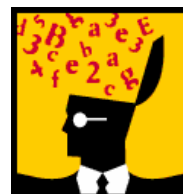


## ACTIVITY 2: BRAINSTORM

**Aim:** To introduce a topic and get as many ideas down as possible.

**Time:** 5 minutes.

**Resources:** Butcher's paper and coloured markers.



During the facilitation process, it is likely that you will do a great deal of brainstorming – essentially, writing down all the ideas the group comes up with about a particular issue. This will usually be done by a facilitator on the whiteboard. This activity however is a more interactive method of doing this. We typically use this at the start of a session, in order to get the participants thinking straight away about the topics covered.

**1.** Take a few pieces of large butcher's paper (3 or 4 is a good number) and place them in different parts of the room. Leave a few coloured markers on top of each paper.

**2.** Write a different question at the top of each page (examples are given below). Each question should relate to whatever you will be covering in the session.

- ☐ *What different forms can violence come in?*
- ☐ *What are some effects of violence?*
- ☐ *Where does violence occur?*
- ☐ *Who can we talk to when we need help?*
- ☐ *What do people get bullied about?*
- ☐ *What are some effects of bullying?*
- ☐ *What different forms can bullying come in?*
- ☐ *What are some names that people get called?*
- ☐ *What are some difficult things about being a guy?*
- ☐ *What are some qualities you would look for in a good friend?*
- ☐ *What are some qualities you would look for in a romantic partner?*
- ☐ *What kind of trouble do young men often get into?*

**3.** Get the young men to walk around the room and look at the questions, writing whatever comes to their mind for each.

**4.** Collect the papers and discuss the responses the group has given (and what they haven't). You do not have to do this straight away; it can be effective to space them out, pulling out each as the relevant topic arises at different points in the workshop.

### Notes on this activity:

- ☐ While all the questions listed above can easily be asked and brainstormed verbally, using butcher's paper in this way lends an extra element of moving around and interactivity.
- ☐ It also gives shy or quiet students an opportunity to express their thoughts, whereas they may not feel comfortable doing so in a group discussion.

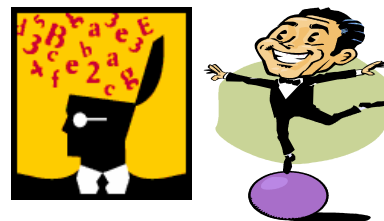
One thing to be careful of however: some students may use this exercise as an opportunity to write disparaging comments about other group members. Before collecting the papers it is best to quickly check for these and cross any out that are inappropriate in this way. It is important to run some group agreements beforehand, emphasising respect and no bullying.

## ACTIVITY 3: SCALING STATEMENTS

**Aim:** To encourage discussion and opinion-sharing about selected issues.

**Time:** 5 – 30 minutes.

**Resources:** “Agree”, “Unsure” and “Don’t Agree” sheets (preferably laminated).



Also referred to as a “Value and Opinion Walk Continuum”, this is a very effective activity for stimulating discussion, encouraging young men to express their opinions, and also allows the facilitator to get a feel for the group dynamics and for the sort of values that exist within the group. The participants are given a statement and decide with their feet how they feel about it.

This activity is useful in getting people out of their chairs and moving around. Pick statements which have some relevance to the main session topic; if this activity goes well their minds will be stimulated and ready to explore some of the issues further. For this reason it works well as an icebreaking activity towards the beginning of the session; especially as it shows participants that the facilitator is interested in hearing their opinions, rather than forcing his own opinions upon them. Be aware however that with large and unruly groups this can be a difficult activity to manage.

Designate one side of the room as “Agree” and the other as “Disagree”, with an “Unsure” in the middle. Laminated cards are useful for this. Present the students with a statement and ask them to move to stand in whatever position represents their viewpoint.

The facilitator then asks for explanations why people are standing where they are and the group can discuss the merits of the points of view. The actual discussion and weighing up the pros and cons of each side are the key elements of this exercise.

It is important to first explain a few things about the activity to the participants. The first two are the most important.

There are no right or wrong answers.

Don’t feel like you have to go where everyone else goes – express your own opinion.

You can change your position if you change your mind during the discussion.

We will discuss the different points of view that come up, but you’re not under any pressure to say your opinion.

We can debate our positions but we still need to respect people’s opinions even when they are different from ours.

**Notes on this activity:** Although young men tend to enjoy this activity, they can become restless if they are forced to stand around for too long while discussions are taking place. Therefore it is sometimes worthwhile getting them to sit rather than stand, or at least keep the discussions from dragging on while they are standing around.

Remember also these are **statements**, not questions. You can’t agree or disagree to a question. While it is important to state beforehand that there are no right or wrong answers, it is equally important for the facilitator to recognise and adhere to this. Even if a student takes a point of view which is pretty ridiculous, this should still be validated. Rather than disagreeing outright with the student or telling him that he is incorrect, there are other ways of getting them to rethink, or at least encourage acceptance of the beliefs of others. Examples are –

- ☐ Ask if he can see any good points about the opposing point of view; eg. “Some people do choose to wait until they get married before they have sex. Why do you think they might do that? Can you think of any good things about waiting ‘til you are married?”

- Reframe the statement in way which encourages more critical thinking, eg. Follow the statement “A girl who sleeps with a lot of guys is a slut” with “A guy who sleeps with a lot of girls is a slut” and discuss why the responses are so different, and whether they think it is fair.
- When there is a side that is more objectionable than the other, such as those who agree that “If someone insults you, it’s ok to smash them”, we tend to ask them to explain their point of view first. Then move to those who are unsure, then those who oppose this point of view. In this way, the “negative” opinions are discussed first, with the “positive” opinions working as a solution or counter-argument.

Scaling statements can be used as a more interactive way of discussing any contentious issue that arises, where opinion may be divided in the group – rather than asking a question, frame it as a statement instead.

Examples of statements that can be used:

*It’s good to wait until you get married before having sex.*

*You should only have sex with someone special who you really care about.*

*If someone insults you, it’s ok to smash them.*

*It’s ok for a guy to cry in public.*

*When someone gets really angry, they can’t help being aggressive.*

*If a girl wears revealing clothing, it must mean she wants to have sex.*

*If a guy wears revealing clothing, it must mean he wants to have sex.*

*A girl who sleeps with a lot of guys is a slut.*

*A guy who sleeps with a lot of girls is a slut.*

*It’s ok for someone to be gay if that’s who they are.*

*It’s ok for someone to be a lesbian if that’s who they are.*

*Gay and lesbian couples should be allowed to get married.*

*Being gay is a choice.*

*Abortion should be banned.*

*It’s ok for two guys to hug each other.*

*Marijuana is a harmful drug.*

*Pornography should be available to people under the age of 18.*

*It’s ok to have sex with someone when they are drunk or on drugs.*

*Looks are the most important thing in a relationship.*

*You can tell whether someone has an STD from how healthy they look.*

*Condoms are the safest protection against pregnancy and STDs.*

*Oral sex is safe sex.*

**AGREE**

**UNSURE**

**DON'T**

**AGREE**

## ACTIVITY 4: BEST FRIEND vs. PARTNER (Characteristics of a Positive Relationship)



**Aim:** To encourage young men to look beyond the more superficial aspects of a relationship, and identify those aspects which make for a healthy relationship.

**Time:** 15 – 25 minutes

**Resources:** Whiteboard & textas, or butcher's paper.

This is usually an enjoyable and effective activity for several reasons. Firstly, it allows the young men to have a laugh, and to express opinions they would not usually be able to express in a classroom discussion. Equally important is that rather than the facilitator simply telling them what the most important qualities are, he can use the students' own opinions to reach this conclusion; the young men will arrive at the desired point of view on their own, with the facilitator leading them there through questions and discussion.

**Defining the terminology (if necessary):** Ask the students: - "When we use the word *relationship*, what could we mean by that?" (marriage, dating somebody, but also friends, family, etc.)

"The two types of relationships we want to focus on right now are the ones you can have with a best friend, and a partner. Can anyone tell me why we might use the term 'partner' to describe someone you are romantically involved with?"

Explain that "partner" is a term we can use to describe a few different types of romantic relationships. It could mean a husband and wife, girlfriend and boyfriend, a same-sex couple, or a de facto couple. (You may need to explain the term *de facto* as not all students will understand this.)

1. Ask the students: - "What are some of the qualities you would expect in a best friend?"

Answers we often get are: "trust", "respect", "understanding", "honesty", "similar interests", "a good personality", "a good fighter", "patience", "someone good to talk to", "a good listener", "someone who is fun", "a smart person", or "a person who is supportive".

Important qualities to mention if the class have not already, are "respect" and "communication". To bring up the former you can ask, "What do you call it when someone treats you the way you'd like to be treated?" Regarding communication as an important quality, get them to think about why good communication between two people would be important; examples are when you have disagreements you can sort things out easily, or when you are going through tough times you can confide in someone.

2. Now ask the young men: "What are some of the qualities you would want in a partner or someone you are having a close relationship with?" [An important point to note is that the boys usually discuss this person as being a *woman*.] Write these answers in table form on the whiteboard (see below)

At first some of the students may say things similar to the responses we have had before such as: "the person would have to be good looking", "they would have to have a hot body", "they would have big tits and be great in bed". A number of students also said that it also would be good to go out with someone who is smart and has a good personality. If the more superficial characteristics are being mentioned, do not discourage this, as it is important to explore whether these things are really so important.

Example of some typical responses to this activity:

BEST FRIEND	PARTNER
Trust Honesty Common interests Loyal Can talk to them Fun Respect	Hot body Big tits Horny Trust Personality Good in bed

**3.** Work with whatever responses the students have given. Examine first the qualities that are more superficial or sexual in nature. Eg. “So let’s just say you had a girlfriend who was hot and had big tits and was good in bed and always horny, would that be a good relationship?” Typically, some will say yes, that it would be the perfect relationship. Others might disagree, pointing out that it wouldn’t be any good if you couldn’t trust them, or had nothing in common.

If the young men are focusing mostly on the sexual aspects of a relationship, ask them: “Do you think you can have sex all day? If you had sex all the time, don’t you think you might get tired, a bit sick of it?” If the young people look at relationships they see around them, are they based only on sex? Are Mum and Dad, or Grandpa and Grandma, always at it? Or are there other things that keep the relationship together?

**4.** Emphasise to the young men (if they have not come to this conclusion already) that the physical and sexual qualities are all fine, and might be good for a while, but might not be enough for a positive, fulfilling and happy relationship in the longer term. Ask which qualities might be most important for the best relationship; it will become clear that the characteristics we described as being essential for a best friend are also the same things people should look for in a partner.

For many of the young people you will deal with, the idea of a serious and committed relationship seems like something for the distant future. They will mention this from time to time. You should point out that even in relationships that are casual, short-term or based only on sex, qualities like honesty and respect should still apply.

**Optional:** If time allows, it may also be worth asking the group what they think women look for in a partner. As before, responses may be a mix of emotional and superficial qualities, such as in the example below.

BEST FRIEND	PARTNER	WHAT WOMEN WANT
Trust Honesty Common interests Loyal Can talk to them Fun Respect	Hot body Big tits Horny Trust Personality Good in bed	Personality Big dick Money Sensitive guy Big muscles Honesty Good car

Of the qualities listed, ask the students what they think is most important for women. If they mention the more superficial characteristics, acknowledge that just as some males may prioritise qualities like breast size and good looks, some females might be interested in money or penis size. However, are those qualities a suitable foundation for a fulfilling relationship? Point out that what women look for are mostly the same qualities that the young men have identified as most important (the personality-based ones)



## ACTIVITY 5: HIDING THE REAL YOU - THE TEETH EXERCISE



**Aim:** To raise awareness of how difficult it would be to hide an everyday aspect of your life. This can be used in workshops dealing with sexuality, masculinity, bullying or being yourself.

**Time:** 5 - 10 minutes.

**Resources:** None.

This exercise is about giving the young men some idea of how difficult it would be to have to hide an integral part of yourself. It is especially useful in work on sexuality, as it highlights how a number of people who identify as same sex attracted have to live their lives. But it also relates to the wider issue of being oneself, and can be used to open up discussion about how social pressures can make it difficult for many people to express their true selves. Being constantly on guard against others being able to see the 'real' you is not only exhausting, it is also demeaning and non-affirming.

This exercise works well in a whole-group situation seated in a circle or semi-circle, but you could choose to split the participants into pairs.

1. One by one, the young men are to say their name, age and a particular detail about themselves which you will choose; examples could be their favourite band or TV show (something simple and not too personal). It seems simple enough but explain to the group that there is a catch: **they are not allowed to show anyone their teeth while they do this.** Get them to imagine we live in a world where showing your teeth in public is extremely rude, so they have to keep them hidden. If you like, you can get other group members to point out when they can see the speaker's teeth, but this is not essential.

While most find this activity very enjoyable, remember to respect the right to pass, as some may not feel comfortable doing this. You may wish to make the rule that some methods of hiding teeth are cheating (eg. People covering their mouth with their hand).

2. Once everyone has had a go, ask if they found that easy or difficult. While some might have done it easily, most will struggle to be understood clearly while not showing their teeth at all.

Ask "Ok, imagine what it would be like to have to hide a certain part of yourself all the time. Only this time its not a physical part of your body, but a part of your personality. How would that be?"

Ask if they can think of any situations where people have to do that, or of any kinds of people who have to hide their personalities in this way.

3. If they are struggling to come up with relevant answers, you can give them clues, such as "Imagine there was a kid at school who was really smart; would he be able to always express that part of him?" Might he be worried about being called "nerd" or "square"?

Mention that many gays and lesbians have to do this every day of their lives, when it comes to their sexuality. Encourage them to think about why this may be, whether this is right or fair, and whether this would be damaging to a person's self-esteem, confidence and quality of life.

4. If you are not focusing specifically on sexuality, encourage them to think further about hiding oneself. Ask “Do you think that perhaps all of us have to hide ourselves at different times in our life?”

If they do not think so, or do not understand, one way of explore what you are describing is to ask:

“Who here has ever felt like crying, but held it in? Put your hand up if you have.” (Generally most or all hands will go up.) “Ok, so why do we hold it in?”

Typical answers might be “Because you have to be a man” or “because you don’t want to get teased” or “because you don’t want people to think you’re a wuss”.

This then is a perfect example of the idea of hiding oneself; wanting to express how you really feel but concealing it because of anxiety over how others will react. There are many other examples you could use; anyone who has an interest or characteristic that differs from the norm may have to hide it.

This activity can be used to initiate a discussion on masculinity or bullying, as two of the forces that make it difficult for young men to be themselves. It also links with the subject of self-esteem.

*(Source: Vicky at City of Boroondara Youth Services)*

## ACTIVITY 6: “THE REAL MAN”: EXPLORING MASCULINITY



**Aim:** To define and redefine what it means to be a man in our society

**Time:** 20 - 35 minutes

**Resources:** Whiteboard or butcher's paper, and markers.

This discussion activity is one of the most important parts of the *Respect, Protect, Connect* Program. It is very difficult to address the problems faced by males without exploring the way that our society defines maleness. By identifying and then debunking the stereotypes that limit male expression and behaviour, a whole new set of possibilities can become possible.

There are a number of ways to lead into this activity, using some of the other activities detailed in this manual. These can be used in conjunction with each other if you wish:

- ☐ Run **Activity 4: Masculinity and Violence**; after defining violence, get the group to discuss why males are more often the perpetrators of violence. This is often the most effective way to introduce younger students into the subject of masculinity.
- ☐ Ask the young men: “Who has ever heard someone say ‘Act like a man’, or ‘be a man’, or ‘take it like a man’? What does it mean when people say that?” (Write responses on the board; typical ones include “don’t cry”, “be brave”, or “be tough”.)
- ☐ Run **Activity 2: Hiding the Real You: The Teeth Exercise**. Discuss why many young men have trouble being themselves and have to act like something they’re not. Ask: what are the expectations on us as males?
- ☐ Ask the **Icebreaker Question** (earlier in this chapter): “What is the best thing about being a guy?” After the group has done this, ask if they can think of any things that can be bad or difficult about being a guy. Can they always be themselves? Is there any pressure to act in certain ways?

For older students, you may wish to ask if they know what the word “**stereotype**” means. (Many younger students will not understand this term.) Examples of stereotypes include blonde women being dumb, old people driving slowly, etc. Explain that there are stereotypes for all kinds of people, based on where they live, their occupation, their religion or ethnicity, and other factors. Highlight to the group that stereotypes can sometimes be true but frequently are inaccurate. What we are looking at now is the stereotype of being a “real man”.

Write the title “Real Man” on the board (or on butcher's paper). Alternatively you could use the term “Macho Man”. Get the students to brainstorm what they think a real man is, or at least what many people expect a real man to be. Eventually you will have something like this:

REAL MAN
Don't cry
Likes sport
Tough
Big muscles
Large penis
In control / in charge / dominant
Brave
Drinks beer
Not gay
Ladies' man
Doesn't talk about his feelings / problems

You will usually need to ask a few questions to get the answers you are looking for. Examples might be:

- **“Who is an example of a ‘real man’ from TV or the movies? What are some of their qualities?”** (The young men may give answers like Arnold Schwarzenegger, James Bond, Homer Simpson, Rambo, etc.)
- **“Just say I told you that I slept with 6 women last week. What are some names you might call me?”** Answers might be stud, playa, champion, legend, etc. Then ask, “What if a woman slept with 6 guys last week. What does she get called?” Typical answers would be slut, whore, or skank. Ask the group that if a man is praised for having sex with lots of different women, isn’t this part of the stereotype, that he is more of a “real man” if he does?

Once you have established a list of appropriate responses, circle the list and ask the group: “Now, put your hand up if this describes you.” This could be then followed by the question “Do these things describe anyone you know?” and then (hopefully after the euphoric answer of no) “Even though this doesn’t actually describe anyone, do you see people trying to act like this?”

The students will realise quite quickly that virtually no one can be all those things, all the time. Most of us will be some of those qualities, but hardly all of them.

Make sure that the group understands that this is not what we are saying a real man is, but an expectation that we learn from the world around us. The media, our parents and our friends may all reinforce this to us.

If they do not agree that this expectation exists, ask them about those who are different from the characteristics listed. If a man is gay, how might he be treated? If a young man cries in public, or runs away from a fight, or wants to drink herbal tea instead of beer, what will some people say or think about him? If a man is not a “stud” when it comes to the opposite sex, could he feel unhappy about himself?

It should become clear to the group the absurdity of expecting males to live up to all the listed characteristics, when clearly no one is like that in reality. Next, get them to think about how these expectations might affect the way men act, or feel about themselves.

### **CONSEQUENCES OF THE MASCULINE STEREOTYPE**

#### **More likely to get into trouble:**

Because we are always expected to live up to an unrealistic stereotype, many males constantly feel they need to prove their manhood to themselves and others. Examples of this might be getting into a fight when walking away might be a better option; and risk-taking behaviour in order to show off to others (such as drinking competitions, drag-racing, etc). This is one reason males are more likely to be violent or otherwise get in trouble with the law.

#### **Poor coping skills:**

Crying, and talking to people about one’s problems are both ways of letting out pent-up emotions such as sadness and frustration. It is regarded as normal for females to cry and talk when they are upset, but for men it is seen as weak and unmanly. If we do not let out our problems in these healthy ways, they may be unleashed in harmful ways: aggression, suicide, drug or alcohol abuse. This is surely another important factor as to why women are generally less violent than men.

#### **Poor relationships:**

If a man expects that he has to be tough, never share his feelings, be in control and be a “stud”, how could this affect his relationships with others, particularly with a partner?

#### **Self-esteem problems:**

Because it is simply not possible to live up to all the expectations society has of a “real man”, many men develop feelings of inadequacy and low self-worth.

#### **Not being yourself:**

In order to conform to the rigid and narrow definition of what is social acceptable as a male, many men put on a “front” or “tough act”.

The message of this activity is that there are many different ways of being a man, and that many of the problems we face as males stem directly from the ridiculous expectations placed upon us by society. Follow this activity with another such as **“Macho Man vs. Mature Man”** or **“Troy’s Story”**, to emphasise how the macho stereotype can cause problems for males.

## ACTIVITY 7: MASCULINITY AND VIOLENCE



**Aim:** To explore the definition of violence, and understand how notions of manliness are a major factor contributing to violence.

**Time:** 20 - 35 minutes

**Resources:** Whiteboard or butcher's paper, and markers.

This activity incorporates the previous one “**The Real Man: Exploring Masculinity**”, but ties it more specifically into the issue of violence. It is a very effective way of getting audiences to examine the masculine stereotype, particularly with younger students.

1. Brainstorm the different types of violence on the board or on butcher's paper. The first things the kids will usually come up with are physical, such as punching and stabbing. Explain that those all go into one category, can the group name it? What might be some other categories of violence? Soon you will have something like this:

**Physical:** punching, kicking, stabbing, shoving, war, throwing objects

**Sexual:** rape, groping, child molestation, incest, harassment

**Verbal:** name-calling (racism, homophobia, etc), verbal abuse

**Emotional / Mental:** threatening behaviour, intimidation, stalking

Emphasise that the categories are not rigid and some acts might belong to a number of categories. Also it is important to stress that the emotional or psychological effects can often be much more damaging than the physical ones.

2. Ask the young men: “So who do you think does all this violence?”

Typically they will say criminals, crazy people, junkies, people who are drunk.

Ask them: “If we went down to the local police station and looked at all the records of violent crimes, there would be one thing that most of them have in common. What would that be?”

If someone says “They are men”, explore this idea more. The population of Australia is around 50% male and 50% female, right? So if we looked at all the perpetrators of violence, or at the people in jail in this country, wouldn't it be 50/50 as well?

**Option:** Designate one corner of the room as 100% and the other as 0%, with 50% in the middle. Get the group to stand where they believe the answer is, to the question: “Out of all violent crimes that are committed, what percentage are committed by males?”

Tell them that around 98% of all violent crimes are committed by males. And of all the people in the prison system, 94% of them are male.

3. Ask them what they think of these statistics. Do they find it shocking? **Why do they think so much more violence is committed by males?**

There will be a number of answers the group will give for this, such as those listed below:

- ☐ **Men are stronger:** Does that mean that a weak man who is not violent, if he went to the gym and bulked up, would suddenly become violent? What about a female athlete, who would have to be very fit and strong – would she be violent? Also, does a person need to be strong to commit violence? A man who was physically weak could still use a knife or gun to hurt someone.
- ☐ **Men have testosterone / it's part of our nature:** We all have testosterone. Even women have some. If all men have it, or we are all built the same, shouldn't that mean we will all be violent? If we are controlled by our hormones, does that mean we have no choice as to what we do?

So there must be some other reason. What could it be?

4. At this point, lead them into **Activity 5: "The Real Man"**. Once the list of masculine characteristics has been established, you want to focus on several aspects of it:

**Coping skills:** What will happen to us if we are upset or angry, yet don't cry and don't talk about our feelings with anyone? Ask if they have heard about some of the school shootings that have happened in the USA (Columbine being the most famous), Germany, or Australia (Monash University). The perpetrators in those cases all expressed frustration with schooling or the school environment, and they were all male. What if they had found a non-violent means of dealing with their problems?

**Male pride:** As a result of society's expectations, as males we often feel the need to project and maintain an image of toughness. Factors that threaten or challenge this image (rejection, loss of power, insults) are frequently dealt with by aggressive means. The **Troy's Story** activity shows a scenario that describes this.

**Relationships:** It has been said that most violence occurs in the home. If a male is conditioned to believe he should always be dominant and in control, yet never share his feelings for fear of seeming weak, might this have a connection to violence in the home?

This activity can be used very effectively in conjunction with a number of other activities, particularly **Hiding the Real You: The Teeth Exercise**, **Troy's Story**, **Power Pairs**, and **Macho Man vs. Mature Man**.



## ACTIVITY 8: “MACHO MAN” vs. “MATURE MAN”

**Aim:** To explore the problems associated with the “macho” stereotype, and to encourage better decision-making skills.  
**Time:** 10 - 15 minutes



**Resources:** “Macho Man” vs. “Mature Man” worksheet, pens or markers.

This is an activity that has proven very effective in encouraging more critical thinking amongst young men about masculinity and violence. Prior to conducting this activity, it is important to have established what the class thinks “macho” means, and to have explored to some degree the idea of masculinity. It is the perfect exercise to wrap up a discussion on “what it means to be a real man”.

The worksheet displays a number of challenging situations, with students filling in what they think someone acting macho might do in response, and what a more mature response might be.

While you can distribute the worksheets to each individual in the class, we have found it most effective to divide the class into small groups of 2 - 4. This gives them an opportunity to discuss and debate the answers, and is more supportive for any group members who have difficulty with the exercise.

Allow between 5 and 10 minutes for the group to complete the exercise. It is not essential for all to finish, as the answers will be discussed as a group. An integral part of this activity is looking not just at the responses, but the consequences of those responses, and why the mature response might be the better choice. Use it as an opportunity to explore the issues each scenario presents, if appropriate.

Most of the scenarios involve one or more other people, which gives the facilitator the opportunity to encourage empathy for other people. As an example, at one school many of the boys could see no option for “Someone tries to make a move on your partner at a club” other than to use aggression, whether physical or verbal. When asked why they could not confront the situation in a calm and respectful manner, they typically replied, “Most guys wouldn’t respond to that, they just want to fight.” We then asked them to imagine the situation reversed: “You are at a party and see an attractive girl, so you go and try to chat her up. Then a guy appears and tells you quite politely that this is his girlfriend. What would you do?” Almost all the young men replied that they would just “apologise, say they didn’t know, and back off.”

There are 3 versions of this activity given here.

(1) is a general all-purpose version suited for Year 8 or 9 and older.

(2) is the same but with the sexual reference removed, and is better suited to Year 7 or 8 students, or at schools when sexual references might not be appropriate.

(3) is specifically for use in relation to safe partying workshops.

# ***"MACHO MAN" vs. "MATURE MAN"***

(1)

<b>WHAT HAPPENS?</b>	<b>WHAT DOES MACHO MAN DO?</b>	<b>WHAT DOES MATURE MAN DO?</b>
<b>Someone picks a fight with you at school.</b>		
<b>Someone tries to make a move on your partner at a club.</b>		
<b>You are on a bus with friends. A gay couple holding hands gets on the bus.</b>		
<b>You are having family, school or work problems.</b>		
<b>You are having sex with a partner and they suddenly ask you to stop.</b>		
<b>You are at a party and someone offers you drugs/alcohol. You do not want any.</b>		
<b>Your friends are bullying or teasing someone about their ethnic background.</b>		
<b>Your best mate is crying about something.</b>		



## ***"MACHO MAN" vs. "MATURE MAN"***

(2)

<b>WHAT HAPPENS?</b>	<b>WHAT DOES MACHO MAN DO?</b>	<b>WHAT DOES MATURE MAN DO?</b>
Someone picks a fight with you at school.		
Someone tries to make a move on your partner at a party.		
You are on a bus with friends. A gay couple holding hands gets on the bus.		
You are having family, school or work problems.		
You are at a party and someone offers you drugs/alcohol. You do not want any.		
Your friends are bullying or teasing someone about their ethnic background.		
Your best mate is crying about something.		

# MACHO MAN” vs. “MATURE MAN”

(3 - Safe Partying Version)

WHAT HAPPENS?	WHAT DOES MACHO MAN DO?	WHAT DOES MATURE MAN DO?
Someone picks a fight with you at a club.		
At a party, a guy looks like he's trying to make a move on your partner.		
You are having sex with a partner and they suddenly ask you to stop.		
You are at a party and someone offers you drugs/alcohol. You do not want any.		
Your mates invite you to jump in the car with them. The guy behind the wheel has been drinking.		

## ACTIVITY 9: WHAT KIND OF MAN DO YOU WANT TO BE?



**Notes:** In the early seventies, David and Brannon (1976) identified four injunctions that influence western mens' thinking and behaviour: '1, no sissy stuff; 2, the big wheel; 3, the sturdy oak , and ; 4 give 'em hell.' That is, men should: never be feminine or sooks; always compete and win - career comes first; never be in need of help; actively seek risks and adventure and sometimes do so violently (Mahalik, 1999).

This activity allows young men to see how the different ways of being a man can be costly or healthy.

**Ask participant to come out to the front of the group – hand him a whiteboard marker and ask him to draw;** 1), a picture of a crying face with a line through it -like you see on the no smoking signs with a circle and a line through the cigarette; 2), a big wheel; 3) A big strong tree; and 4) clouds with lightning bolts flashing out aggressively.

### Introduce the pictures as being about gender and identity:

<u>1. Sturdy Oak</u>	<u>2. Give 'em Hell</u>	<u>3. No Sissy stuff</u>	<u>4. The Big Wheel</u>
(Stands alone, no intimacy)	(Take high risks, prove yourself)	(No emotions, tough at all times)	(Life is all about work and winning)
<b>Problems:</b> "Others are the problem - when they do things my way the problem is fixed"			

**Explore** with the boys how these positions are expressed in the school ground, in the media, etc.

**Expose how** some people choose one of these gender styles because it makes them money - like Eminem (the rapper), Arnie, (actor) etc. Young men may be naturally drawn to these tough men as they appear to be in control, and that's attractive to many young men.

**Next**, give out 'Handout 14: What Kind of Man Do You Want to Be?'

Ask the young men to notice on the handout that there are two extra ways of being a man:

In the middle there is the balance position:

<u>1. Connected</u>	<u>2. Respectful</u>	<u>3. True to Ones Self</u>	<u>4. Resilient</u>
(Has support & is inter-dependant)	(Is responsible for own actions)	( Finds safe people to be himself with)	(Learns from mistakes/life)
<b>Problems:</b> "the problem is the problem - there will be a solution"			

And at the bottom is the polar opposite of the top position:

<u>1. Space Invader</u>	<u>2. Self Slayer</u>	<u>3. The Doormat</u>	<u>4. The Lost Man</u>
(Has no boundaries - can't see own strengths)	(Sees himself as the problem)	(Non-assertive)	(Lost confidence and direction)
<b>Problems:</b> "I am the problem - others are the solution"			

In reality, it is possible to move back and forth from position to position. Spending too much time at either the top or bottom position, however, generally leads to a 'build up' of tension and a move to the opposite position. How young men respond to problems is italicised.

### **Quick Discussion Questions:**

☐ Where would you place: a gay AFL footballer; an environmental protester; a detective; an action film hero, a long term unemployed man, a man who believes that 'real men do not back down from a fight', and a heroin addict?

### **Gender and Relationships:**

Ask the young men to think of qualities they believe are essential for a healthy relationship, and what qualities would make an unhealthy relationship'.

Frame their comments into 'values' and 'behaviours'. For example, place money and sex as outside the boxes. Return to these issues later with questions such as 'Would you choose to be in a bad relationship if it was with a supermodel/millionaire or just for the sex? Why?

<b>Great Relationship:</b>	<b>Bad Relationship:</b>
<b>VALUES:</b> Trust, Respect, Understanding, Equality, Tolerance, Co-operation, Romance, Love, Fairness, Courage, Honesty.	<b>VALUES:</b> Betrayal, Disrespect, Domination, Intolerance, Hate, Insensitivity, Criticism, Judgement, etc.
<b>BEHAVIOURS:</b> Communication, Affection, Assertiveness, Resolving Conflict, Patience, Listening, Consenting Sex, Supporting Each Other, Fun, etc	<b>BEHAVIOURS:</b> Silence, Withdrawal, Always Yelling – Never Talking, Abusive Sex, Violence, No Fun, No Support, Cheating, Dishonesty, etc

- ☐ **Explore** if it is possible to have a great relationship from the top position.
- ☐ **Clarify what respect is** - in terms of respecting yourself, and others (i.e., nurturing yourself, not self-criticising and treating people fairly). Discuss how values can be different to behaviours.

**Explore:** "Everybody has the right to be respected as themselves".

- ☐ **Explore the positives of the middle position** – You can be yourself, have meaning, fun, and intimacy. It sounds good, but what gets in the way of men choosing the middle position?

Using chalk, draw a 'toughness line' on the floor (with 'tough' written on one side and 'gay/girl/wuss' on the other side).

Discuss how respecting yourself and others will at times involve crossing the line.

Validate how it is hard to cross 'the line' to make non-toughness choices (due to peer pressure, media portrayal of men as tough, heroes, etc.). The challenge is to be true to our laws and ourselves, not the toughness line – but that's easier said than done, especially with peer pressure/policing.

### **Gender and Problems:**

**Normalise worries and problems that young men have.** Explore how the three gender positions would respond to these problems. Which position would lead to denial and minimising? Which might allow learning from the experience? Which would allow support?

Ask 'What kind of man do you want to be? What kind of man do you feel free to be?'

'Is it safe at this school to be yourself, if you were gay, or wanted to tell a mate about bad memories of being sexually abused?'

Explore how they may need to find 'islands of safety' – places where they can safely be themselves.

### **Gender and Courage (10 mins):**

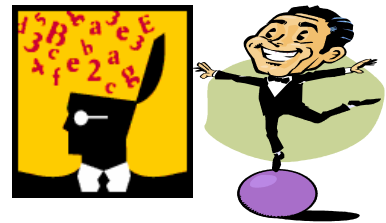
Write on the whiteboard: 'The best way to achieve courage is to set a goal and achieve it, make a promise and keep it. Courage comes from the heart' True or false?

Can you be true to yourself whilst being unjust? (Covey, 1994).

## ACTIVITY 10: THE PRIDE SCALE

**Aim:** To encourage resilience and explore ideas of self-esteem and conflict resolution.

**Time:** 5 - 15 minutes



**Resources:** “Proud” and “Wounded Pride” cards (below – to be photocopied & laminated)

This activity is designed to enable young men to think at a deeper level about how they react to challenges in life, particularly being teased or insulted. Through this process they should be able to (a) identify the attributes which enable them maintain a healthy self-regard, and (b) identify that some people use aggression as a way to deal with challenges. It is suited for workshops dealing with anger management, violence, masculinity, bullying, assertiveness and self-esteem. It is not recommended for younger students (Year 7 and 8) as some of the concepts may be difficult to understand.

1. Ask the young men: “We know that if someone physically attacks you, it can cause injury or pain to your body. What about if someone insults, bullies or humiliates you? What do we call the part of us that is being hurt by verbal or emotional attacks?”

They may have several responses, such as feelings, emotions, ego, reputation, face and self-esteem. For the sake of this activity we will use the term “pride” to encompass these things.

2. Place the “*Proud*” card at one end of the room, and the “*Wounded Pride*” card at the other. Tell the group that this represents each extreme of a scale of how you feel about yourself. Make it clear that it is normal for us to move up and down this scale at different points in our life.

3. Ask a volunteer to stand near the end that represents him feeling pretty good about himself. Ask him and the group: “What might be something that could make you move down this scale?” There may be a variety of responses, but at this stage focus on the bullying and put-downs. Ask him and the group to imagine someone has said or done something very insulting to him. Examples could be bullying, teasing him about himself or his family, picking a fight with him or making a fool of him in public. At that moment, before he has done anything in response to the insult, where might he move to on the Pride Scale?

4. Have him move further down towards the “*Wounded Pride*” end of the scale. You can briefly explore how it would feel to be down that end. “What might you do to fix that situation and restore your pride?”

The typical response will be to beat up who ever was responsible for the insult. Acknowledge that they have beaten the person up, then get them to move back to the “*Proud*” end. You might want to make sure that the group understands this, and agrees that this is how many people act.

It is also important to acknowledge that not everyone will respond with violence. Some may respond with verbal aggression or witty comebacks, or have other ways of getting even. Some may accept the insult and do nothing. This exercise is targeted towards those young people who may typically react aggressively, and while it is fine to play along with this to some extent, be careful not to send the message that this the appropriate way to respond.

5. Ask them: “So that’s how we’ve brought our pride back up again. But what’s the problem with this way of making yourself feel good?”

- You’d be constantly getting in trouble for fighting;
- It is against the law to assault people;
- What do you do when you’re not tough enough to beat up whoever insulted you?
- Your self-regard is always dependent on other people, and can yo-yo up and down depending on what other people say and do to you.

6. Ask: “Wouldn’t it be better to be able to stay at the ‘*Proud*’ end most of the time? What would it take for us to stay up there, no matter what people say or do to us?”

The following example can help illustrate this (and you can use your co-facilitator to act this out, using the scale):

“Ok, we’ve got 2 people here, person A and person B. Someone comes up to person A and says something really insulting. Person A gets really angry and tries to thump the guy who said it. Then someone comes up and says the same insulting thing to person B. Person B just says ‘Yeah, whatever’ and doesn’t seem to care. What do you think is different about the personalities of A and B?”

7. Demonstrate how in the above example, person A has moved down the Pride Scale when he was insulted, and can only move back up after successfully putting whoever insulted him back in their place. Person B has also been insulted, but has stayed in the same place and maintained his pride.

Ask: “Who has control over how A feels about himself? Who has control over how B feels about himself?”

“What are the qualities that B has which A doesn’t display?”

Reference could be made to surviving Prisoners Of War, who even under extreme circumstances, say the only thing that cannot be taken away from you is how you feel about yourself. It is important for the group to realise that they are capable of controlling how they feel about themselves, even when things are not going their way.

The young men should realise that person B has been less affected by the insult because he has a healthy self-worth, and can rise above those who are trying to bring him down or get a reaction out of him. He also has stronger self-control; or “internal control” as opposed to A who is “externally controlled”. Another important quality here is “resilience” – the ability to withstand challenges and bounce back from them.

\*

You can then expand this activity to have another volunteer act as the bully and another as the victim. Remind the group of the Pride Scale and ask what they think the bully is hoping to achieve by teasing the other person. They should be able to identify that the bully is trying to move up the scale by pulling his victim down and making him feel bad. Hence, the bully would have started off being lower on the Pride Scale than his victim.

The activity can also be used to encompass some of the other challenges faced by men, and how they deal with them. Instead of the insults or bullying, the man could be having a hard time coping with work or school, or with his relationships with others. How would these challenges affect his position on the Pride Scale?

In these situations, there is no one directly insulting the man, therefore he has no one to pick on in order to restore his self-esteem. Ask the group how some men cope with this? What are some good and bad ways that men cope?

Negative ways of coping and restoring one’s pride might be taking it out on other people; for example, a man is struggling to keep up at work, then comes home and is violent towards his partner, thus feeling better about himself in the same way as the bully (above). Better ways of coping might be seeking appropriate help, such as talking to a friend or counsellor.

This activity can link in with the **Power Pairs**, **Macho Man vs. Mature Man**, **Troy’s Story**, **Exploring Men’s Violence**, and **Assertiveness** activities, as well as discussions on masculinity and domestic violence.

**PROUD**

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**HIGH SELF-ESTEEM**

**FEELING GOOD ABOUT YOURSELF**

**POWERFUL**

# **WOUNDED PRIDE**

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**LOW SELF-ESTEEM**

**FEELING BAD ABOUT YOURSELF**

**POWERLESS**



## ACTIVITY 11: CONSEQUENCES OF VIOLENCE

**Aim:** To raise awareness of the possible consequences of engaging in violent behaviour.

**Time:** 10 - 15 minutes

**Resources:** Whiteboard and markers, “Scaling Statements” cards.



This discussion-based activity is another element of a broader anti-violence message. It fits in closely with **Discussing Anger**, **Masculinity and Violence**, **The Pride Scale**, and **Troy's Story**.

**1. Start with the Scaling Statement:** “If someone insults you, it’s ok to smash them.”

Most young men tend to agree with the statement (if most in the group disagree, you may not need to dwell on this activity for too long). Begin with asking those who agree why they have chosen to stand in that position. Then ask those who are unsure, then those who disagree. Discuss why some choose an aggressive solution to the challenge of being insulted, rather than other solutions (walking away, etc).

(It is important to acknowledge that to ignore or walk away from provocation is not always easy. Everybody has something that could trigger feelings of anger and aggression, be it insults about our family, ethnicity, personal traits or whatever. If the facilitator acts like these things are always easy to ignore, this could alienate the audience, as it is so far from their lived experience.)

**2. Have the group return to their seats. Ask them to think about this situation from a legal perspective.**

“So someone insults you, and you beat them up, and the police appear on the scene. Who is going to get into serious trouble, you or the other guy?”

**3. Ask the group whether they think that assaulting someone in such a way is legally justifiable – in other words, is it self-defence? Discuss what the group thinks self-defence is. See the Discussing Self-Defence activity.**

**4. Write “CONSEQUENCES” on the board and ask them to think about what could happen as a result of assaulting somebody. Below is an example:**

CONSEQUENCES			
If at school, get in trouble	>	suspended / expelled	> schoolwork suffers
Arrested	>	charged	> criminal record > difficult to get a job > fined > jail / juvenile justice > sued
Get beaten up > seriously hurt / killed > Humiliated			
Other person's mates get involved	>	violence escalates	> get beaten up > more people get hurt
You get a reputation	>	lose friends	

It is very important to make note of how a criminal record can affect one's life, in terms of job opportunities, travel, etc. What jobs can the group think of that would be harder or impossible to get with a criminal record? How might any employer feel about hiring someone with a criminal record?

The facilitator also needs to challenge the commonly held idea that males get into fights all the time, and that it doesn't mean anything. We have had many young men say things like "We get into fights with each other, then forget about it, the next day we're mates again."

There may be topical examples from the media you can use to illustrate the consequences of violence. Examples include people being killed or seriously injured in a fist-fight, or famous people being sued or charged for violent acts, or sportsmen being suspended or fined for violent conduct.



## ACTIVITY 12: DISCUSSING SELF-DEFENCE

**Aim:** To encourage thinking about ways of responding to potentially violent situations.

**Time: 3 - 10 minutes**

**Resources: None**

Young men are quick to scapegoat others for their violent or aggressive behaviour; “they started it” is a very common claim. This activity is a quick way to get the group to think a little deeper about the concept of self-defence, and fits in well with other activities relating to anger and violence.

Following are some examples of questions to ask the group. If you have a co-facilitator, you can have them act out the situations if you wish.

*“Let’s say someone says something really insulting to me, and I punch him out. Is that self defence?”*

*“What about if someone comes up and pushes me – and I stab him. Is that self defence?”*

*"What if someone comes up and throws a punch at me. I punch him back, and put him on the ground, then start to kick the crap out of him. Am I defending myself?"*

*"What about if a guy sees me on the street and yells out 'I'm gonna kick your arse!' Then I raise my fists and say, 'All right then, let's go!'" He approaches and we fight. Am I defending myself?"*

(The answer incidentally is **no** in all these cases.)

If there are differing opinions, get the class to debate each of these questions, and see if they can identify why each might not be self-defence.

## To sum up:

Ask the group: “So, if someone tries to attack you, what is the very first thing you should do?”

**Answer: Try to get away!** Either by walking away, running, talking your way out of it, or whatever. If you have the opportunity to avoid the fight but choose not to, you are a willing participant in it, and therefore can potentially be charged with assault.

If we are truly unable to get away, then the law allows us to use equal or lesser force to defend ourselves. The measures we are allowed to use for self-defence depend on the level of threat to us.

Discuss the importance of preventing oneself from getting into dangerous situations. While people are occasionally attacked without warning or provocation, the majority of fights have a build-up, typically from verbal abuse to pushing and shoving, then to punches being thrown. Most of the time there are opportunities to defuse or avoid the situation, long before we are faced with the decision to fight or flee.



## ACTIVITY 13: DISCUSSING ANGER

**Aim:** To challenge some assumptions about anger and aggression

**Time:** 10 - 20 minutes



**Resources:** Whiteboard and markers, butcher's paper.

This can be interwoven with or lead in from **Consequences of Violence**, and links with **Jerry's Story**, **Troy's Story**, **Masculinity & Violence** and **Early Warning Signs**. There are many different elements to this activity, feel free to pick and choose bits and pieces to fit the amount of time you have.

1. Ask and discuss the following question: **"Is it OK to be angry?"**

Flesh out the discussion with questions such as:

- "Isn't anger the cause of lots of people being attacked, hurt and killed?"
- "Is it normal to get angry? Or can we prevent anger from occurring?"

Point out that some people get angrier more easily than others (and you may want to discuss this matter in more depth also), and that some people get angry about things that would not bother other people. However, anger is a natural emotion. It is normal for people to get angry, and everyone will get angry at some point or another.

2. So is anger the problem then? Ask: **"What is the difference between anger and aggression?"**

You want them to understand that the two concepts are separate; anger is an emotion, while aggression is an action. Anger can lead to aggression, but it doesn't have to. Anger is not the problem; the problem is what we choose to do with our anger, in particular when we become aggressive.

Ask: **"What about arguments? Is it ok for people to argue? Don't arguments involve aggression?"**

Arguments are part of any healthy relationship. A healthy argument involves everyone have an equal say and feels safe to say what they think.

An argument becomes abusive when one or both parties use intimidation, put-downs, threats and other forms of aggression to create a power imbalance.

3. **"I JUST LOST IT."**

Ask what the group thinks about this statement. **When we get really angry, do we actually lose control, or are we in control and making a choice to lash out?**

**How long do you think it takes for someone to get worked up, to the point where they will be aggressive and lash out?**

**In that time, how can you tell when you are getting more and more angry?**

At this point you may wish to run the **Early Warning Signs** activity. Point out that if we are paying attention to our own body, we will notice the signs and have the opportunity to take an alternative course of action before it leads to a violent situation.

4. **"What if someone is picking a fight with you, or saying really hurtful things about you or your family? Is it easy to lose control and get into a fight?"**

Discuss this, then ask: **"What if the person provoking you was much bigger than you, or was holding a weapon, or had all his mates backing him up? Would you still have the same reaction?"**

Most will admit that their reaction in this case would be different; that they would probably think twice and decide against engaging in violence, as they would almost certainly get beaten up. Does this not show then, that we are making a choice whether we want to fight or not? So rather than simply “losing it”, we are making a conscious decision to act violently, based on our chances of winning the fight.

**5.** Ask the students to stand up, and then instruct them to turn around once and sit down again. Then ask: “How long did it take between me asking you to do that, and you actually doing it?” “In that short amount of time, what were some of the thoughts that went through your mind?”

Normally they will say things like, “Why are we doing this?” “What’s the point of this?” or “This is stupid.”

Point out that all those things could go through someone’s mind in a split second, which is all the time it takes to “lose it” and lash out. Even in a situation where things are happening quickly, we are still able to make choices about whether or not we want to use violence.

**6.** Breaking the students up into smaller groups, give them sheet of paper and ask them to brainstorm all the different things they could do to avoid using aggression when they are becoming angry. You could have them make 2 lists: one of strategies to employ when in a confrontational situation (an argument, or being provoked by someone in front of them); and the other list of ways to soothe anger when they are not being immediately provoked.

Examples could be:

- ☐ Taking “time out” – removing yourself from the situation
- ☐ Expressing how you feel assertively without aggression
- ☐ Taking a few deep breaths
- ☐ Thinking about the consequences of what could happen if violence occurred
- ☐ Use positive self-talk.

Eg. “It’s all right, I can handle this”, “Calm down”, “I’m not going to stoop to his level.”

- ☐ Hitting a pillow or punching bag
- ☐ Listening to music, watching TV or doing something to take your mind off it.
- ☐ Go for a walk or do some exercise.
- ☐ Find some paper and write down everything that you are feeling
- ☐ Talk to someone about the situation.

## ACTIVITY 14: JERRY'S STORY

**Aim:** To explore more about anger and taking responsibility.

**Time:** 10 – 15 minutes



**Resources:** “Jerry’s Story” handout, pens (optional)

This activity links in with **Discussing Anger**, **Early Warning Signs** and **Troy’s Story**. It looks at some basic myths about anger and aggression: including “it just happened”, “he started it” and “I couldn’t help it.”

1. Read or act out the story on the “Jerry’s Story” handout. Running it as a role-play would make it more enjoyable and interactive for the participants. In this case, have the facilitator or a students narrate the story and choose 2 others to act out the characters.
2. As a group, discuss each of the excuses given by Jerry, and whether they are legitimate. Alternatively, you could get the group to write their responses to each excuse on the sheet, then discuss it. Clues can be found within the text; with help the students should identify that none of his justifications hold water. For example:
  - ☐ Rather than “just happening”, Jerry’s anger had been building up over the course of the day, and escalated more rapidly after being cut off.
  - ☐ Jerry’s belief that the other driver “started it” is purely down to his skewed perception of the situation. The other driver’s insulting gesture was in response to Jerry’s aggressive driving.
  - ☐ Rather than being unable to help it, Jerry had a choice to behave aggressively. His choice may have been different had it been, for example, a police officer or a carload of rugby players in the other car, rather than just one driver.

### 3. Taking Responsibility

(This section can be added onto the **Troy’s Story** or **Discussing Anger** activities as well.)

**“A lot of the stuff we’ve talked about here is about taking responsibility for your own actions, instead of blaming other people for what happens. Which do you think is easier?”**

Discuss why they think people are reluctant to take responsibility for things, and would usually rather blame others.

#### **What do we gain by doing blaming others?**

- ☐ We feel better about ourselves, because we act like we are not at fault.
- ☐ We don’t have to change, since we don’t have a problem; its other people who have to change.

#### **What are some problems in doing this?**

- ☐ If the real problem is our own behaviour, it will never get solved, because we don’t acknowledge that it exists.
- ☐ We only see what we want to see, which may not be the true picture.
- ☐ This stops us from growing and becoming better people, because we don’t address our faults.

**“Which is the stronger and braver person – the one who blames everything on other people, or the one who can admit to shortcomings and wear the blame when he’s done the wrong thing?”**

It’s important to get the message across that taking responsibility is actually an empowering thing. When someone can take responsibility for their own actions, they then have control over their own destiny. For another activity dealing with responsibility, see **Troy’s Story**.

# JERRY'S STORY

Jerry had been having a really hard day at work. There was too much work to do.

**JERRY (to himself): "It's not bloody fair. People just expect me to do everything in this place!"**

Lots of things had gone wrong that day, so Jerry was relieved when it was time to walk out the door, get in his car and start the drive home. Traffic was heavy though, and it was taking a while.

**JERRY (to the other cars): "Hurry up, will ya!"**

All of a sudden another car cut into the lane ahead of him, taking Jerry by surprise.

**JERRY: "Shit! What does that guy think he's doing, cutting me off like that? Bastard!"**

He beeped the horn a few times. He could feel anger from the day welling up within him.

**JERRY (muttering through clenched teeth): "I'll fix this prick."**

Jerry tailgated the driver, so closely that he was only about a metre away from the other car's bumper. Finally they both stopped at the set of lights. The other driver leaned out of his car and gave him the finger.

**OTHER DRIVER: "Back off, ya bloody dickhead!"**

Jerry got out of the car, his face bright red with anger.

**JERRY: "Right, that's the last straw. You're in for a hiding mate!"**

The other driver had turned back around and didn't notice Jerry until he was right up next to the guy's door. He was surprised when he saw Jerry standing there.

**OTHER DRIVER: "Jeez, what's your problem, man? Chill out!"**

Jerry raised his fist and punched the guy through the open window a couple of times, before the other driver managed to get his hands up to protect himself.

**OTHER DRIVER: "Ow! Piss off!"** Jerry threw a couple more punches, then got back in his car and drove off. The other driver, feeling in shock, got out his mobile phone and dialled 000.

**OTHER DRIVER: "Hello, police? I've just been attacked by this crazy guy on the road. He's gone but I've got his license plate number..."**

Later, when the police turn up at Jerry's house and arrest him, these are some of the excuses he gave for his behaviour.

1. "I just lost it. It just happened."
2. "He was asking for it. He had to get smart. He started it and I finished it."
3. "I couldn't help it."

Have a look at each excuse. Do you think they are good excuses or bad excuses?

## ACTIVITY 15: EARLY WARNING SIGNS



**Aim:** To raise the students' awareness of the warning signs that the human body gives to signify anger or fear.

**Time:** 10 - 20 minutes

**Resources:** Large sheets of paper (eg. Butcher's paper), coloured pencils or markers.

This activity is to be used as part of a discussion on anger and aggression. It is particularly suitable for younger students (Year 8 and under), though it can work with older groups as well. It is a useful activity to have in store when a group is not responding well to discussion-based activities and may need to be more active. We have also used this activity to good effect with groups in which the overall level of English-language comprehension was low.

1. Begin with a brief discussion on anger. When something happens to make us angry, do we just lose it straight away, or does it build up. If it builds up, how do we tell when we are getting angry?

2. Split the participants into smaller groups of around 3 or 4. Hand out large sheets of paper and some pencils or markers. Explain that you want them to draw the outline of a human body, and then illustrate the **Early Warning Signs** – the different things ways that our body tells us we are getting angry.

Examples might be: red face, sweating, goose bumps, hair standing on end, rapid heartbeat, flaring nostrils, increased body temperature, fists clenching, muscles flexing, clenched jaw.

3. After sufficient time, the groups can return to the circle and display their work.

4. It is important to remind them that when we observe these things happening to our bodies, we can realise that it is time to use strategies to calm ourselves down or otherwise avoid becoming aggressive.

**Variations:** You could just use one sheet of paper for the whole group, draw the outline, and then ask them to name the different early warning signs. When each is named, someone can come out and illustrate it.

You could also get everyone to do this individually on a smaller piece of paper, although we often find it better to work in small groups as it encourages discussion.

It may arise that the students decide to draw a variety of unrelated things on the paper (for example, weapons, or enormous genitals). It has worked well in the past to largely ignore this, however if it becomes very inappropriate, then intervention by the peer-ed may be advisable.

**Feeling Unsafe or Scared:** We have used a very similar activity in relation to issues of child abuse, bullying and sexual assault. The Early Warning Signs in this case are not those that signify anger, but feeling uncomfortable, scared or unsafe. We have used this effectively for younger secondary school students, primary schoolers, students with intellectual disabilities, and other groups with individuals identified as being at some risk of abuse.

The bodily signs could include goose-bumps, shivering, sweating, crying, pale skin, wetting oneself, rapid heartbeat, and butterflies in the stomach.

It is important to connect this activity with discussions about what to do when feeling this way (who can we talk to?) and some of the things that might make us feel this way.



## ACTIVITY 16: TROY'S STORY

**Aim:** To encourage discussion about choices, anger, and responsibility in a violent situation.

**Time:** 15 - 20 minutes

**Resources:** Make copies of "Troy's Story" to hand out to each student, with the questions and pie-chart on the other side or a separate sheet. Students will also need pencils or markers to fill in the chart.



Due to the amount of text involved, this activity might not be suitable for younger students or those who will struggle with the reading and with the diagram element of the activity. Also as the dialogue is somewhat raw (attempting to describe a realistic situation), you may wish to clarify with the school that this will be appropriate. It is suitable for workshops focusing on violence, bullying, masculinity, anger and decision-making.

You may choose simply to discuss the story afterwards, without having them do the pie chart, but using the chart adds a more visual and interactive component to the activity. Make sure the students understand what a pie chart is; you should probably give them a quick example of how it works.

Students can do this individually, but if they do it in small groups (2 to 4) it gives them an opportunity to debate the issues amongst themselves. Give them around 5 minutes; after that, discuss it in the main group, and get them to explain why they have apportioned that amount of blame to each character.

To ensure that this activity is as fun and interactive as possible, treat it as a role play rather than just a reading. Give students the roles of each character in the story, have the facilitator narrate, and with them reading out the dialogue of that character, even acting it out if you feel this will be appropriate. To make this easier, all dialogue is highlighted and characters' names are underlined in the text when it is their turn to speak.

There are no right or wrong answers to this activity. The point of it is the discussion about blame, choice and responsibility. The facilitator should bear in mind the following questions however, and you may wish to ask these of the students:

Is violence ever the victim's fault?

If someone is observing the violent act and does nothing to intervene or express disapproval, what kind of environment are they helping to create?

If someone incites another person to commit a violent act, do they bear some responsibility for the violence?

Even if he has been provoked, and even if he is being encouraged to commit the violence, who made the choice to commit the violent act?

What about Troy's way of looking at the world? Do you think it is in touch with reality?

# TROY'S STORY

Jason, Dave and Troy were sitting outside the train station, as they often did in the afternoons after school, just hanging out, talking and checking out the girls as they walked past.

Shaun and his girlfriend Debbie were walking towards the station. They were at the same school as the three boys, but were one year below them. As they approached, Jason leaned over to his mates and said under his breath, **"Hey, check out what she's wearing today! She totally wants it. I'd give her one."**

They laughed. Shaun and Debbie walked past, about 10 metres away, and Dave whistled and made barking-dog noises. Troy yelled out **"Hey Debbie, show us your tits!"** The three boys laughed loudly amongst themselves.

Debbie gave them a dirty look but kept walking. Shaun stopped, his fists clenching and face turning red with anger. He started to walk towards them.

Debbie grabbed his arm. **"Just leave it babe, don't worry. They're just dickheads, forget about them. We need to catch our train."**

Shaun took a deep breath, which seemed to settle him down a bit, and he turned away from them. **"Screw you Troy, you're such a wanker,"** he said as he and Debbie started to walk off.

Jason jumped up from his seat. **"Ooh, did you hear that Troy? I wouldn't take that shit!"**

Dave joined in. **"Yeah man, go put him in his place."**

Troy hadn't really cared that much at the start, but as his two friends egged him on, he began to get worked up. He stood up and started to walk towards Shaun and growled **"What did you say?"**

Shaun kept walking but turned back to say **"You heard what I said."**

From behind Troy, Dave yelled out **"Smash him."**

Jason joined in. **"Yeah come on, kick his arse,"** he said.

A crowd of other kids from the school had started to gather to see what was going on. Troy felt he had no choice but to fight. **"After all,"** he thought, **"everyone has heard what Shaun said to me. If I just took it without doing anything, everyone would think I'm a pussy, wouldn't they?"**

Troy sped up his pace and caught up to Shaun. Shaun heard the footsteps behind him and turned around, raising his fists to defend himself, but it was too late. Troy was a big guy, a good fighter, and his first punch connected solidly with the side of Shaun's jaw. Another punch to the stomach, and then to the mouth, and Shaun was on the ground. He had lost a tooth, blood was trickling from his mouth, and he clutched his stomach in pain. Debbie started to cry as she crouched over him to protect him. **"Leave him alone!"** she shouted.

Jason and Dave were cheering Troy on. His work was done. Troy stood over Shaun and said **"Wanker, huh?"** as he spat on the ground and walked off. The other kids who had been watching started to move off to catch the train.

Troy felt fantastic. **"That'll teach Shaun to disrespect me like that,"** he thought. And everybody had seen how tough he was. It was a good day.

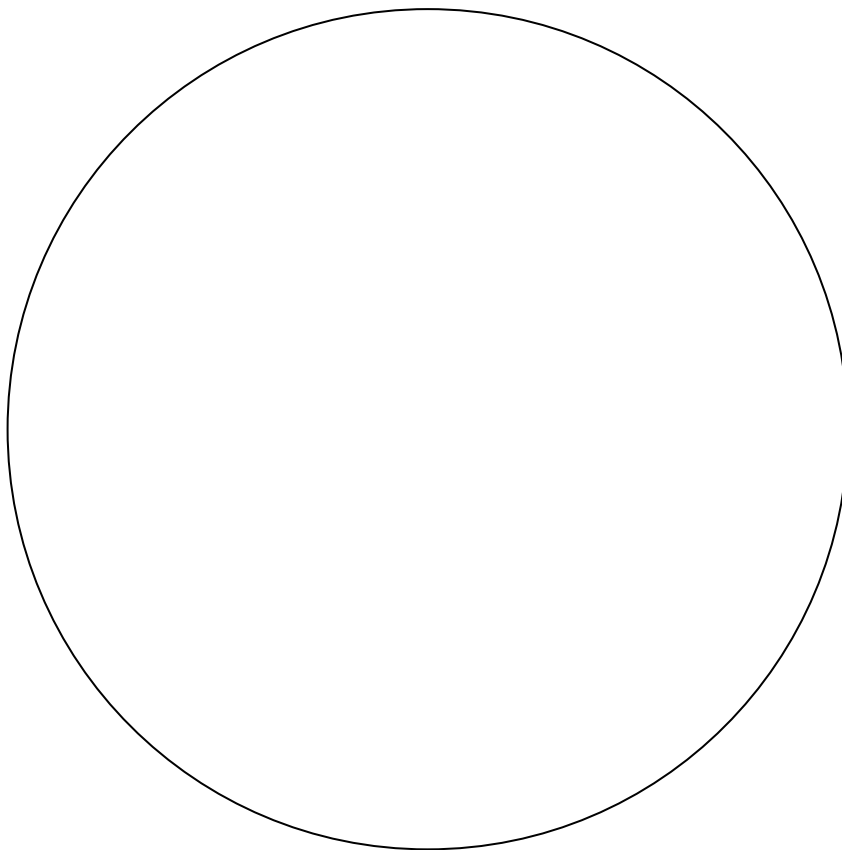
## **TROY'S STORY: Who is to blame for Shaun getting beaten up?**

After reading the story, discuss who you think is to blame for what happened to Shaun. How much do the different people in the story share the blame?

Use the circle below to draw a pie chart based on this. Show how much you think each character is to blame.

Use the following questions to help you think about how you will draw the chart:

Is it only Troy's fault?  
What about Jason and Dave, are they partly responsible?  
Did Shaun bring it upon himself?  
Did Shaun want to fight as well?  
Is Debbie to blame at all?  
What about the people who stood around watching?



## ACTIVITY 17: THAT HURTS!

**Aim:** To explore the effects of different hurtful behaviours, and encourage empathy for victims of violence.

**Time:** 10 - 15 minutes

**Resources:** Several sets of “*That Hurts!*” cards, preferably laminated.



This is a variation on the “Is this Violence?” activity. It is useful when dealing with issues of bullying, harassment and violence. To undertake this activity, participants will need to think about and discuss how different kinds of violent behaviours can impact on victims. It also challenges the notion that physical violence must be more damaging than verbal, sexual or emotional forms of violence.

**To prepare for this activity:** photocopy the subsequent pages (*Most Hurtful / Least Hurtful* and the 8 scenarios) and cut in half to A5 size, so that only one scenario is on each card. Number the cards 1 – 10 on the back; this will help you keep track of them, as they will easily get mixed up and jumbled together. Laminate the A5 sheets if possible (otherwise, they may not last long). You will need at least 4 sets of these cards to accommodate groups of up to 25 students. Bundle each set together, making sure the correct ones are in each set.

1. Divide the class into smaller groups, ideally with no more than 5 or 6 in each group.
2. Give each group a set of the 10 cards. On the floor, demonstrate briefly what you want them to do. They arrange the cards in a line, in order of what they think is the most hurtful of the scenarios. The Most Hurtful and Least Hurtful cards will be at either end.
3. Allocate each group some space around the room, either at a large table or on the floor. They can have around 5 minutes or so to complete this activity.
4. While they are doing the activity, go around from group to group, and ask why they have chosen certain scenarios as being more hurtful than others. Discuss the different scenarios and what the effects may be on the victim. This is important, as some groups may misinterpret the text, or minimise the consequences.
5. Wrap it up and discuss it as a class, perhaps getting the groups to compare their results, and debating which was most and least hurtful.

Bear in mind that there are not really any right or wrong answers. All the scenarios described are hurtful, and each may affect certain people in different ways, (for example, being beaten up is traumatic for some, whereas others may view it as a relatively common occurrence which they are less perturbed by). However, some may be viewed as more serious (“Caitlin” or “Vicki”, for instance), and if these are being classed as less hurtful, you may need to explore the reasons for this. It is important also to remember that some group members may have experienced similar situations themselves, so try not to minimise how each one might make the victim feel.

We have often used this activity as a way of leading in to discussion on sexual harassment, by focusing afterwards on the “Jenny” and “Sarah” scenarios, and asking what the group thinks about that kind of behaviour. Why do girls usually dislike that kind of treatment?

You may choose to use only a selection of the scenarios, depending on whether you want to focus on particular kinds of behaviour. For example, if you wanted to focus more on bullying, scenarios like “Caitlin” might be omitted, as they will be perceived as far more serious than some of the others, which may make others like “Philip” seem minor, as far as the young men are concerned.

**MOST HURTFUL**

**LEAST HURTFUL**

**Jenny is walking through the busy school corridor to her locker. As she walks past a group of boys, she feels them grabbing her on the butt and breasts. She pushes their hands off and hurries away, embarrassed.**

**Abdul plays soccer in a team every weekend. Last week, someone on the other team started a fight with him. He punched Abdul twice, giving him a blood nose and sore ribs.**

**Caitlin is 9 years old and lives with her Mum and step-dad. She likes her step-dad, but last night when he was helping her get ready for bed, he started touching her in a way that made her feel uncomfortable. He told her not to tell anyone.**

**Kumar and his family moved into a new neighbourhood. They like it there, but a couple of the neighbours are not so nice. They make nasty comments about Kumar's skin colour and tell him to go back to India.**

**Philip is having trouble making friends at his new school. Every day the bigger kids push him around and call him names like “fag” and “poof”.**

**Vicki has been going out with Brian for 6 months now. She was really happy for a while, but lately Brian has started to get really jealous. He told her she can't hang out with her male friends anymore, and said that if he sees her talking to another guy he's going to kill her. She's not sure if he means it or not.**



**Sarah doesn't like walking past the group of boys who hang around the school basketball court. Every time she passes, they whistle and yell things like: "Hey sexy! Want a root? We heard you're good in bed!"**

**Every day, Shane and his mates bully Tim into giving them his lunch money. Tim doesn't tell anyone because he's afraid of getting beaten up.**

## ACTIVITY 18: IS THIS VIOLENCE?

**Aim:** To broaden the definition of violence beyond merely the physical.

**Time: 10 - 20 minutes**

**Resources:** *Violence cue cards* and *Header Cue Cards* (below)



The aim of this activity is to broaden definitions of violence from just the physical through to other, less obvious forms. This exercise should be used with **Handout 2: What is Violence?** It is important to debate the reasoning behind placing different scenarios under different categories. Sometimes, in our work, we have found that the answers are not as clear-cut as we would like! The underlying messages that come from this activity are:

Violence takes many forms, all of which are unacceptable.  
Non-physical (and sometimes physical) violence is often socially sanctioned.  
Non-physical (and physical) violence needs to be recognised and stopped!

There are 2 ways of running this activity:

Place in the centre of the circle the HEADER CUE CARDS: VIOLENT, UNSURE and NOT VIOLENT, in a line with UNSURE in the middle.

Ask for volunteers to read aloud, and hand out the Violence Cue Cards to these people. Get each volunteer to read out their card.

Ask the group what they think is happening in the story (sometimes they might misinterpret it), and debate where each should go along the scale between VIOLENT and NOT VIOLENT. Pay special attention to those which are placed under UNSURE or NOT VIOLENT; explore why the students have chosen to place them there.

**OR**

Place in the centre of the circle the HEADER CUE CARDS: *VIOLENT*, *UNSURE* and *NOT VIOLENT*. Divide the class into approximately six even groups. Hand out the *Violence Cue Cards* to the group (two to each pair or group - depending on the size of the class) and ask them to place them under the header cue cards they think correctly describes the event.

Ask a volunteer to read out the list under the *NOT -VIOLENT* header and then ask participants to comment on their reasons for placing the card under that particular header - debate amongst the class whether the card should be under that particular header.

Repeat for *UNSURE* and *VIOLENT* cards. Pay particular attention to those cards under the *NOT-VIOLENT* and *UNSURE* headings.

**If the students do not place the cards where you believe they should go, it is important to respect their opinions and not insist on converting them to your point of view. The debate of the reasons for placing particular cards under particular headers is the most important part of this exercise.**

You may choose not to use all the cards here; some may be particularly relevant to the topic you are covering, others may not be. Time is another factor. Some of the less obvious examples of violence may be better suited to older students.  
(Original idea: *WHISE: Respect Ourselves, Protect Ourselves Workshop Manual*).

**VIOLENT**

**UNSURE**

**NOT  
VIOLENT**

School finished early and John raced towards the front gate. "NO!" he thought to himself. Damn, it was too late. The year 10's were already there, waiting for him.

They were huddled around in a big group, so he had to walk right through them to get out of the school gate. As he went through, he could hear the comments; "Hey pussy", "Loser", "Fag". Tears sprang to his eyes as he felt the sharp pain of someone grabbing his balls in a squirrel grip.

Peter came home in a foul mood. He'd lost five games in a row at the pool hall. Jess was in the lounge watching TV when he walked in. "Hi Pete" she said absent-mindedly, without looking up. Pete gave her a vicious back-hander to the head, then kicked her in the thigh as he walked past. "Where's dinner? Lazy bitch..."

Rob had noticed that things were not going too well between them at home. He was concerned that Shannon was about to leave him. She really didn't appreciate how hard he worked for them both. He felt that he had stopped it though, when he told her that if she did leave him, he would cut her so badly, she wouldn't be any good to anyone. He never really would do this, but she seemed worried.



Jenny left her classroom after the lunch-time bell went, and walked towards her locker. The hallway was very busy at this time every day, and it was so packed with students that Jenny had to squeeze her way through a bunch of Year 9 guys just to get to the end of the corridor. As she passed through the group, she felt someone slap her on the butt, and felt another hand grab at one of her breasts. "Piss off!" she said, brushing the hands away. She heard laughing behind her, and she was too embarrassed to look back. She hurried off down the hall, holding her books tight against her chest.

They were there again, waiting for him as he walked to the school gate. Just for once, it would have been nice to be able to leave the school grounds at the end of the day without the Year 10 kids picking on him. Why couldn't they just leave him alone? Just because he didn't like to play sport at lunchtime, so what?

As he got closer, he heard their laughter and comments.

"Hey guys, there goes that fag Paul now. Let's get him!"

They all closed in on him and he had to force his way through them. They were chanting now, "Poofter Paul, Poofter Paul!"

Paul felt the tears in his eyes as he ran off down the street. He knew that he would have to go through this all again tomorrow.

A couple are arguing constantly. Things are not too good for them. Neither is happy in the relationship, but the man doesn't want to change the way things are. Although the woman wants to leave, the man tells her she is so useless, she will never get by without him.

Steve really liked school now that he was in Year 8. Primary school was a long way behind him now. The girls were much better than they had been in primary school too!

There was one girl named Lucy, who had a really big set of boobs! Every day when Steve and his mates saw Lucy at the lockers, they would start to tease her.

"Hey, big tits!"

"How about a root?"

"How's your boyfriend? We know what you guys were doing all last night!"

Lucy seemed to get all embarrassed whenever this was happening, but Steve thought it was funny... sort of. He actually thought Lucy was really nice, but he couldn't tell her that!

Anyway, it wasn't really hurting her... was it? Surely she could see how funny it was.

Pete and Julie have an active sex life. Both like pretty much the same things when it comes to sex, but sometimes Pete goes a bit far. He doesn't get rough, or hurt Julie, but she doesn't feel as comfortable with what's going on as Pete seems to.

He was in the yard again, hiding, waiting. Soon she would step out to go to work. This was the third time this month he had followed her. It gave him a thrill. She never even knew he was there, following along behind her. She had looked behind her a couple of times though, the last time. Anyway, he knew he was just a looker. He meant her no harm. The thrill for him was in the chase.

Payday again. Jim put the cash into separate piles on the table. One pile for the bills, one for the living expenses, one for the car payment and one for housekeeping. Since Jodie had finished work two months ago, things had been tough. She would complain that he never gave her enough money for her to buy the basics she needed. He earned the money, he could do what he wanted with it! She'd damn well get by on what he gave her and that was that.

A couple have many friends, both individually, and mutually. Over the years, one of the partners begins to resent the amount of attention his partner is getting. Slowly, he isolates his partner through certain behaviours which stops their friends from seeing his partner. He embarrasses his partner in public, and has a number of strategies designed to stop his partner leaving the house. Although the man's partner misses the friendships which were once strong, they have no idea of how much their partner's behaviour is to blame for this.



Twelve year old Cathy went over to Mrs. Smenger's house every week to do housekeeping to earn extra pocket money. Today, Mrs. Smenger had said Cathy could earn even more money if she did other intimate things. Cathy wasn't sure what she meant.

## **ACTIVITY 19: EXPLORING MENS' VIOLENCE**



**Aim:** To gain an 'inside view' of the life of a man who is violent

**Time:** 20 minutes

**Resources:** Make copies of *John's story* to hand out to each student

**Notes:** Due to the nature of some of the concepts detailed here, and because of the length of the story, this activity is NOT suitable for younger students or those with a low maturity level.

### **Method**

- ☐ Read out *John's story* and ask students for feedback.
- ☐ Ask the students how they might feel knowing their partner was staying with them more out of a fear of leaving than because of love.

## **John's story**

*John was a lawyer in a very busy city legal company. He was often under a lot of pressure but he was earning good money, so he didn't mind the long hours or the stress. "One of these days", he kept thinking, he and his girlfriend Sally would take 3 months off and travel around Europe - it was something they dreamed about.*

*But things weren't always like a dream for John and Sally. Sometimes she seemed to say or do some stupid things. The worst thing was coming home from a hard day's work and she would be shitty with him for being away for so long. Sometimes when she did this he'd find himself pushing her up against the kitchen wall screaming at her.*

*It was full on, his heart was pumping, his body heat rose - his hands became sweaty against her shoulders. At work he could deal with stupid clients - he prided himself on being able to keep his work life and his personal life separate. "No wonder, I like work so much" he sometimes thought, "because I can deal with these jerks knowing I'm making a lot of money out of them".*

*One night John came home to find that Sally had gone. No note, nothing. Night after night she didn't return. John was pissed off but soon he began to feel a bit panicked and confused. He knew he 'lost it' sometimes but her reckoned her leaving him was a bit extreme.*

*He mention to a colleague at work that she'd left and his colleague told him about a service for men who have been violent. John squirmed. 'I'm not a bad person' he wanted to say.*

*Weeks went by, with still no sign of Sally. Eventually he rang men's service without thinking. They listened, and invited him in. They sounded okay so he went to the appointment. They asked a few questions and listened to his answers.*

*So how often did you get violent? "Oh just every now and again."*

*So why did she leave you? "I don't really know"*

*Why do you think you get violent? "I lose it, she gets to me and I lose it."*

*So it's her fault? "That's not what I mean..."*

*Have you got any police charges against you? "No."*

*"Well John", they said, "we think you're here because this violent way you have of behaving does not work for you, and you're one of many men in the same position."*

*"Am I?" asked John surprised.*

*The weeks passed and he went to the group for men who use violence. The other guys were pretty similar to him: Michael, 26, a carpenter; Abdul, 29 who was engaged, Stu, 32, who was looking for work, and Tommo, 41 who had done some time in jail. They were all trying to get some control over their behaviour. That was the worst thing, realising that when he was being abusive that he was acting out of control.*

*It was only later, in the group, that he was able to piece things together. He realised that he actually took all his work stress home and with Sally gone he began to understand how much he had blamed her for how he felt. He was starting to see the 'warning signs' as they called them in the group. He really used to think he just lost it but now it was getting pretty clear that all his stress and worries just built up during the day. But because he never talked about this stuff...well his Dad taught him that men don't talk about that stuff.*

*"The hardest thing was to admit I had a problem", John told the group one day. The other guys nodded, as though it was hard for them to admit this to themselves as well.*

*He'd started to see things from Sally's point of view; that the hardest part of it for her was not just when he was physically abusive towards her, but the waiting – the periods in between that she spent wondering when he was going to explode. Sometimes she had provoked him into lashing out, just so she could get it over with, rather than have to constantly feel like she was walking on eggshells.*

*He wasn't proud of his behaviour - just the opposite, but he was proud of the fact that he was finally taking responsibility for his behaviour. He'd say in the group, "It takes a bit of guts to change, to really change deep down, doesn't it?"*

**Questions:**

1. Do people 'lose it'? Is anger the problem here?
2. Is John the problem here - or is John's use of violence the problem?
3. How was John 'using violence'?
4. Why might Sally have sometimes deliberately provoked him?
5. If you were John, would you tell any of your mates that you were going to a group for men who are using violence? Why/ Why not?

## ACTIVITY 20: DISCUSSING RELATIONSHIP VIOLENCE



**Aim:** To break down some of the myths about violence in the home

**Time:** 15 – 25 minutes

**Resources:** Whiteboard or butcher's paper, markers.

Use this activity in conjunction with the **Maria's Story** and **Brainstorm** activities. When covering these issues, it is important for the facilitator to keep in mind that there is a good chance that someone in the group will have witnessed or directly experienced some kind of relationship violence. Factor this into the group agreements at the start of the session.

Preferably using butcher's paper as detailed in Activity 2, get the group to brainstorm at least 3 of the following questions (the first 2 questions being the most important):

- *What different forms can violence come in?*
- *Where does violence occur?*
- *Who can we talk to when we need help?*
- *What are some effects of violence?*

Discuss the responses to the question "What different forms can violence come in?" See the Masculinity and Violence activity for a list of these forms. Make sure the group can understand that violence is more than merely physical.

Discuss the responses to the question "Where does violence occur?"

Ask the group: "Out of all the places you can think of, where does it happen the most?"

Common responses will include the streets and alleyways, in pubs and bars, on the sporting field, etc. Eventually (perhaps with some encouragement) someone in the group will say "the home". Ask the rest of the group what they think about that: could most violence actually happen in the home?

Acknowledge that is indeed the correct answer. Why then don't we hear much about it? One of the reasons is that domestic violence is often regarded as a private matter to be kept within the family. Frequently it is seen as being different to other forms of violence also.

Ask: "Do you think violence within the family is different to the violence that occurs outside the home?"

Get the group to discuss this, then give the following example as food for thought:

"Let's say that I've got a kid at home. Now one day I come home and my kid is being a smart-arse to me, which annoys the hell out of me, so I beat him up. Is that the same as if I walk up to some kid on the street whom I don't know, and beat him up?"

You could equally change the above example to refer to a wife or girlfriend rather than a child. Some young men will point out that it is different, due to the relationship between father and son; they might argue that this relationship gives the father certain rights.

Yet at the end of the day, what has happened? A child has been assaulted by a man. Regardless of family relationship, isn't assault a crime?

Hand out worksheets for **Maria's Story**.

The **Power Pairs** Exercise could be used here as well, to reinforce how relationship violence is about power and control.

## ACTIVITY 21: MARIA'S STORY: EXPLORING RELATIONSHIP VIOLENCE

**Aim:** To explore issue of violence in the home, and what support networks exist for people in trouble

**Time:** 5 – 15 minutes

**Resources:** Maria's Story worksheet (optional)



This activity is useful in discussions of relationships, domestic violence and abuse, and also making young people aware of where they can go for help, and how to help someone in trouble.

You could choose to read out the following scenario, and discuss the questions with the group. Or you may prefer to break the class up into smaller groups (3 or 4 is ideal), and distribute the relevant worksheet to them. (It might be best to enlarge this to an A3 sheet and give out markers if necessary.) Give them sufficient time to answer the questions and then return to report on what they have come up with.

***Maria is 15 years-old. When her dad gets angry he calls her mum names, tells her what a bad wife and mother she is, pushes her around or hits her. Her mother has never wanted to tell anyone. A couple of times he has threatened to hit Maria too, and she is scared of him when he is angry. Maria has spoken to a friend about this, who has suggested that she tell someone.***

Answer the following questions:

- ☐ Do you think this is violence?
- ☐ What type of violence is occurring?
- ☐ What effects might it have on Maria?
- ☐ What effects might it have on Maria's mother?
- ☐ Who could Maria talk to about what's going on?
- ☐ If she was your friend what could you do to help support her?

### Notes:

- ☐ Regarding the effects on Maria and her mother, emphasise that aside from the actual outbursts of violence, the tension and fear in between incidents would also be one of the most terrible aspects of the situation. Also don't forget how this might affect Maria at school and in her relationships with others.
- ☐ Together the group and facilitator should be able to establish a wide variety of supports – trusted family members, police, friends, doctors, social workers and counsellors, help-lines, teachers and student welfare coordinators, etc. You can also use this to discuss the relative merits and shortcomings of each support (eg. Friends may be great to talk to but might not know how to help, some family members might be sympathetic to the father but others might be able to intervene, help-lines are good if she feels she can't tell anyone she knows).
- ☐ Emphasise that as a friend, it is important to listen and be supportive, but not necessarily to give advice or take action. Use this as an opportunity to discuss why simply being able to talk about the problem might be valuable in itself.

## Maria's Story Worksheet

*Maria is 15 years-old. When her dad gets angry he calls her mum names, tells her what a bad wife and mother she is, pushes her around or hits her. Her mother has never wanted to tell anyone. A couple of times he has threatened to hit Maria too, and she is scared of him when he is angry. Maria has spoken to a friend about this, who has suggested that she tell someone.*

**Do you think this is violence?**

**What type of violence is occurring?**

**What effects might it have on Maria?**

**What effects might it have on Maria's mother?**

**Who could Maria talk to about what's going on?**

**If she was your friend what could you do to help support her?**



## ACTIVITY 22: POWER PAIRS

**Aim:** To introduce the ideas of power, control and dominance as fundamentally important to understanding the nature of violence.

**Time:** 2-3 minutes plus subsequent discussion

**Resources:** None – just a little open space



*This exercise is also known as “Colombian Hypnosis”. Augusto Boal (1992), a Brazilian activist, devised it. We call it ‘Power Pairs’ rather than have young people going home and telling their parents over dinner: ‘We did this hypnosis stuff today at school.’ That would result in far too many irate parents phoning you!*

You will need to demonstrate this exercise in front of the group with one of the young men.

### Activity:

1. Ask a young man to stand directly in front of you, feet firmly on the ground, shoulder-width apart, knees slightly bent. Hold your index finger a foot away from his eyes.
2. His task is to follow your finger as you move your finger around in front of him. If you are still unsure as to what this activity involves, imagine that he is shadowing your finger – where it goes, he must follow, keeping the finger at eye-level at all times .
3. After several minutes of exploring the boundaries of movement, swap roles so that you follow his lead.
4. Having demonstrated the activity, place the young men to pairs and take turns to be the **follower** and the **leader**.

### 5. Discussion.

Who is the more powerful person – the follower or leader? Why?

What does it feel like to be the leader? / the follower? Did the activity occupy your full attention?

Who are the follower and the leader in this situation: “One young man bullies another young man into giving him his lunch money”.

During the bullying experience, what is the bully thinking about? Is it a way for him to escape his other troubles, to feel in control of someone?

### 6. Finally ask.

Can anyone think of a violent or abusive situation where there is not the ‘Power Pairs’ dynamic?

The discussion should then follow that intrusive acts such as rape are about power, not sex. Domestic abuse is about control, not simply arguments and bullying is about feeling powerful and better than another person, etc.

You can connect this activity to **Discussing Sexual Violence**, **The Pride Scale**, and **Masculinity and Violence** (making the link between masculinity and the expectation of being in control).

Another idea for older students might be to open a workshop with this activity, then explore how issues of power and control influence our dealings and confrontations with others.



## ACTIVITY 23: DISCUSSING SEXUAL VIOLENCE

**Aim:** To explore the issue of sexual violence and the reasons it is committed.

**Time:** 15 - 30 minutes



**Resources:** White board (or butcher's paper) and markers.

Young men are frequently unsure about the issue of rape and sexual assault, and have many preconceptions and distorted attitudes, which need to be explored and challenged. Below are some examples:

- ☐ Women frequently make false allegations about being raped.
- ☐ Women in some situations (out late at night, wearing a short skirt) are asking to be raped.
- ☐ Men would like to be raped by women.
- ☐ Men commit sexual violence because they are really horny and desperate.

This discussion will usually incorporate the **Power Pairs** activity, and should link with **Discussing Consent** and/or **Discussing Harassment**. It is recommended for older students (Year 9 and above), and it is recommended you check with the school that this material is appropriate for the group in question. You will also need to be careful to establish some **agreements** at the start, particularly about disclosures and respect.

1. Begin by defining the different types of sexual violence that they know of. These could include rape, sexual assault, sexual harassment, child molestation, incest and flashing.

2. Ask them if it is mostly males or females who commit these kinds of crimes. Usually they will correctly guess that most of it is done by males. In fact, around 98% of sexually violent crimes are committed by males.

3. Ask what types of people can be victims of sexual violence. The obvious answer is "women", but the group should recognise that anyone can be a victim. Other groups they may recognise as being particularly vulnerable include children, the intellectually disabled, the elderly, and men in prison.

4. Ask why they think people commit rape and other kinds of sexual violence. The group will typically give a number of responses such as those below. Write these all on the board, and explore them one by one.

- ☐ **People rape because they are desperate and horny:** Ask the group to raise their hands if they have ever felt horny. Everyone has! If everyone gets horny from time to time, why doesn't everyone go out and commit rape? Ask the group "What do most people do when they feel horny?" (Masturbate, have a cold shower, try to think of other things, or have sex with a consenting partner.)
- ☐ **Men rape because women lead them on:** The "she was asking for it" argument. This essentially says that men have absolutely no control over their own actions, that we are all potential rapists, and it is up to women to curtail their own behaviour so as to not be raped. Isn't that insulting to the vast majority of men who quite easily respect women's rights to consent?
- ☐ **People rape because they are crazy and psycho:** Some people who commit sexual violence certainly are considered psychotic or mentally ill. But there are many more who are essentially "normal" people in most ways. And statistics show that the mentally ill are far more likely to be the *victims* of sexual violence than the perpetrators, and are around 3 times more likely to be victims than the rest of the community. Why could this be?

- **People rape when they are drunk or on drugs:** Again, in some cases this is true, but the perpetrators could just as easily be completely sober. Anyway, most people might get drunk at some point in their lives, but that doesn't mean everyone becomes a rapist when drunk. Also, intoxicated people are more often the victims of sexual violence. Why could this be?
- **People rape because they have had it done to them in the past:** This is often used as justification for rapists and serial killers, and it is true that in many cases these people have faced abuse in the past. But then, what about the vast majority of abuse survivors who do not go on to abuse others? Isn't that an insult to these people who have survived the abuse without hurting others?
  - Also following this logic, since most people who suffer sexual violence are women, why aren't most rapists also women? Why don't these victims go and do it to other people?
  - Ask the group if they know of any famous people who have survived abuse. Examples are Oprah Winfrey, Cathy Freeman, Derryn Hinch, Roger Moore, Angry Anderson, Billy Connolly and Roseanne Arnold. Clearly, they did not go on to become rapists themselves.

So clearly, none of the above is the real reason why people commit rape.

**5.** At this point you may wish to run the activity **Power Pairs**. After running the activity, ask the group why the "drawing" role was better, and to describe what it was that the "drawer" had that the "follower" did not. When they have identified words like power, control or dominance, ask them if they can see a link between that and what we have been talking about regarding sexual assault. **The Pride Scale** is another activity that links in to this issue of power (for example, the effect on a man's ego if someone rejected his sexual advances).

The concept of sexual assault being about power rather than sex is not an easy one for all young people to grasp, and they may be unable to guess this connection. If so it can be useful to broaden their understanding of rape; remind them of the different kinds of people who can be victims. Below are a few examples of how to encourage the group to examine how power applies here.

We know that most of the perpetrators of sexual violence are men. Let's look at some of the kinds of people who are at risk of being the victims. Women; elderly women; children; people who are intoxicated; the mentally handicapped. What is something those groups have in common, compared to perpetrators?

The group should recognise that those groups of people are less able to protect themselves than most men. So those who commit sexual crimes tend to prey upon those weaker than them. Parallels can be drawn with other kinds of violence, such as bullying and domestic abuse.

Ask the group if they have heard about what often happens to men in jail. Most young men will have heard about the prevalence of rape in jail; we frequently hear comments like "don't drop the soap!" It has been estimated that in Australia, at least 25% of all male inmates aged 18-25 have suffered some kind of sexual assault in prison. Ask the group why they think this might be so common. Is it because all the inmates are homosexual? Is it because they are all horny and desperate? (Remind the group that some men do form consensual relationships in jail, and also what most people usually do if they are horny, rather than rape.)

Ask the young men: "If someone is in jail, do they have much power? Are they able to do what they want most of the time, or are they powerless?"

They should agree that being in prison would be very disempowering. What then do some inmates do in order to give themselves the feeling of being powerful?

Read the following paragraph (be warned, it's not for the faint-hearted!):

*In New York in 1997, a Haitian immigrant named Abner Louima was arrested after a disturbance outside a nightclub, handcuffed and taken to Brooklyn's 70th Precinct. Inside the police station Louima was badly beaten by a number of officers. Officer Justin Volpe sodomized Louima with a broken broomstick, allegedly saying, "Take this, nigger" as he did so. The assault by law enforcement officers included shoving a wooden stick into his rectum and mouth while his hands were handcuffed behind his back. Louima suffered a torn bladder and intestine and required several surgeries to repair the damage. Officer Volpe was charged with assault and aggravated sexual abuse. (<http://www.cnn.com/US/9708/14/police.torture/>)*

"Why do you think the police officers sexually assaulted Mr Louima? Was it because they were all gay or horny, or was it some other reason?"

Commonly, students are intrigued by the idea of a man being raped by a woman (since 2% of sexual assaults are committed by females). They will often come up with questions like, "But how could the guy get an erection if he didn't like it?" and "But guys would love to get raped by a woman."

If the group asks about this, reaffirm that sexual violence by women is very rare. It is important to remember the definitions of rape and sexual assault, in that it does not necessarily involve intercourse, and that rape by definition is unwanted. Make sure they know the distinction between rape and "rough sex". Rape hurts and degrades its victim, and is frequently accompanied by other forms of violence. Female-to-male sexual violence could also include a woman with a male child.

**Notes on this activity:**

- ☐ Often when we have mentioned that victims of rape include children, men and the elderly, groups respond with "that's sick" or "that's disgusting". Which is true, but does that mean that rape of a beautiful young woman is somehow less sick or less disgusting?
- ☐ If you are also covering the topic of **masculinity** in your workshops, link the idea of power to some of the male stereotypes – for example, males need to be in control, and be "studs" – the latter meaning that "scoring" becomes more important than sharing and mutuality when it comes to sex.
- ☐ Young people watch a great deal of TV and movies, and some films contain incidents of sexual violence which can contain useful talking points if the students have seen them. Examples we have discussed before include *American History X*, *Once Were Warriors*, and *40 Days & 40 Nights*.

## ACTIVITY 24: DISCUSSING CONSENT

**Aim:** To raise awareness of the importance of sexual consent and its legal definitions.

**Time:** 15 - 25 minutes

**Resources:** Whiteboard (or butcher's paper) and markers.



When discussing sexual assault or relationships, it is often useful to inform students of how the law applies to them in regard to sexual activity. Much confusion exists among young people as to what is ok and what is not, and when it is legal to have sex. Feedback from young men consistently indicates that they find this information to be very useful and relevant to their lives. Sex is a major source of fascination for young men, and they absorb large amounts of information about it from sources like the internet, TV, friends and magazines. The rise of the internet has meant that access to pornography has never been easier, and this unfortunately forms the basis for many young men's knowledge of sexuality. Therefore a real need exists for young men to receive information that is both practical and promotes respect and communication.

**Note:** Information given here regarding the law is general in nature, and should not be relied upon or construed as legal advice. For exact legal definitions, see the Victorian Crimes Act.

Prior to or during discussion about ages of consent, it may be important to state that you are not saying that having sex at a particular age is a good or bad thing; you are just talking about what the law says. We can talk about sexual activity without being seen to encourage it – see the section on Harm Minimisation).

1. Ask the young men, "How do you know when somebody wants to kiss / have sex with you?" Many of the common responses are potentially valid but also problematic. Examples are given below:

- ☐ **"They tell you they want to do it."** This is a good answer, although it may be worth pointing out that people might not come straight out and tell someone they want to have sex. If they didn't tell you straight up, how would you know?
- ☐ **"They wear tight / slutty / revealing clothing."** Someone's choice of outfit has nothing to do with how they are feeling sexually. Ask the young men, "If a girl wears a low cut top or a short skirt, does it really mean she wants to have sex, or could it mean something else?"  
To point out the absurdity of this assumption, we can reverse the gender context. If a man is wearing tight shorts, or playing sport with his shirt off, does that mean he's asking for sex?
- ☐ **"They start touching you in a sexual way."** This might be a good indication that someone intends to have sex, but beware of misinterpretation. Also, sexual touching does not necessarily mean a desire for sexual intercourse – for example the person may wish to only engage in oral sex or mutual masturbation.
- ☐ **"They keep checking you out"**. People might stare at us for all kinds of reasons! It doesn't mean they want to have sex. Or even if it indicates they are attracted to you, attraction does not imply an intent for sex.
- ☐ **"You can tell by their body language"** or **"You can tell by the way they look at you."** If someone says this, ask them to demonstrate what this looks like! Point out that the signals we get can very easily be misconstrued.

You can ask the following: "If you were going to take a bus from Brisbane to Sydney, how would you know if it was the right bus?"

They might reply: "You would see it written on the front". "The driver would check your ticket" or "You could always ask the driver just to be sure".

Discuss the idea that the same applies to asking your date if she wants to kiss. Point out that if young men assume there is no need to ask their date whether she wants to kiss they may also assume that there is no need to obtain consent to intercourse or any other form of sexual contact. Also explore the risk of asking and being rejected.

**2. Ask the young men: "What is 'consent'?"** Often they will say that it means asking permission. This is a good starting point for further discussion and for introducing the idea of mutuality (ie. that it is not so much a question of seeking permission for what they want to do but of checking that their partner shares their feelings). Inform them that **the law states that sex without consent is rape**. Digital penetration without consent is also rape. Refer to "Handout 4: Myths about Rape."

Explain that if they think in terms of respect, consent and mutuality, and are prepared to accept rejection, then they are acting legally and ethically. While being rejected might not be pleasant, surely it is better than to keep going and commit rape.

You may want to ask that if a person was asked if they wanted to have sex, what their responses could be and what they could mean.

For example, **no always means no**. **Maybe** or **not sure** should also be taken as no.

Additionally you could pose the following hypothetical question:

- "A man and a woman have sex. He doesn't ask, and she doesn't say 'No'. Could it be rape? That is, could silence sometimes mean 'No'?"

### **3. When does yes not mean yes?**

Ask the class, "Could there be any situations where both people say yes and agree to have sex, but it still may not be ok – meaning that someone might get into trouble with the law?"

There are a number of reasons this might be, as shown below. See how many the class can think of.

- ☐ **Coercion** – If someone is forced or threatened into agreeing to sex, this is still not consent, as consent must be freely obtained.
- ☐ **Incest** – The law forbids sexual contact between family members, regardless of whether both or either parties agree to have sex.
- ☐ **Intoxication** – Drugs or alcohol may impair the judgement of a person and render them unable to give informed consent.
- ☐ **Mental Illness or Disability** – someone with a certain degree of intellectual disability or a similar condition may not be able to give informed consent.
- ☐ **Position of Authority** – Some roles and occupations are prohibited from having sexual contact with their client group. This may include teachers with students, police officers with someone they are investigating, doctors and patients, social workers and clients, etc.
- ☐ **Age of consent** – Current Victorian law gives the age of sexual consent as 16. However, if two people are aged 10 to 15, sexual contact is legal so long as there is no more than 2 years difference in age. It is illegal for children under 10 to have sex.

A common thread that runs through the above is that consent must be free and informed. The law attempts to stop people taking advantage of others due to their power, whether this power comes from position, age or strength.

To help understand this, ask the class why these laws exist. For example, why a teacher and student (or doctor and patient), are not allowed to have a sexual relationship. Or why two children under 10 are not allowed to have sex even if they choose to. (Sexual activity at such young ages is frequently a symptom of prior sexual abuse, or at least some abnormality in upbringing – hence the police and child protection services would wish to investigate.)

**Note:** Young men sometimes construe that they are being given this information to stop them from doing the wrong thing – meaning that they are assumed to be potential perpetrators. It is helpful to allay these suspicions if they might exist. Point out that the point of this exercise is not just to help them stay out of trouble or to tell them not to do things, but also so they can help their friends if need be, and also **to protect them as well**. Explain that the laws don't just apply to females but to everyone\*. If something is happening to us and we don't feel comfortable, we all have the right to say no.

\* Currently in Victoria the age of consent is the same for everyone whether they are male, female, straight and gay. This is not necessarily the situation in other Australian states or countries.

### **Additional discussion:**

When discussing sexual activity with young people, it may be useful to discuss what percentages of young people actually are sexually active or experienced.

Ask the group: "What do you think is the percentage of people at Year 12 level who have had sexual intercourse? What about at Year 10 level?"

Take a few guesses from the group. Then write down the actual statistics.

At Year 10, it was found that around 25% of secondary school students surveyed had experienced vaginal sex, while at Year 12 the figure was around 50%. Percentages for oral sex were marginally higher. (Australian Research Centre in Sex, Health and Society, *National Survey of Australian Secondary Students, HIV/AIDS and Sexual Health*, 2002)

Generally, these figures are substantially lower than most students will guess. So what does this mean for us?

Young people often feel pressured by the idea that "Everyone else is having sex; therefore I should be too." For young men, they may feel that if they are not sexually experienced, they are not measuring up in the manhood stakes.

The statistics tell us that the majority people are in fact not sexually experienced and less still are currently sexually active. Discussing what the stats mean may help to reaffirm those who have no real experience of sex, whether by choice or by lack of opportunity.

### **"...Look at what she's wearing..."**

As stated earlier, young men will often allude to a woman's clothing as leading to rape ("What do you expect, dressed like that?")

Aside from its offensiveness to women, such a statement is also demeaning to males. What it implies is that men are **so stupid** and **so weak** that they simply cannot control themselves if they see something vaguely arousing. How does the group feel about that? Are we as males really that pathetic? Are we strong enough to control ourselves?

## **ACTIVITY 25: IS THIS RAPE?**

## **ACTIVITY 26: IS THIS SEXUAL HARASSMENT?**



**Aim:** To identify scenarios of rape and sexual harassment, and explore the differences between sexual violence and acceptable behaviour.

**Time:** 5 – 10 minutes each

**Resources:** “Is This Rape?” or “Is This Sexual Harassment?” handout; optional: laminated “sexual harassment”, “acceptable behaviour”, “rape” and “unsure” cards (below).

These two activities are very similar, but focusing on different kinds of behaviour. It is important to link them in with other appropriate activities, such as “**Discussing Sexual Violence**”, “**Discussing Consent**”, “**Discussing Sexual Harassment**”, and “**Phil and Cindy’s Story**”.

1. Distribute the appropriate handout to each member of the group.
2. Ask volunteers to take turns reading aloud the scenarios.
3. As a group discuss what kind of behaviour is being described. Some will be obvious, others less so. It is important to discuss *why* they think something is acceptable or unacceptable.
  - There are a large number of statements available here, and it may be beneficial to pick and choose relative to the overall topic – don’t feel it necessary to do all of them.
  - You may wish to run this as a Scaling Statement-type activity, by placing the appropriate cards on the floor and having the group move around to signify where they stand. This can encourage more interactivity.

**ACCEPTABLE**

**BEHAVIOUR**



# **SEXUAL HARASSMENT**

**RAPÉ**

**UNSURE**

# Is This Rape?

Adapted from: XY Magazine. Sexual Assault Scenarios. Orkin 1992

**Examine the following scenarios and decide if they describe *rape*, *sexual harassment*, *acceptable behaviour*, or *unsure*.**

1. A woman is walking home from work through a park one night. A man grabs her, throws her to the ground and forces her to have sex, then runs off.
2. A group of men follow a woman calling her a 'slut'. They surround her and start to touch her breasts. She tells them to stop but they ignore her.
3. A man at a party meets a woman. They talk and dance. She says: "Let's go back to my house. Let's have sex." He agrees. They do.
4. A man goes out with a woman and they both drink alcohol. The woman gets very drunk and they have sex late that night. Next morning she says she didn't want to have sex but felt too wiped out to do anything about it.
5. A man and a woman who have been in a relationship for years are lying in bed. He wants to have sex, and starts kissing her and stroking her. "No", she says. He keeps kissing her and stroking her and asking her to have sex with him. Eventually she agrees and they have sex.
6. A young boy is at a school camp. The teacher asks the boy to come to his tent. The teacher puts the boy's hand on his penis.
7. A 30-year old man gets drunk at a party. He is offered a lift home by a male friend in a car. The friend has sex with him. The man is too drunk to really know what is happening.
8. A sex-worker accepts a client and takes his money. They have sex. After a while he wants to have sex again, but she refuses. He threatens her with violence. She agrees to have sex again.
9. A group of young men tease another young man about the size of his penis.
10. A woman and a man agree to have sex. The woman then asks the man to use a condom. He refuses. She responds that she no longer wants to have sex. He ignores her and has sex with her.
11. A 24 year old man wants to have sex with a 15 year old young woman. She says yes and they have sex.
12. A 16 year old man wants to have sex with a 15 year old young woman. She says yes and they have sex.

# Is this sexual harassment?

Source: Boys Talk: A program for young men about masculinity, non-violence and relationships. Brook Friedman. (1996).

**Examine the following scenarios. Decide if they describe:**

- . **sexual harassment;**
- . **unacceptable behaviour but not sexual harassment;**
- . **acceptable behaviour.**

1. A group of young men often call a young woman a 'slut'.
2. A young man asks a young woman to have sex with him and she says "no".
3. A young man continually asks a young woman to have sex with him and she always says "no".
4. A young man shows a Playboy magazine to his male friends in front of a young woman. The men tease her about her body.
5. A young man pulls down the pants of another young man in the change room against his will.
6. A young man threatens his girlfriend that if she doesn't have sex with him, he'll tell his friends a nasty rumour about her.
7. A group of young men often call another young man a "faggot" and a "poofster".
8. A young man tells a joke that puts down women to his friends.
9. A young man tells a joke that puts down women to his friends. They tell him they find it offensive and don't want to hear any more. He tells another joke that puts down women and they are offended again.
10. A group of young men and women often tease a woman whom they know has been raped.
11. A group of young men often tease a young woman about the size of her breasts.
12. A group of young men and women often tease a young man about his clothes.
13. A group of young men often tease a young man about the size of his penis.
14. A young man often hears comments made about the colour of his skin and intelligence.
15. A young woman and a man make sexual suggestions to each other.
16. A group of young women continually call a young man a "wuss" and a "wimp".
17. A young man wears a sexually graphic image on his shirt which offends others.

## ACTIVITY 27: DISCUSSING SEXUAL HARASSMENT

**Aim:** To discourage sexual harassment through a deeper understanding of its definition and relevant issues.

**Time:** 10 - 15 minutes

**Resources:** Whiteboard (or butcher's paper) and markers.



We have had many requests from schools to cover harassment issues. While sexual harassment in the workplace has received much coverage in the media and public discourse, its occurrence in schools is almost certainly more frequent. Female students often complain of inappropriate touching and unwanted comments about their bodies or of a sexual nature. Primarily we are speaking about young men harassing young women, but this is not necessarily the case all the time. Young men's harassment of others needs to be looked at in the wider context of bullying and power, but also partly as a lack of understanding of appropriate and respectful ways of relating to other people.

Below are some approaches to encouraging group discussion of this subject.

Ask the young men, "If you like somebody, is it always ok to ask them out?"

Let them think about this, and give examples, such as:

"What if you ask them out once and they say no, can you keep on asking them again and again?"

Ask if they can think of any ways of approaching somebody which would not be appropriate. These might include:

*Showing pictures from a pornographic magazine to somebody.*

*Making comments about their body or sexuality.*

*Following someone around.*

*Groping / inappropriately touching somebody.*

*Positioning someone in a pressuring or intimidating manner.*

Ask the young men what they think about wolf-whistling at women, or making sexual comments to them. (Sexual comments might include things like "show us your tits", "hey sexy", "how about a root", and so on.) Do girls normally like this kind of thing? Why don't they just take it as a compliment?

You may want to acknowledge that while some females *might* indeed be flattered, many would feel embarrassed, uncomfortable or threatened. Some may feel uncomfortable, yet not show it.

If the students have difficulty coming up with answers to this, an effective way to prod them along is by asking them, **"Who here would feel comfortable walking down to the milk bar at 11:00 at night? Put your hand up."**

- Usually most will raise their hands.
- Ask, **"Ok, do you think most girls would also feel as comfortable doing that?"**
- Generally they will agree that many or most girls would not, and encourage them to think about why.
- You can also ask, **"Why do girls often go to the toilets in groups, whereas guys often do not?"**

Discuss with them that there are certain risks that face females in our society (sexual assault, harassment, etc) which males tend not to worry about to the same extent. (Although you may want to acknowledge that males can also be raped, harassed and assaulted just as can females).

Now that the group has agreed about this, they should (perhaps with some encouragement) be able to make a connection between the safety concerns most women have, and how they might feel about comments being made towards them. For example you can ask “Just say a girl walks past a group of men who whistle, proposition her and make crude comments about her body. Mightn’t she be worried about what the men’s intentions are?”

Sometimes groups will display a lack of empathy for females. It may be worth reminding them that our mothers, sisters and girlfriends are all female, and they all may have to deal with this kind of treatment from time to time. How does that make us feel?

We have run numerous workshops with young men who regard it as normal and acceptable to make comments to females that could be construed as sexual harassment. Yet when asked how they would feel if their mothers, sisters or girlfriends were subjected to the same comments by other males, their responses were along the lines of “He’d better run” or “I’d find a shotgun”.

Another way to encourage the group to think about the issue is to reverse the gender equation. For example: “How would you feel if you walked past a group of girls who yelled out, ‘Hey, we heard you’ve got a small dick?’”

### **Context – welcome or unwelcome?**

We quite often come across young men who are adamant that girls like it when the young men make sexual or body-related compliments to them.

- One way of dealing with this is to ask: “Ok, so when you make a comment like that, some girls might like it and some girls might not. How do we tell the difference?”
  - Commonly, the young men will point to the girl’s reaction as the indicator of whether she likes the comment or not. (“If she doesn’t like it she might slap you or tell you to get lost.”)
  - Point out to them that once the person has reacted to the harassment, it is too late! The comment has already been made, and it may have made someone feel hurt or uncomfortable.

It is often useful to illustrate how different contexts can govern whether behaviour is appropriate or not.

- Ask: “What if I have a girlfriend, and we are quite comfortable with each other. What if I ask her if she wants to have sex, or put my hand on her butt while we walk around together? Might that be ok?” It could (only if she was comfortable with it of course).
- Then ask “Ok, what if I walk up to someone on the street and ask if she wants to have sex, or grab her on the butt? Is that ok?”
  - Discuss why not. Is there a name for that kind of behaviour?

Usually common sense tells us whether touching or comments will be welcome or not, but if we are unsure, perhaps its better not to do it. Or ask first.

This discussion links in well with **Discussing Consent**, and **Actions and Feelings**.

## ACTIVITY 28: PHIL & CINDY'S STORY: EXPLORING CONSENT

**Aim:** To initiate discussion on what constitutes consent, and broaden understanding on the definition of rape.

**Time:** 10 – 20 minutes

**Resources:** “Phil & Cindy” Handout



Source: Men Stopping Rape Inc, Madison, USA, and Boys Talk: A program for young men about masculinity, non-violence and relationships. Brook Friedman. (1996).

This activity can be very effective at exploring many of the erroneous assumptions and stereotypes that young men have about sex, rape and relationships. You can intertwine it with **Discussing Consent** and **Exploring the Effects of Intoxication**.

1. Ask for a volunteer to read Phil's story and then another to read Cindy's story aloud.
2. Discuss what the group thinks has happened. You may wish to run this as a **Scaling Statement**, using the statements “*Phil has raped Cindy*” and “*Cindy is responsible for what happened.*”
3. Questions to assist the discussion could include:
  - ☐ *Did Cindy consent? If so, how do you know?*
  - ☐ *Did Cindy have a choice to have safe sex? What may happen as a result?*
  - ☐ *Did Cindy's choice to drink alcohol influence Phil's behaviour? How?*
  - ☐ *Is being in a relationship for a while a reason for Phil to insist to have sex?*
  - ☐ *What emotions might Cindy feel from this experience?*
  - ☐ *Did Phil force Cindy to have sex? If so, was this rape?*
  - ☐ *Rather than us thinking about what Cindy could or should have done to prevent it, what should Phil have done?*
  - ☐ *Do you think Phil had much respect for Cindy? Was he thinking about her feelings, or about himself?*

We have used this activity effectively in the past as a lead-in activity, and using the scaling statements. This then opens up a much broader discussion about the issues involved.

This activity is better suited to slightly older students (Year 9 and above).



# Phil and Cindy

*The same story but from two different points of view*

**Phil:** “I still don’t understand what happened. Cindy and I had been dating for about two months and while we had not slept together yet, I had certainly made it clear that I was very attracted to her and eventually expected to have sex with her. We were supposed to go to a party and when she showed up in this sexy low-cut dress I thought may be this was her way of saying she was ready. At the party we drank some beer, which made her sort of sleepy and sensual. When she said she wanted to go lie down and have me come snuggle with her, what was I supposed to think? Of course I thought she wanted to have sex. Granted, she did grumble a little when I started to undress her but I just figured she wanted to be persuaded. Lots of women feel a little funny about being forward and want men to take responsibility for sex. I don’t know. We had sex and it was fine. I took her home from the party and I thought everything was OK. But ever since then she refuses to talk to me or go out with me. I thought she really liked me. What happened?”

**Cindy:** “I’ll never forget that night as long as I live. Phil and I had been dating a while and he had always acted like a perfect gentleman - well, we had done our share of kissing but he never gave me any reason not to trust him. The night of the party I wore this gorgeous dress that I borrowed from my room mate. It was a little flashier than I normally wear but I thought it was very flattering. At the party I had some beer and it made me really tired so I wanted to lie down. Maybe I shouldn’t have suggested we both lie down together but it felt weird to just go upstairs by myself and leave Phil all alone. The next thing I know he was all over me, forcing me to have sex with him. It was horrible. I didn’t want to scream and make a fool of myself with all those other people in the next room. I tried to fight him off but he was just too strong. Needless to say, I never want to see Phil again. He seemed like such a nice guy. What happened?”

## ACTIVITY 29: EXPLORING THE EFFECTS OF INTOXICATION

**Aim:** To look at the consequences of drug and alcohol use relating to issues of sex, consent and safe partying.

**Time:** 20 – 35 minutes



**Resources:** Whiteboard and markers, butcher's paper.

1. Get the group to list some of the drugs they know, noting that some go under a number of different names. Write them up on the board if you wish. Don't forget alcohol and tobacco!

2. Ask the young men: **“What are some of the ways that drugs and alcohol can affect your body?”** Write their responses on the board.

- ☐ Loss of inhibitions (you may need to explain what this means)
- ☐ Loss of coordination
- ☐ Loss of perception (blurred vision, etc)
- ☐ Poor judgement & concentration
- ☐ Loss of communication skills
- ☐ Other side effects which are particular to each drug, which include dehydration, mood swings, agitation, paranoia, nausea & vomiting, loose bowels, brain damage, increased chance of schizophrenia.

3. Think about some of the things that can happen when you are in a party or club situation – dancing and having a good-time, picking up somebody, getting into fights or arguments, and risk-taking behaviour (drag racing, etc).

**How would drugs and alcohol impact on these things?** Write down the responses.

- ☐ Less likely to practice safe sex
- ☐ Signals can be misinterpreted. Consent may not be given.
- ☐ More easily pressured into doing things
- ☐ Communication skills are hampered – less chance of defusing trouble
- ☐ Loss of inhibitions – more likely to do stupid stuff you wouldn't normally do
- ☐ Perception & judgement is hampered – may not know your limits
- ☐ Coordination is hampered – problems with driving and other tasks requiring skill
- ☐ More likely to use other drugs
- ☐ More likely to use excessively unsafe quantities of drugs or alcohol
- ☐ “Dutch courage” – alcohol or drugs can drive people to be more brave/ aggressive

4. Remind them of the idea of **consent** and the conditions that must be present for consent to be obtained. More specifically – it must be free (ie. Without force or threats) and informed (the person must understand what they are doing).

**Bearing this in mind, how could drugs and alcohol impact on the issue of consent?**

- ☐ People are more easily coerced into doing things;
- ☐ They may not really know what is going on;
- ☐ They may be less able to escape if in trouble;
- ☐ They may not accurately remember what happened afterwards

5. If you have sex while intoxicated, would it be memorable & worthwhile? Or might 2 people enjoy sex more when they are clear-headed and more in touch with their feelings?

6. Ask the group what they have heard about **drink-spiking**. Does it only involve drugs, or could it also involve alcohol?

While drink-spiking is a serious issue that young people must be aware of, the threat of “date-rape drugs” pales in comparison to the threat of people being sexually assaulted while under the influence of alcohol. In study done in Perth of sexual assault victims who believed they had had their drink spiked, less than 10% showed any sign of so-called “date rape drugs” in their system. In most of the cases however, the victims had very high levels of alcohol in their blood. So they either had their drinks spiked with extra alcohol, or they had got themselves extremely drunk and then been taken advantage of, as they did not know what was happening to them.

Raise this issue with the group, and ask: “So if they got drunk themselves, and someone raped them, is it less serious? Is it their fault for getting raped?”

The issue here is not about the spiking itself, but the lack of sexual consent. You may get the response that “If they got themselves drunk, well that’s their own fault then.”

While it might be their own fault *that they got drunk*, just because someone is drunk does not give anyone else a license to take advantage.

If the group is struggling with this, you could ask them to look at things from a differently gendered perspective:

*“A man is at a party and gets completely smashed. A male friend takes him into a back room and has sex with him. The man is too drunk to really know what is going on.”*

Is this the victim’s fault?

Remind the group that sexual consent applies to both males and females, straight and gay. We all have the right to safety, and to say no if we don’t feel comfortable.

7. Break into smaller groups, and distribute markers and butchers’ paper to each group. Get them to brainstorm a list of precautions they could take when going to a party situation. You could give them more specific questions if you wish; for example:

- ☐ *What are some precautions you could take if you were hosting a party, and want to make sure everyone stays safe?*
- ☐ *What are some precautions you could take when planning how to get to and from the party venue?*
- ☐ *What are some precautions you could take if you were planning on taking drugs or alcohol?*
- ☐ *What are some precautions you could take if you thought there was a chance you might engage in sexual activity at the party or after it?*
- ☐ *What are some precautions you could take to keep yourself and your mates out of trouble?*

Alternatively, prepare sheets of butchers’ paper with these questions on them, and place them around the room, getting the students to walk around and write whatever precautions they can think of.

After they have done this, report back with the whole group and go through some of their answers.

Linking this activity with <b>Phil and Cindy</b> encourages a deeper discussion of consent issues in a party context.
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## ACTIVITY 30: ACTIONS vs. FEELINGS



**Aim:** To encourage empathy for others and understanding of the difference between actions (external) and feelings (internal).

**Time:** 10 – 20 minutes

**Resources:** Actions and Feelings Activity Cards

This is a fun activity particularly suited to younger students (year 7 and 8). It can be used in workshops focusing on topics such as: relationships, relationship violence, sexuality, consent, assertiveness, masculinity & being yourself, harassment, bullying, and respect for others. It is useful for opening up discussion, and injects a more interactive element to the workshop.

There are 2 parts to this activity; the first involves the whole class in role-plays, the second is quicker and is based around the facilitator acting out something and the students trying to guess it. The 2 parts can be used together, but the second might be more suitable if you are strapped for time.

**1. (Participant-driven):** Have the cards provided here already cut up and ready to be handed out. Inform the students that they are going to have to act out whatever is written on the card – without using words or noises. You may wish to suggest that they will get harder as they go along; the early ones are easy, while the later ones are a chance for the budding actors in the group to shine! The person acting out the word must keep going until the rest of the group can pick what he is trying to convey (somewhat like charades).

Get volunteers to come out, either one by one or as a group. There are 14 numbered cards, but don't have volunteers a smaller number might wish to do a few each. Try to stick to the approximate order of the cards. The first 6 cards describe actions, and will be relatively easy. Cards 7 – 14 are feelings, and will require a little more skill on the part of the actors.

After all the cards have been acted out, thank the volunteers and ask the group if they thought the later cards were a bit more difficult to guess. If so, why would this be? What is different about the first 6 cards and the others?

**2. (Facilitator-driven):** Explain to the group that you (the facilitator) are currently feeling like one of the words described on the feelings cards. Can they guess which one it is? Deliberately act like none of them in particular. The point is that it could be any one of them. Our actions might be obvious but our feelings can be hidden, and we often do this in our lives. Why might people choose to hide their feelings?

Another scenario you can act out is one of crying with joy. Ask the group to guess what you are feeling, and pretend to be crying. They will usually say "sad" or "upset". After a few seconds, keep up the act but then pretend to lift up a trophy or award, saying something like "I'd like to thank my Mum and Dad..."

You can also use this activity in discussions about victims of violence (in its various forms) to point out that some people might be feeling uncomfortable, scared, angry or otherwise, yet we may be unable to tell from their outward actions. Or relating this to the issue of consent and relationships, point out that while we may think someone feels a certain way because of how we interpret their actions, the reality might be very different.

If you are linking this activity with discussions on masculinity or being yourself, use it to point out that people often put on acts (or masks) to disguise how they are really feeling inside (for example, acting tough or macho to impress people, because you are insecure about showing your true self).

Actions and Feelings Activity Cards

<b>1</b>  <b>CRYING</b>	<b>2</b>  <b>VOMITING</b>
<b>3</b>  <b>RIDING A HORSE</b>	<b>4</b>  <b>PLAYING SOCCER</b>
<b>5</b>  <b>PLAYING GUITAR (TO HEAVY METAL)</b>	<b>6</b>  <b>PICKING A FIGHT</b>
<b>7</b>  <b>DRUNK</b>	<b>8</b>  <b>ANGRY</b>
<b>9</b>  <b>CONFUSED</b>	<b>10</b>  <b>STRESSED OUT</b>
<b>11</b>  <b>NERVOUS</b>	<b>12</b>  <b>IN PAIN</b>
<b>13</b>  <b>NEEDING TO GO TO THE TOILET</b>	<b>14</b>  <b>FLIRTY</b>

## ACTIVITY 31: BUILDING SELF-ESTEEM AND BETTER RELATIONSHIPS



### 1. Feeling good means looking after our own needs and respecting the needs of others

**Physical** - *body, diet sleep, exercise.*

Do I eat, sleep, and exercise enough? .....

.....

**Social / Emotional** - *support, self-esteem, friendships, love.*

Who gives me support? What do I like about myself? and others?

.....

.....

**Mental** - *learning, thinking, achieving.*

What do I like to learn?

.....

How do I like to be creative?

.....

**Spiritual** - *being inspired about life and the future, finding meaning with others.*

Who/What inspires me?

.....

What are my dreams?

.....

Can I accept people of different colour and culture?

.....

### 2. Tick the five most important positive values for you

- ☐ fairness   ☐ success   ☐ respect   ☐ equality   ☐ love   ☐ understanding   ☐ honesty  
☐ courage   ☐ intimacy   ☐ cooperation   ☐ communication   ☐ creativity   ☐ health and fitness  
☐ striving   ☐ making a difference   ☐ wealth   ☐ ownership   ☐ power   ☐ peace   ☐ justice

### 3. Tick the five least important negative values for you

- ☐ dishonesty   ☐ violence   ☐ arrogance   ☐ hate   ☐ disrespect   ☐ judgment   ☐ addiction  
☐ denial   ☐ abuse   ☐ domination   ☐ oppression   ☐ selfishness   ☐ hardness   ☐ revenge  
☐ destruction   ☐ being blamed   ☐ being insulted

### 4. Deep down I know I'm a worthwhile person because...

.....

.....

.....

.....

## ACTIVITY 32: DIVERSITY WALK



**Aims:** To identify the courage and challenges of those who facing discrimination;  
and to develop empathy for victims of harassment and ill-treatment.

**Time:** 10 - 20 minutes

**Resources:** Scenarios listed below, “Character Cards”, sufficient space to move around.

In this activity, the aim is to make the students aware of the difficulties faced by people of different backgrounds, and the courage and integrity required, as they go about living their lives. This activity is best suited to older secondary school students (year 9 and above) and will be difficult for some. Be aware that empathy develops at different rates among people, and is still developing in young people.

1. Participants are lined up at one end of the room. Each participant is given a card with a character on it, which he reads out to the rest of the group. Then each scenario is read out by the facilitator. If the student agrees with the statement (meaning that it applies to their character), then they take one step forward, or two steps if they think it is strongly applicable. If they do not think it is applicable, they stand still.

You may need to adjust the scope of this activity based on how much time is available, the number of students you have, and their experiences and level of maturity. It is by no means necessary to use all the Character Cards; some may be more pertinent than others and you may wish to select only 3 or 4 to focus on. Likewise, some of the scenarios correspond quite specifically to certain characters and will be less relevant to others, so pick and choose which ones are most appropriate.

One option is to get people into small groups (of 2, 3 or 4) and allocate one of the Character Cards to each group. This way they can debate amongst themselves whether or not they should move, and why. Allow a reasonable amount of intra-group discussion to occur, as it is an important part of the activity.

2. After or during the activity, facilitate a discussion on why some moved for certain scenarios and others didn't. Contrast how far some participants have moved during the activity as compared to other participants. Why is that? And importantly, what are the broader implications of this in society? What does this say about how certain groups are treated? What might be the effect that the combined scenarios would have on the character in question? (Think about issues like self-esteem, feeling comfortable in social situations, being able to openly be oneself, feeling accepted by others, etc.)

### Notes:

\* Some elements of this activity may prove very challenging for some young men (for example, putting oneself in the shoes of a gay man), so be prepared to keep a lid on any abusive or otherwise disrespectful behaviours should they emerge. You may need to remind them of the group agreements before proceeding.

\* This activity is quite flexible, and the facilitator may wish to create new characters or scenarios which have more relevance to the issues faced by those in the group.

## SCENARIOS

1. You feel unsafe going to a public toilet by yourself.
2. If you are affectionate with your partner in public, you are worried about people having a go at you.
3. You often have people of the opposite sex making sleazy approaches to you.
4. You sometimes hear people saying that people like you are wrong and disgusting.
5. You sometimes hear people saying that people like you should go back to their own country.
6. You sometimes hear people saying that people like you are lazy and always on the dole.
7. You are usually expected to act tough; you are worried people might think less of you if you cried.
8. It's sometimes difficult to chat openly with other people about your current relationship.
9. When you walk through certain areas, people give you funny looks.
10. You often have to be careful about the threat of being sexually assaulted.
11. Sometimes the police stop you and ask you questions for no apparent reason.
12. If you wear revealing clothing, people might call you a slut or a whore.
13. Some people who don't know you well treat you like you are stupid and can't understand anything.
14. People sometimes make fun of the way you speak.
15. It's harder to get a job because people treat you unfairly because of what you are.
16. It often feels like people don't take you seriously when you tell them things.



CHARACTER CARDS – “DIVERSITY WALK”

I am a young man aged 17. I come from Vietnam and have been in Australia for 8 years.	I am a white Australian male, straight and aged 16.
I am a white Australian male aged 26. I am gay and have had a boyfriend for 3 months.	I am an elderly Greek-Australian man, aged 70. I am married and have a few kids and grandkids.
I am a young woman aged 19. I came to Australia 3 years ago from Sudan.	I am a white Australian man, aged 22. Because of my disability, I have a speech impediment and need a wheelchair to get around.
I am an Aboriginal man aged 44. I am married and work in an office.	I am a woman aged 29, born in Australia but with Chinese parents. I am also a lesbian.
I am a white Australian woman aged 23. I'm also a single mum with 2 kids.	I am a Muslim mother of 3 who came to Australia from Lebanon.

## ACTIVITY 33: RACISM

**Aims:** To challenge racism in our language and attitudes, and to identify the underlying cause.

**Time:** 5 - 15 minutes



**Resources:** Whiteboard & markers. Optional - Handout 14: "Global Village"

**1. List some racist names on the whiteboard, along with the literal meaning as well as the underlying meaning behind the racist name. It should look something like this:**

<u>Racist names</u>	<u>Literally means</u>	<u>Underlying meanings</u>
'Wog'	<i>Person of Mediterranean background</i>	Inferior, wrong and worthless
'Skip'	<i>White Australian</i>	Inferior, wrong and worthless
'Nigger'	<i>African or African American</i>	Inferior, wrong and worthless
'Gook'	<i>East Asian</i>	Inferior, wrong and worthless
'Abo'	<i>Aboriginal/Torres Straight Islander</i>	Inferior, wrong and worthless

**2. Ask the guys (in a non-confronting way):**

**Q:** Who in this room can play golf better than Tiger Woods, or can bowl leg spin better than Shane Warne, can do kung fu better than Jackie Chan, or can play soccer better than Ronaldinho, and so on?

**A:** No-one!

**3. But,** If I call Tiger Woods a 'nigger', then in that moment I can make him less than me - I can be superior to perhaps the best golfer the world has ever seen. I can use racism to reduce him down to below my size. I can try to dominate him.

**More than this I can make him out to be all the things I hate about myself - like when I sometimes feel *inferior, wrong and worthless*.**

So I can use racism to create the illusion of being superior.

**4.** Discuss this idea with the boys - do they agree, do they disagree? Can they see that racist attitudes fulfil a purpose for those that believe them? (ie. To feel better about oneself by putting others down.) Therefore, if we feel confident in who we are, do we have no more need for racism?

**5.** Explore with the boys how using racism can be an "alarm bell" going off. Each time I denigrate someone, what am I actually trying to achieve? What does it tell me about how I feel about myself? Perhaps our use of racism tells us that we need to bounce back from our own self-doubts rather than try and make others miserable.

**6.** Another idea to explore is the difference between our perceptions and reality. While everyone has some kind of prejudices, it is important to identify them as prejudices, rather than the way things actually are. So when we find ourselves thinking racist thoughts, we must remind ourselves: "That's just my prejudice; it's not reality." By identifying the prejudice for what it is, we can then put it aside, and in doing so, stop it from influencing the way we live our lives.

Many of these ideas can also apply to homophobic, sexist and generally derogatory language. **The Pride Scale** and **Power Pairs** activities could link here.

## ACTIVITY 34: MYTHS ABOUT SEXUALITY

**Aims:** To encourage discussion about stereotypes and misconceptions about gays and lesbians.

**Time: 10 - 15 minutes**

**Resources:** “Myths about Sexuality” handout, pens.



This questionnaire is a good way of opening up discussion about sexuality issues.

Hand out the sheet and give several minutes for the group to complete the questions, then discuss each one.

Not all the answers to these questions are black-and-white True or False questions; the sheet really serves as a means of prompting exploration of the issues. For example, with statement number 2, “*Homosexuals molest children*”, this is both a true and false statement. True, some do; the majority do not, in the same way that the majority of heterosexuals do not molest children, hence the next statement.

Regarding Statement 8 (“HIV and AIDS originated from the gay community”):

HIV/ AIDS became known as a “gay disease” because its initial outbreak in America was most prevalent in the gay community. However, in Africa, where the virus is thought to have originated and has by far the greatest number of cases, the disease has spread largely through heterosexual sex. The prevailing theory about the origin of HIV/ AIDS is that it descends from Simian Immunodeficiency Virus (SIV) which afflicts apes and monkeys. It is thought to have spread to humans when African hunters caught and ate monkeys or apes, or the animal's infected blood came into contact with human cuts or wounds.

# MYTHS ABOUT SEXUALITY

Read each statement and circle whether you think it is True or False.

1. People choose whether they want to be straight or gay	TRUE	FALSE
2. Homosexuals molest children	TRUE	FALSE
3. Heterosexuals molest children	TRUE	FALSE
4. Sexuality can be “cured” or changed	TRUE	FALSE
5. You can pick gay men because they have high-pitched voices and act girly.	TRUE	FALSE
6. Homosexuality is a mental illness	TRUE	FALSE
7. Lesbians and gays can make good parents	TRUE	FALSE
8. HIV and AIDS originated from the gay community	TRUE	FALSE
9. Gay people can have long-term relationships	TRUE	FALSE
10. Lesbians like men to watch them having sex.	TRUE	FALSE

## ACTIVITY 35: EXPLORING HOMOPHOBIA: NICK'S STORY



**Aim:** To debunk myths about homosexuality and gender identity.

**Time:** 10 – 15 minutes

**Resources:** Nick's story listed below.

- ☐ Read out, or ask a student to read out, **Nick's story**.

*Nick is a talented footballer with a moderately successful AFL club. He has been invited to the Brownlow Medal Night to receive the award for best and fairest player in the AFL competition. Apart from the Grand Final, this is one of the most prestigious football events.*

*Nick has played with flair and courage and seems poised to do well in the medal count. There is just one catch: Nick has to take a partner and he is gay. He has, however, arranged for Helen, a female friend, to go with him and pretend to be his 'date' for the night. He has only discussed his homosexuality with the club president, who is also gay.*

*The evening begins with Nick's boyfriend, Alex, helping him get ready and trying to calm his pre-Brownlow nerves. Helen arrives and a disappointed but understanding Alex waves Nick goodbye and wishes him good luck.*

- ☐ Discuss the above story. How would Nick feel? If he won, would he not want his real partner to be there at the time of the announcement? Why would he need to take a pretend girlfriend? What if he brought his boyfriend and got a big hug and kiss from him when he won the prize for best and fairest football player?

Other options for discussions are:

- ☐ How heterosexual men avoid hugs or displays of sadness in front of other men. Ask the young men what they think about this real or imagined "lack of freedom" of expression.
- ☐ The meaning of personal ads in gay papers where "straight acting" men look for a "straight acting" partner. Ask the young men to talk about different ways of acting, or being, and what they see as the difference between straight acting and gay acting.

**Some prompting questions:**

**Q: If two men love each other does it mean that they are gay?**

Remind boys of love between father and sons, brothers and close mates.

**Q: Why is it then that two men as lovers might make some people feel uncomfortable, when psychologically, being gay is as normal as being heterosexual?**

Note: Excellent speakers are available from the Victorian Aids Council, Gays and Lesbians Against Discrimination, and Rainbow Male Survivors Support Group.

## ACTIVITY 36: INTRODUCING CONFLICT RESOLUTION



**Aim:** To learn healthy ways of conflict resolution

**Time:** 10 minutes

**Resources:** Questions listed below, whiteboard and marker; and 'Handout 5 - How to be Assertive'

### Trainer's note

The aim is to clarify what conflict resolution is and its benefits.

Conflict resolution requires willingness between all parties. Conflict resolution is not for use between a bully and a victim as bullying is domination, not conflict. Conflict resolution is a life skill necessary for healthy intimate relationships.

### 1. Ask the students if they have heard of the “You’re a stupid idiot” model of conflict

In the “**You’re a stupid idiot**” model, the other person is blamed and shamed, and often punished and ‘taught a lesson’. Sometimes it is also said that the one left standing is the winner of the argument.

*They lose ..... but.....I win*  
*They are wrong..... but.....I am right*  
*They are stupid..... but.....I am clever*  
*They are irrational...but.....I am rational*  
*I'm OK. ....but.....You're not OK*

### 2. Introduce the students to the resolution model of these assumptions.

*I'm OK.....&.....They're OK*  
*I'm emotional and rational .....&.....They're emotional and rational*  
*I've got some things that I want to say.....&.... they've got some things that they want to say*  
*I will try to listen without interrupting...&....They will try to listen without interrupting*

There are always solutions to the problem.  
Neither myself nor the other person is the problem.

**Revenge, hate, violence and blame will not solve the conflict.**

### 3. Ask the students how the two models differ?

Ask what would happen when two men use the first approach to attempt to resolve their conflict.

### 4. Which of the two models do they see most in the world?

\* This activity can be interwoven with “**Assertiveness**”. Use the “**Sticky Situations**” activity as a fun and interactive way of putting these concepts into practice.

The below table is a helpful way of illustrating assertiveness in regard to resolving conflicts:

<b>Aggressive</b>	<i>You are the problem</i>
<b>Passive</b>	<i>I am the problem.</i>
<b>Assertive</b>	<i>The problem is the problem.</i>

## ACTIVITY 37: ASSERTIVENESS

**Aim:** To develop students' ideas and skills in using assertiveness rather than aggressiveness or violence

**Time:** 15 - 25 minutes

**Resources:** "Being Assertive" worksheets; Handout 6: "Behaviour Styles".



The concept of assertiveness is somewhat foreign to many young people. When faced by potential conflict, young men often see only 2 options – be the aggressor, or be the victim, with no middle road. Thus assertiveness skills are extremely valuable. This activity goes hand in hand with "Introducing Conflict Resolution" and "Healthy/Unhealthy Masculinities" and can link easily with "Sticky Situations".

Before commencing the worksheet component of this activity, it is important to define the definition between assertiveness, aggression, and passivity. When looking after their needs, or solving conflict in their lives, the young males in your workshop will have three main ways:

### 1. Aggression/Domination

- a) Feelings of tension, anger and hate are turned outward at targets.
- b) Feelings of powerlessness are avoided by having as much control as possible.
- c) Intimidating, blaming and violent behaviour are used to 'have' control.

### 2. Passive Acceptance / Submissive Acceptance

- a) Own feelings are minimised or valued less than other people's feelings.
- b) Own needs are placed as secondary to other people's needs so as to 'keep the peace' or avoid being blamed or hurt.
- c) Conflict is avoided at the cost of own needs/wants.

### 3. Assertiveness

- a) Being aware of own feelings/needs and taking responsibility for them.
- b) Using respectful behaviour and language when negotiating needs and wants in relationships.

*One way to look at it is using the table below. You could draw this on the board and progressively discuss how it should be filled in with the class.*

<b>Aggressive:</b>	I Win	You Lose
<b>Passive:</b>	You Win	I Lose
<b>Assertive :</b>	I Win	You Win

Once the group has a basic understanding of these concepts, break them up into smaller groups of 3 or 4, and hand out one of the "Being Assertive" worksheets to each group (there are 3 variations). The facilitators will likely need to spend some time with each group while they are working on the sheets, as this can be quite challenging for many students, particularly younger ones.

# BEING ASSERTIVE

*Your friend keeps making jokes and comments about your family or cultural background. He thinks he is just being funny, but you find it insulting and wish he would stop.*

What might be an <b>AGGRESSIVE</b> response?
Would he stop saying those things?
How would you feel after your response?
How would he feel after your response?
How would this response affect your friendship?

What might be a <b>PASSIVE</b> response?
Would he stop saying those things?
How would you feel after your response?
How would he feel after your response?
How would this response affect your friendship?

What might be an <b>ASSERTIVE</b> response?
Would he stop saying those things?
How would you feel after your response?
How would he feel after your response?
How would this response affect your friendship?



# BEING ASSERTIVE

*You've been asked to coach a local under-12 sports team. During training, one of the kids on the team is being very disruptive, and is distracting all the other kids.*

What might be an <b>AGGRESSIVE</b> response?
Would he stop being disruptive?
How would he feel after your response?
Who is in control of this situation?
Would the other kids in the team respect you after your response? Why?

What might be a <b>PASSIVE</b> response?
Would he stop being disruptive?
How would he feel after your response?
Who is in control of this situation?
Would the other kids in the team respect you after your response? Why?

What might be an <b>ASSERTIVE</b> response?
Would he stop being disruptive?
How would he feel after your response?
Who is in control of this situation?
Would the other kids in the team respect you after your response? Why?

# BEING ASSERTIVE

*Your girlfriend always makes you do things she wants to do, but ignores what you want. This makes you feel resentful and unhappy.*

What might be an <b>AGGRESSIVE</b> response?
Would things change? How?
How would you feel after this response?
How would she feel after this response?
Would you have a good relationship after your response? Why?

What might be a <b>PASSIVE</b> response?
Would things change? How?
How would you feel after this response?
How would she feel after this response?
Would you have a good relationship after your response? Why?

What might be an <b>ASSERTIVE</b> response?
Would things change? How?
How would you feel after this response?
How would she feel after this response?
Would you have a good relationship after your response? Why?

## ACTIVITY 38: HEALTHY & UNHEALTHY MASCULINITIES

**Aim:** To explore ways of being which are healthier alternatives to the aggressive-passive and bully-victim dichotomy.

**Time:** 10 - 15 minutes

**Resources:** At least one set of “Healthy & Unhealthy Masculinities” cards (35 in total), preferably laminated; also, sufficient floor space.



This activity is best suited to slightly older students (typically Year 9 and above). It combines some of the themes covered in both the **Macho Man vs. Mature Man** and **Assertiveness** activities.

**To prepare for this activity:** Photocopy the 18 pages of cards (below) and cut them in half to A5 size, to make 35 cards. Laminate them if possible (they may not last long otherwise). Ideally you should aim to have at least one set for every 10 students. With multiple sets, it is best to mark or number them so as to prevent them being mixed up.

1. Split the class into groups of up to 10 people. Find sufficient space on the floor for each group. Arrange the boxed cards (“Skills/Abilities”, “You Got Problems”, etc) in a vertical line, with the three character cards (“I’m a tough guy”, “I’m ok” and “Poor me”) in a row at a right angle.
2. The group is then given the remaining cards, and must figure out the right place for them to fit, filling out the grid.
3. The layout is shown on the 2 following pages, first what the facilitator should put down and secondly how the group should fill it in.
4. Discuss this with the groups while they are completing it. Once they are done, compare if they got the same thing, and talk about what they thought about the grid.

Compare the three different mentalities depicted there (“Poor Me”, etc).

- ☐ Which do they think is most healthy?
- ☐ Which might be unhealthy?
- ☐ What might be some of the consequences of having that mentality when faced with some of the situations given?
- ☐ Which kind of mentality do they see in the world around them?
- ☐ Which one is closest to the way they act?
- ☐ Do they think that people would always maintain that mentality, or could they vary between the three at different times?

Many young men have difficulty seeing that there is any more than two ways of dealing with challenges – either you “kick some arse” or you “take it like a little bitch”. This activity hopefully encourages them to recognise a third way which is neither violent nor weak

Getting the cards all in the absolutely correct position will be tricky for some. It is not so important if they are unable to match up all the categories with those on the left-hand side. However, it is important that they can distinguish which column each would go in (“I’m a Tough Guy” and so on).

Initial Layout for **Healthy & Unhealthy Masculinities**

The order of the left-hand column is unimportant

	<b><u>"I'M A TOUGH GUY!!"</u></b>	<b><u>"I'M OK"</u></b>	<b><i>"Poor Me"</i></b>
<b>SKILLS / ABILITIES</b>			
<b>WHO'S TO BLAME?</b>			
<b>HANDLING DISPUTES</b>			
<b>STRENGTHS / WEAKNESSES</b>			
<b>DEALING WITH CONFRONTATION</b>			
<b>DEALING WITH DIFFERENCE</b>			
<b>YOU GOT PROBLEMS!</b>			
<b>WHO GETS THEIR WAY?</b>			

## Correct Result for **Healthy & Unhealthy Masculinities**

The order of the left-hand column is unimportant; cards should correspond on the horizontal axis however.

	<b><u>"I'M A TOUGH GUY!!"</u></b>	<b><u>"I'M OK"</u></b>	<b><i>"Poor Me"</i></b>
<b>SKILLS / ABILITIES</b>	Showing off to everyone what you can do	Being confident in your own ability without having to show it off	Having no faith in your own ability
<b>WHO'S TO BLAME?</b>	Blaming everything on other people	Accepting blame and responsibility where you need to	Blaming yourself for everything
<b>HANDLING DISPUTES</b>	Refusing to back down – don't want to seem weak	Taking control of the situation – standing up for what you want but without aggression.	Refusing to stick up for yourself
<b>STRENGTHS / WEAKNESSES</b>	Big-noting yourself – can't admit weakness	Being able to admit you are not perfect	Feeling sorry for yourself – can't see your own strengths
<b>DEALING WITH CONFRONTATION</b>	Reacting aggressively to confrontation	Keeping your cool – not reacting when provoked	Crumbling when faced with confrontation
<b>DEALING WITH DIFFERENCE</b>	Putting down others because they are different to you	Accepting other people's differences as being equally valid	Putting yourself down because you are different
<b>YOU GOT PROBLEMS!</b>	Pretend your problems don't exist	Dealing with problems, seeking help when needed	You feel there's no way out of the problems – its too hopeless to try
<b>WHO GETS THEIR WAY?</b>	Bullying others in order to get your way	Negotiating to get the best result for everyone	Letting everyone else get their way at your expense

**"I'M A TOUGH**  
**GUY!!"**

**"I'M OK"**

*“Poor Me”*

**SKILLS / ABILITIES**

**WHO'S TO BLAME?**

**HANDLING  
DISPUTES**



# **STRENGTHS / WEAKNESSES**

# **DEALING WITH CONFRONTATION**

# **DEALING WITH DIFFERENCE**

**YOU GOT  
PROBLEMS!**

# **WHO GETS THEIR WAY?**

Showing off to everyone what  
you can do

Blaming everything on other  
people

Refusing to back down – don't  
want to seem weak

Big-noting yourself – can't admit  
weakness

Reacting aggressively to  
confrontation

Putting down others because they  
are different to you

Pretend your problems don't  
exist

Bullying others in order to get  
your way

Being confident in your own  
ability without having to show it  
off

Accepting blame and  
responsibility where you need to

Taking control of the situation –  
standing up for what you want  
but without aggression.



Being able to admit you are not  
perfect

Keeping your cool – not reacting  
when provoked

Accepting other people's  
differences as being equally valid

Dealing with problems, seeking  
help when needed

Negotiating to get the best result  
for everyone

Having no faith in your own  
ability

Blaming yourself for everything

Refusing to stick up for yourself

Feeling sorry for yourself – can't  
see your own strengths

Crumbling when faced with  
confrontation

Putting yourself down because  
you are different

You feel there's no way out of  
the problems – it's too hopeless  
to try

Letting everyone else get their  
way at your expense

## ACTIVITY 39: STICKY SITUATIONS

**Aim:** To practice non-violent principles, conflict resolution and decision-making.

**Time:** 10 - 20 minutes



**Resources:** Prizes (chocolates, minties or other sweets are ideal); questions listed below.

This activity is part role-play, part decision-making quiz. While a number of other activities deal with similar issues (**Conflict Resolution, Assertiveness, Macho Man vs. Mature Man**), this one reinforces some of those themes through practical application. It is best run with two facilitators (one to read out each scenario, another to act as a protagonist), but can still be run by one if necessary.

1. Pick up to 4 contestants at a time from the group. Have one facilitator read out the scenario.
2. One by one, each contestant must step forward and act out what he would say and do in the given scenario. A facilitator will also act out the other character initiating the situation.
3. Do not make any comment on any of their responses until after each contestant has had a go (so they are less likely to copy each other). Then the facilitators discuss all the responses with the audience. What might be the consequences of each situation? Which would be more likely to defuse the situation or avoid violence? Which would be likely to escalate the situation or cause unnecessary conflict?

Be aware that there is not necessarily any right or wrong answers, but the possible consequences of each response should be acknowledged.

4. Each participant is given a prize for having a go; extra prizes may be given for the most creative or well-thought out responses. You can involve the rest of the class in determining the best responses.
5. Each contestant sits down and another bunch of contestants are chosen from the group.

- a) At the shopping centre, you notice a rough-looking guy hanging around. As you walk past, he growls at you: "Hey, what are you looking at? You got a problem?"
- b) During sports class, you are mucking around and accidentally kick a soccer ball into a girl's face. She starts crying, and her boyfriend yells out, "Who did that?"
- c) You are playing basketball, and your team-mate has started pushing and taunting someone on the other team. He's about to go ballistic, and this could result in a big brawl.
- d) You are at a party. As you come back from the bathroom, you see a guy who looks like he is trying to chat up your girlfriend.
- e) A guy at the bus stop starts trying to chat you up. You are not interested.
- f) A guy at school is accusing you of stealing his jacket. You don't know anything about it. He is getting worked up and says he'll smash whoever took it.

\* An important aspect of this activity is identifying the body language of the participants for each situation. Discuss how things like clenched fists, aggressive or scared tone of voice, and standing in another's personal space can have an impact on the outcome.



## **ACTIVITY 40: FUTURE CAREERS AND CHOICES**

**Aim:** To explore the importance of setting goals, and to raise awareness of how choices made today can impact upon future outcomes.

**Time:** 20 – 45 minutes

**Resources:** Whiteboard or butcher's paper, markers.



What do you want to do in the future in terms of a career and why? What interests you about that field? Do you know anyone that does that particular job? How long have you wanted to do that? (Not everyone will have decided on what they want to do yet so affirm those young men and say that they have got plenty of time and that many people who are double their age still do not know what they want to do for a career).

Ask the boys on average how much each career could potentially earn? Ask the young men what they would like to do with the money they earn? What opportunities would open up to them with such a career and money? Write the list of occupations and next to each the amount of money they could earn per year and week from it.

### **Goals**

Ask the young men what steps they would have to take to achieve the stated career?

Examples could be: getting good marks at school; frequent practice of the skills required; gaining experience in the relevant field; going to university or TAFE.

Some of these goals would take several steps to attain; what could you do right now to work towards the goal? What might you have to do after that?

### **Challenges**

Ask the young men what challenges face them in getting where they want to in life?

- ☐ They usually bring up topics like school results, VCE marks etc
- ☐ Mention it *also* depends on things like criminal record, their school record, drug problems, being violent and their references and experience.
- ☐ Discuss lack of job opportunities with a record of violence, eg. being a doctor, teacher, etc, or any government job.
- ☐ Mention that having a criminal record can make it hard to get any kind of job, no matter whether it is at McDonalds or in a law firm.

### **Expenses & Budgeting**

Get the group to think about some of the things they would be spending money on, in 5, 10 or 15 years down the track. Examples could be rent, food, car maintenance, petrol, phone bills, clothes, entertainment, etc. Write them all up on the board. Next to each, write the approximate amount that they think each would cost. Finally, add them all up and write the total on the board.

### **The Dole**

Ask them how much money they think they would get if they were on unemployment benefits. Discuss whether they would have to make sacrifices when on the dole, and which of their estimated expenses would be affected.

(The aim here is not to denigrate or stigmatise anybody receiving benefits – a great many people will require government assistance at some point in their lives - but to look at the ways it can limit potential lifestyle choices.)

### **Choices**

Discuss with the young men the importance of choices in life.

- ☐ What do we mean by a 'choice'?
- ☐ Discuss with the young men that there are good and bad choices in life, such as when someone picks a fight with us or tries to make the moves on our girlfriend. Emphasise that when this happens, we have several choices
- ☐ Ask them to identify those different options.
- ☐ With the bad choice, ask them the possible results of that choice, e.g. hurting the other guy, a criminal record, jail, losing your job and girlfriend, etc.
- ☐ You can role play different choices in various situations

At the end of this activity, the young men should have an understanding that they have choices in their behaviour, and that they are responsible for their behaviour. They should have an increased awareness of the way violence can impact upon their career choices.

**Note:** We have done this activity before with a group of intellectually disabled students who were reasonably high-functioning. In their particular set of circumstances, the focus on careers was not as appropriate, so we reconfigured the exercise to be more about goals in life. These could include getting a job, but also things like owning a car, having a family or girlfriend, living independently, making money, etc.

## ACTIVITY 41: BEADS - EXPLORING TIME MANAGEMENT

**Aim:** To look at the importance and challenges of balancing the various demands of life.

**Time:** 10 – 25 minutes

**Resources:** “Time Management – Priorities” worksheet, pens or markers.



This activity is suited to students Year 9 and above, and works well when exploring goal-setting and future careers.

1. Give each student a worksheet and pen. Ask the group to think about how much time and energy they devote to the different aspects of their life, as written in the boxes on the sheet. Then ask them to imagine they have 30 beads. How would they allocate these 30 beads amongst the different categories, to represent how much of their free time they spend on those things *at the moment*? This time does not include time spent in class at school, or when asleep.

2. Using their pens, get students to draw small circles in whichever boxes they choose, to represent the beads.

3. Discuss how they have allocated their beads. Are they happy with it as is? Are they “putting all their eggs in one basket” to any extent? If they are allocating most of their time to one thing, such as a relationship, what would happen if that relationship ended?

Some students will feel that 30 beads are not enough. What does this say about them? Are they taking on too many activities and responsibilities in the time that they have? What could be a result of stretching oneself in such a manner?

On the other hand, some may have beads left over. You could discuss what this means for them.

Remember that while it is important to raise some of these issues, it is not the facilitator’s place to make judgements about how each person is choosing to allocate their time.

4. Now ask them to think about a major goal they have for the next few years. This might be to get into university, to get a particular job, to achieve success in another field such as sport or music, or just to be happy with the balance in their life. Have them draw another set of circles, this time coloured in, to represent how they would need to spend their time in order to achieve their goal.

5. Facilitate a discussion on the difference between how they are spending their time now, as opposed to what they would ideally need to do to get where they want to be in the future. Is the number each allocated for their goal the ideal proportion of time? Or is the ideal amount of time a balance somewhere in between? If, in order to fulfil a goal, they need to sacrifice things from the other boxes, which ones would they be happy to sacrifice? How difficult would that be? Can you sacrifice too much?

### Notes:

- ☐ The number of beads given here (30) is arbitrary, and can be varied to whatever amount you wish.
- ☐ Depending on the circumstances of the young people, you could vary the categories in the boxes.
- ☐ If you had a very small group, or one-on-one session, you could use actual beads (or buttons, dried beans or similar small objects) for this activity. In this case, it would be best to enlarge the worksheet to A3 size or bigger; or even use a number of individual sheets, one representing each box. This would work well for young people who need more hands-on and visual activities, and allows them to shift them around easily if they change their mind.

This could be logistically difficult with a large group, however.

(Source: Milan Colic from Open Gate Psychology, South Caulfield. [open\\_g@bigpond.net.au](mailto:open_g@bigpond.net.au))

# TIME MANAGEMENT - PRIORITIES

SCHOOL WORK

JOB

CHORES

SPORTS / HOBBIES

PARTYING

FRIENDS

PARENTS / FAMILY

TV / COMPUTER GAMES

RELATIONSHIP

OTHER

## ACTIVITY 42: MINEFIELDS



**Aims:** To gain insight into what it is like to rely on another person; and to investigate different ways of doing things (i.e.: personal decision making).

**Time:** 20 Minutes

**Resources:** 60 Paper Plates; and  
1 blindfold for every two students.

For this exercise you need to clear a large space in the room you are working in. Push all chairs to the walls, and lay the paper plates in a random fashion on the floor, so there is little space between them. Participants need to be paired up. When there are a lot of participants, start with half the pairs at one end of the room, and half at the other.

Explain to the participants: "In this exercise, the paper plates on the floor represent mines. Your goal is to make it from one end of the room to the other through the minefield, without touching a mine. If you touch one, you lose a point. One of you will wear a blindfold, and the other person will guide you WITH VERBAL INSTRUCTIONS ONLY through the minefield. You are not allowed to touch the other person. The person guiding you is to keep track of the number of points you lose. By the way, other people will be working their way through the minefield, and you are not allowed to knock or touch them either. When you have finished going one way, swap, so that the person who was blindfolded now leads their partner back the other way".

Where you have a lot of participants, start both ends of the room at once. Allow plenty of time for everyone to have a go. You will find this is a chaotic, loud and fun activity - be prepared for this!

At the end of the activity, ask everyone to help clear up. When this is done, ask the participants to return their chairs to how they were before the activity.

### Processing the Activity

You can process this activity in a number of ways.

First, as a **trust** exercise. You can ask the participants how they felt about the way their partners helped them through. Responses will vary. Some will be pretty happy with the way it went. Others will leave you in no doubt how they felt about the lousy job their partner did. Some may even say their partner abandoned them.

It is helpful to lead a discussion about why we trust some people and not others. Also, that trust is something to be earned. Often we are disappointed in people whom we trusted with an important task or secret. They let us down. This is where we should examine why we trusted them in the first place. Were our expectations unrealistic for this person? Did we choose wisely? Will we trust them again?

This is an exercise in looking at our own processes involving decision-making.

Second, we can process this in terms of **personal style**. Invariably, as this activity is in progress, we hear someone say "Hey, he's cheating, he's looking at where he's going!" Others will just charge on through, hitting 'mines' at every step.

When we discuss the activity in terms of personal style, we ask about whether those who 'charged on through' tend to do that in other things that they do. Or we may ask about those who peeked out from under the blindfold. Do they try and 'peek' or get an unfair advantage, in other things they do? What about those participants who carefully and methodically worked their way through the mines, then helped their partner to the best of their ability to get through as well. Is this their normal way of doing things? We wrap this processing up by questioning whether people change from situation to situation, or whether their coping style stays the same for each situation they encounter. What do you think?

The third, and final way of processing this activity is to see it as a **reliance** activity. Do you go through life on your own, not relying on anybody to help you out when things get tough? That makes it a hard road to travel. Although the first way of processing the activity looked at trust, reliance is different. Some people shy away from relying on even the most trustworthy of people. The types of questions to ask here are: Do we ever have problems we cannot handle ourselves? What if we have a problem that is really big, but we don't feel we can rely on others to help? How are we going to get through our whole lives without relying on others from time to time? Can we be really intimate with others, if we don't feel we can share our issues with them?

By processing the activity in this way, we want to highlight that we need people around us that we can rely on, and that we can share our problems with. It is up to us to share ourselves with those we love and trust - not just share the happy, good things, but also the sad, difficult parts of our lives.

## ACTIVITY 43: ANGER TUBES



**Aim:** To release anger in a non-violent manner

**Time:** 5 -10 minutes

**Resources:** Enough magazines for the number of students per class; sticky tape; pens and A-4 pieces of paper for each student; staplers; **OR** Balloons and markers

This is a quick and easy activity to help the young person to release their anger, in order to become calmer and think clearly. It is a good idea to do this exercise yourself first, so that you have a grounded knowledge of the activity. This exercise can be used successfully with primary school aged children up to those in years 7 to 9. It can also be used with adults. Students love this exercise!

1. Before the class, roll up each magazine and stick them together with sticky-tape.
2. Ask the students to space themselves out so that they have some privacy. Put up the overhead and discuss. Briefly explore their experiences with anger.
3. Ask them to **draw a line down the centre of their paper**. On **one side of the paper they are to write the worst things that they have ever been called**. Even swear words! But remind them that it is a private exercise, otherwise it becomes a chatty act of comparing insults! (e.g. poof, stupid, etc)

On the **other side write how this made the students feel** (e.g. sad, angry, stupid, bad, etc)

4. As some students begin to finish writing, **staple the two ends of the pieces of paper into tubes** – anger tubes.

It is important to **state that none of the students deserved to be called those names** and that none of them wanted to be called those names and that what they were told feels lousy to hear but those slurs are not true comments about their character and integrity.

5. Pass around **some of the rolled up magazines** around and invite the students to focus on a part of the tube and whack the tubes until they are flat. More often than not, students want to tear up the bits of paper as well – why not! **Remind them to breathe and to focus**.

6. After all of the students have finished, **state clearly that they have all been angry but without using violence – no one's been harmed**, nothing has been broken except a piece of paper which can be recycled. This refutes the myth that anger is violent.

Two additional benefits of this exercise are that:

- ☐ Firstly, it reminds all of the students of how hurtful name calling, bullying and homophobia really is; and
- ☐ Secondly, it allows you to later read the comments written by students and thereby get to know some of the issues facing your students. It is really worrying how many students are write 'stupid' or 'loser'.

**For a small group discussion on anger try these questions:**

- ☐ "When do you feel angry?;
- ☐ What do you do?;
- ☐ What did you do about it?;
- ☐ Have there been others that get angry similar to you?" (Bond 2000, p86);
- ☐ Do you ever turn your anger in on yourself?; and
- ☐ Do you ever feel frightened by your anger or others?

**Variation:** You can vary this activity by using balloons instead. Get each student to blow up a balloon, tie it, write on it (make sure you have appropriate markers), and pop it however they like. Be wary that this can potentially get very messy. Also, with either variation of the activity, there is a lot of potential for unruliness which needs to be managed.





## ACTIVITY 44: BODY OUTLINE

**Aim:** An interactive method of examining the way we are affected by negative external factors.

**Time:** 5 - 15 minutes



**Resources:** Large sheets of paper (eg. Butcher's paper), coloured pencils or markers.

When discussing how young people can be affected by treatment by others, or by influences in society, many of the different effects can be discussed and brainstormed on a whiteboard. However, if a more active approach is suitable, this activity is useful. It is particularly suitable for younger students (year 8 and under) but can also be applicable to older students. You can use this format to explore a wide range of issues (see **Variations**). The example given below deals with the consequences of bullying.

Break the participants up into smaller groups, and distribute butcher's paper and markers to each group. Ask them to draw the outline of a human body – it need only be from the waist up if preferred.

Inside the outline, get the students to write all the different effects that bullying can have on the victim. Examples could be: hurt feelings, anger, depression, suicide, missing school, low self-esteem.

Outside the outline, students are to write the effects on the bully. These could include: losing friends, suspension, getting a bad reputation, and having a criminal record. It might also include things like a feeling of power or toughness.

Once they have finished, the groups can return to the circle and discuss what they have written.

### **Variations:**

Inside the body outline – “Why do people bully others?” (eg. To make themselves feel tough, they have problems at home, they are being bullied themselves, they are jealous of others)

Outside the body outline – “What are the effects on the bully?”

Inside the body outline – Stereotypes / expectations of a “real man” in our society. (tough, in charge, brave, don't cry, good at sport etc)

Outside the body outline – the influences in society around us that tell us what a “real man” is supposed to be (TV, parents, magazines, friends)

Inside the body outline – Effects that the “real man” expectations can have on us (getting into fights, doing stupid risky stuff, low self-esteem, bad relationships)

Outside the body outline – Stereotypes / expectations of a “real man” in society.

## ACTIVITY 45: THE S.T.I. HANDSHAKE GAME

**Aim:** To demonstrate how S.T.I.s (sexually transmitted infections) can spread, and to emphasise the importance of safer sexual practices.

**Time:** 5 - 10 minutes

**Resources:** Accompanying cards (on subsequent pages), preferably laminated.



This activity is a fun and interactive way of provoking thought about the importance of practicing *safer* sex (as opposed to safe sex – sex cannot be completely free of risk). As it involves some frank discussion of sexual terms, make sure it is appropriate for the age or maturity level of the group. This would normally mean Year 9 and above, but it may be suitable for younger groups which have been identified as having a high rate of sexual knowledge or activity. Also, despite the fun nature of this activity, potential exists for bullying and put-downs to take place around some of the subjects raised. Therefore it may be a good idea to ask for a group agreement to handle it with maturity and respect. Respect the right to pass also.

**To prepare for this activity:** Photocopy the following 5 pages, cutting each in half to A5 size. Laminating each A5 card is recommended, otherwise they will not last long. You should then have 6 *Protection Cards* (inscribed with either “Condom” or “Abstinence”) and 4 *S.T.I. Cards* (HIV / AIDS, Gonorrhoea, Hepatitis and Syphilis).

1. Instruct the group to get up and walk around the room, shaking hands with any 3 people. It is important they remember who they shook hands with. You may ask for 1 or 2 volunteers who will *not* participate in this stage of the activity (in other words, who will not shake hands with anyone).
2. Once all participants have shaken hands with 3 people, they are all to move to one corner of the room. Explain that for the purposes of this activity, each handshake represents a sexual encounter with another person.
3. Pick out a small number of volunteers (1 or 2 for a small group, up to 4 for a very large group) and get them to move into one corner of the room. Give each one of the cards marked with an S.T.I.
4. Get the people who did not shake anyone’s hands to move to a different corner of the room. Give each one of the cards marked “Abstinence”. Then pick out up to 4 more people from the group and give each a card marked “Condom”. Instruct them to go to the same corner as those with the “Abstinence” cards.
5. Ask the rest of the group to turn their attentions to those with S.T.I. cards. Whoever shook hands with one of them is to join them in that corner. This means that they have contracted the infection.
6. For those left, if any have shaken hands with anyone who is now in the infected corner, they must also join them in that corner – meaning they too have become infected. There will now be few if any people left, except for those with Protection Cards.
7. Process the activity with the group. Explain that this illustrates how infections can spread throughout the community, even from only a small number of initial carriers. Those in the corner with the Protection Cards, who either used a condom or refrained from sex completely, were at much lesser risk from disease. (It would be misleading to give the impression they were completely safe; condoms are not 100% effective, and some infections can still be transmitted by non-sexual means. Neither do condoms guarantee protection against herpes or crab lice.)

**CONDOM**

**CONDOM**

**CONDOM**

**CONDOM**

**ABSTINENCE**

**ABSTINENCE**

**HIV / AIDS**

**GONORRHOEA**

**HEPATITIS**

**SYPHILIS**

## ACTIVITY 46: QUIZ QUESTIONS

There will be times when quiz questions such as those below will come in handy. Most often we have used them as a fun way to wrap up a multiple-week program. In this case, tailor the questions so as to be relevant to what the group has learnt over the course of the program. You could use prizes (lollies, etc) as extra motivation. The format is up to you and there are many variations on how to run this (for example a written test, first-on-the-buzzer style quiz, split the group into teams and confer, Who-Wants-To-Be-A-Millionaire-style multiple choice, etc). You could also use these questions as an icebreaking activity, or simply as something different to use in a workshop if a change of style seems necessary.



Below are some examples. Bear in mind that some of the statistics will change over time so you may wish to keep abreast of this.

- ☐ If you were really angry, what are 4 things you could do to stop yourself from becoming violent?
- ☐ Name 4 negative consequences of hitting somebody.
- ☐ Name 4 precautions you could take if you going to have a big night out.
- ☐ Who can we talk to if we are going through some really tough times? Name 4 people/services.
- ☐ If someone suffered abuse, what are 4 services that exist to help them?
- ☐ Name 4 kinds of domestic abuse apart from physical violence.

### Multiple Choice Questions

What percentage of people in prison in Australia are male?

- a) 51%      **b) 93%**      c) 63%      d) 27%

In what percentage of cases of children who are sexually abused was the perpetrator a stranger?

- a) 15%**      b) 40%      c) 57%      d) 82%

According to most studies, what percentage of the population is thought to be same-sex attracted?

- a) 0.8%      b) 3%      **c) 10%**      d) 45%

When were women in Victoria given the right to vote?

- a) 1799      b) 1850      c) 1883      **d) 1908**

### True / False Questions

- ☐ You can become gay if you hang out with too many gay people. (False)
- ☐ You can catch HIV and AIDS from sitting on a toilet seat. (False)
- ☐ If a man has sex with his wife and she doesn't want to, he can be charged with rape. (True)
- ☐ You can tell a woman wants to have sex when she is wearing a short skirt. (False)
- ☐ Legally it's ok to have sex with someone who is asleep because they don't say no. (False)
- ☐ The age of consent in Victoria is the same for straight and gay people. (True)
- ☐ In legal terms, if someone says something nasty about your mother, you can hit them and it would be self-defence. (False)
- ☐ Rape occurs because men get so horny that they eventually can't control it anymore. (False)
- ☐ In 19<sup>th</sup> century, many regarded masturbation as a disease, which could be cured by inserting electrodes into the patient's rectum. (True)



## ACTIVITY 47: GAMES

*Most of the games and activities that we use within the Respect Protect Program have a point to them, relating in some way to the topics at hand. However there is definitely a place for games that are purely for fun. We have found them particularly useful as icebreakers, and as rewards for good behaviour in sessions where the group participants are full of restless energy. Multiple-week programs definitely benefit from the incorporation of a few games, in order to build a sense of trust and fun with the facilitators and other group members. As an example, we once had a multiple-week program at a high school for mildly intellectually disabled students, in which we ran some kind of game at the end of every session.*



### **“Ball Name Game” (Icebreaker)**

**Time:** 5 minutes

**Resources:** A ball

This activity is a fun way of getting started and doing introductions, particularly with group members that may not know each other. Get the young men to say their names, joining it to a descriptive adjective. As an example, I might say, “*My name is reliable Russell*”. Other examples we have had are 'Terrific Tom', 'Marvellous Michael', and 'Super Scott'. Once everyone has had a go, use an activity such as the 'ball name game' to really get everyone to learn each other's names.

To play this game, take a ball and throw it softly to a person, saying their descriptive name as you do (such as 'Terrific Tom'). The person who you threw the ball to must then recall someone else's name and throw the ball to them. This continues until everyone has had several turns. After this, see if you can go around the group, remembering everyone's name. The descriptors usually help with this. Everyone should have several turns at this, until everyone knows each other's names.

### **Truth – Truth – Lie**

**Time:** 5 – 10 minutes

**Resources:** None

Each person in the group takes turns to introduce himself, and offer three pieces of information about himself. For example: “Hi, my name is Chris. I am 29 years old. I was born in Zimbabwe. The police once arrested me for shoplifting.” Two of these statements must be true, and one of them must be a lie. The rest of the group must guess which one is the lie. This game can be fun due to the challenge of keeping a poker face while trying to deceive the rest of the group, but it is also a good way for the group to find out a bit about each other.

### **Human Knot**

**Time:** 5 – 10 minutes

**Resources:** None

Get all participants to stand in a circle. Have every one thrust their right hand into the centre of the circle, and grab someone else's hand there. Repeat this with their left hands. The group must then untie the knot so that they make a complete circle. They may not let go of the hands, but may change grips to negotiate uncomfortable angle of bodies. This exercise is useful for building teamwork and cooperation, as well as breaking down the personal space barrier.

### **Free Association**

**Time:** 2 – 3 minutes

**Resources:** None

The group stands up and forms a circle, one of the facilitators starts by saying a random word, then the person to their left says the absolute first thing that comes into their head. This process continues around the circle. The idea is to not spend time thinking about your answer, it is the very first thing that pops out of your mouth.

No Pausing! This game helps get the participants in an open-minded and creative mood.

### **Line Up By...**

**Time:** 1 - 2 minutes

**Resources:** none

**Procedure:** There are many variations on this quick activity. Basically, it involves the group arranging themselves in a line according to some specific criteria. It can be tailored to your particular group, and made easier or difficult accordingly. You should also reinforce that this process does not include any pushing or shoving. Getting the group to beat some arbitrary time limit is also fun and effective.

One of the useful side-effects of this activity is that you can use it to rearrange the seating in your group. Often, talkative or disruptive students will cluster together in the same place. A somewhat subtle way of spreading them out a little is get the group to line up in one of the ways listed below, then sit down in that order.

**Line up by birthday –** The group must line up according to where their birthday falls in the calendar year. Thus those with birthdays earlier in the year will be at the front of the group, while those with birthdays in December will be at the back. Get them to do this without any talking or vocal sounds.

**Line up by height –** Shortest at the front, tallest at the back. Again, they must do this without talking. Or alternatively, blindfold everyone and get them to figure it out – in this case they may or may not be allowed to speak.

### **Don't Drop the Bomb!**

**Time:** 3 – 5 minutes

**Resources:** A ball or other small object

The group stands in a circle. The facilitator shows the group an item such as a tennis ball or can of drink, telling them that it is a bomb or canister of toxic waste, which will explode if dropped on the ground. The object of this game is to pass the object from person to person around the circle without dropping it. There is a catch however; no one may use their hands! You can make it progressively more difficult by restricting the use of other body parts, varying the size and shape of the object, or by imposing a time limit (eg. 5 seconds) on how long each person has to get rid of the object.

### **Crab Soccer**

**Time:** 5 – 15 minutes

**Resources:** 1 ball (roughly soccer-size, fairly soft), goal markers, sufficient space.

The rules are more or less the same as regular soccer, except that players must move around on all fours, facing upwards. This game has potential to get a bit rough, so exercise caution; you may need to red-card or "sin-bin" players who overstep the bounds of appropriate behaviour. Removing shoes can also prevent people getting hurt.

### **Dizzy Relay**

**Time:** 5 – 10 minutes

**Resources:** 2 cricket bats or similar objects, lots of open space, 2 witches' hats or similar markers  
The group is divided into 2 teams and lined up. The 2 witches' hats are placed a short distance (eg. 15 metres) straight ahead. The first person in each line must stand the cricket bat upright on the ground, bend over placing his forehead atop the handle, then spin around 10 times. Then the 2 lead competitors, who will by now be extremely dizzy, must race around their witches' hat, come back and tag the next person in line. Then that person takes their turn to spin and run.

**Note:** Respect the right for anyone to pass on this exercise; anybody who is unwell, or has just been eating or drinking, may not react well to the dizziness. Manage the playing field to make sure there are no objects for the participants to crash into.

### **Human Scrabble**

**Time:** 10 minutes or more

**Resources:** A4 sheets of paper, markers

Participants are placed into groups of around 7 people each. Each person in the group is given a sheet of paper with a large letter written on it in marker, clearly visible. If you like they can choose what letter they will have, but once they have one, they cannot change. Then, with each group standing together and holding the letters in front of their chests, they must arrange themselves to make a word. Not every letter needs to be used in each word. Give them an allotted time (2 or 3 minutes per group) and have someone write down each word they can come up with in that time. Whichever team has the most wins.

### **Group Push-Ups**

**Time:** 2 – 5 minutes

**Resources:** None

Participants assume the position to do push-ups, with their chest on the floor, but close enough to each other so that each foot rest on someone else's shoulder. Only those on the edge might have a foot or shoulder free. Once everyone is in position, try and all do a few push-ups in unison.

### **Group Pull-Ups**

**Time:** 3 – 6 minutes

**Resources:** None

2 volunteers are selected, and they must sit on the floor facing each other, with both feet flat on the floor. To start, they must link hands and pull each other up together, to a standing position. This should be quite easy. Next, a third person is added, so that each participant will link hands with people on either side of them in a triangular formation. Then they try to get to their feet, all in one motion. Then a fourth person, then a fifth and so on is added. This can go on indefinitely, but will get harder with each additional person. The aim is to see the maximum number of people who can do this successfully. The participants will need to work as a team to be successful.

### **20-Up**

**Time:** 2 – 5 minutes

**Resources:** A soft ball, hacky-sack or blown-up balloon

Standing in a circle, participants must tap a ball or balloon amongst themselves without it touching the ground, and without one player touching it twice in a row. The aim is to get to 20 taps, or for as long as they can keep it going. You can make it progressively harder (particularly with a balloon) by excluding hands and other body parts; for example, one round in which you can only use your head.

## ACTIVITY 48: OK and NOT OK ENCOUNTERS

- Aim:** To encourage thought and discussion around appropriate behaviours in sexual or peer relationships.
- Time:** 10 - 15 minutes
- Resources:** OK/ NOT OK/ UNSURE and scenario cards (below), preferably laminated.



This activity is a fairly simple and interactive way of looking at issues of consent, harassment, and appropriate behaviour in relationships. It works well as a springboard for discussion.

This activity has been used primarily with high-functioning intellectually disabled students, or for those with learning difficulties, but it may also be appropriate for younger mainstream students (year 7-8) who might struggle with some of the other activities that focus on similar issues.

1. Place the OK, UNSURE and NOT OK cards in a row on the floor or on a sufficiently large table.
2. Hand out the various scenarios to the group and have them decide which category each one should fit into.
3. Go through what they have done, and discuss why each one is indeed ok or not ok.

### Notes for this activity:

- ☐ It is a good idea to have 2 or more sets of cards for a largish group. You can then compare their results and get a debate going over the differences.
- ☐ Usually groups will make choices which we would consider incorrect (at least based upon the standards and values we are trying to get across). A common example might be designating the 2 gay men holding hands as “not ok”. When this happens, take care not to immediately label the answer as wrong, but to open it up for discussion as to whether the possibility might be different, and give them the opportunity to change their answer. If this doesn’t work, two ways of approaching this might be to (a) state what the legal position is regarding the scenario, and ask why they think that might be the case; and/or (b) tell them “well I actually think that this one should actually go here...” and ask them why that might be so.
- ☐ Context may be important in some scenarios. Many groups may decide that the Joe and Lisa scenario is Ok, since Joe only asked and didn’t proceed any further after Lisa said no. Open this up and get them to think about how appropriate his behaviour is. How is it different to the Terry and Katie scenario? Likewise, the scenario of a man touching his son’s penis could possibly be ok in some circumstances (eg. cleaning an infant’s nappy), so discuss. Even the scenarios which are appropriate and consensual can be opened up for discussion on context and circumstances. Eg. “If the guy and girl touch each other, what if he is 16 and she is 12 – is that still ok?”
- ☐ Intellectually disabled students will often relate better to pictorial representation of these ideas, rather than written scenarios. A useful resource for this purpose is the **Picture Yourself** Kit, which is available through Me-And-Us Publications, <http://www.me-and-us.co.uk>

On the bus, a man  
puts his hand on the  
knee of a boy sitting  
next to him.

Jill is walking past a group of 4 men. They yell out to her: “Hey, sexy! How about a root?”

Fred sees Wendy  
walking past him. He  
grabs her on the butt.

Jason and Sarah are  
boyfriend and  
girlfriend. He asks her:  
“Do you want to have  
sex?”

She says “Yes.”  
Then they have sex.



Terry and Katie are  
boyfriend and  
girlfriend. He starts  
kissing her and asks:  
“Do you want to have  
sex?”

She says “No.”

He says, “Ok then”  
and doesn't go any  
further.

David walks up to Tina  
at school and touches  
her breasts.

A guy and a girl kiss  
and touch each other.

Two gay men are walking down the street, holding hands and being affectionate.

A boy and his dad give  
each other a big hug.

Dad touches his son's  
private parts.

John wants to have  
sex with Jenny.  
She doesn't want to,  
but he goes ahead  
and does it anyway.

William asks Christine  
to have sex with him.

She says “No.”

He tells her that if she  
doesn't, he will spread  
a bad rumour about  
her.



Joe and Lisa are in the same class together at school.

One day at school, Joe goes up to Lisa and asks: “Hey Lisa, do you want to have sex?”

She says “No!” and walks away.

Joe doesn't go any further.

Craig and Kylie are married.

They have an argument, and Craig pushes Kylie against the wall.

**OK**

**NOT**

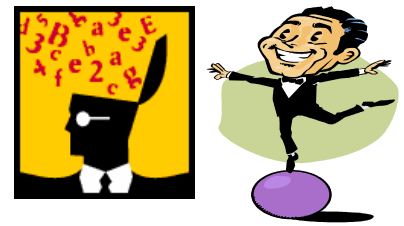
**OK**

**UNSURE**

## ACTIVITY 49: RELATIONSHIP PRIORITIES

**Aim:** To explore and to stimulate discussion about what are the most important qualities needed in a prospective partner and relationship.

**Time:** 5 - 15 minutes



**Resources:** Cards specifically for this activity (below)

This activity covers very similar ground to **Best Friend vs. Partner**, but in a way which involves more hands-on student interaction.

1. Copy the following pages and cut each into 4. Laminate if desired. There should be 28 in total. You may wish to have 2 or more sets for a largish group.

2. Have the group work together to arrange the cards in order between *Most Important* and *Least Important*. There is no right or wrong answers here; what is important is the discussion of why something is more or less important.

3. Discuss the reasons for these choices with the group, both while they are working it out and afterwards.

### Points of discussion:

- What would you look for in a long-term partner (such as for marriage)? Is it the same as what you would look for at this point in your life? If your priorities now are different to what they might be in the future, is there anything wrong with that? Why might there be differences, and what could that mean for the relationship?
- Do some of these characteristics help determine others? Does that then make them the most important? (For example: If there was a strong degree of respect, that would also mean that honesty, trust, compromise and others would also be strong)
- What might be a consequence if the highest qualities are the more superficial ones?

**Affectionate**

**Classy**

**Commitment**

**Compromise**

**Fun**

**Gets along with your friends**

**Good communication**

**Good cook**



**Good fashion sense**

**Good looking**

**Good moral values**

**Good taste in music**

**Honesty**

**Hot Body**

**Hot Sex**

**Kind hearted**

**Obedient**

**Respect**

**Rich**

**Shared interests**

**Sense of humour**

**Spending quality time**

**Stability**

**Supportive**

**Trust**

**Understanding**

**MOST IMPORTANT**

**LEAST IMPORTANT**

## ACTIVITY 49: ME!: SELF-REFLECTION EXERCISE

**Aim:** To encourage young people to think about their own qualities, and how they can impact on those around them.

**Time:** 5 - 15 minutes

**Resources:** Worksheet (below)



This activity is suitable for anyone, but it would be particularly useful for young people who feel disconnected from their wider community, and with issues relating to self-esteem.

This worksheet can be challenging – many find it embarrassing to state positive things about themselves, while others will find it difficult to name areas they can improve in. It is important therefore to discuss and work through the sheet with the group.

Ensure that the “*5 things I can do to become a better person*” section does not lead to excessive self-criticism; while it will obviously involve reflecting on someone’s weaknesses or flaws, its overriding theme should be positive – identifying areas for improvement is an important step in empowering each person to take steps to achieve their goals.

The section on “*1 thing I can do to make the world a better place*” should open up a broader discussion on what **each of us** can do to impact positively on the world around us, rather than recommending macro-solutions which are beyond our control. Examples of this could be setting a good example for others, being nicer to others, and so on. You can get the group to think about how their behaviour can influence others for better or worse, and how they have been likewise influenced by others.

# ME!

## SELF-REFLECTION EXERCISE

3 Things I like about myself:

1.
2.
3.

5 things I could do to become a better person:

1.
2.
3.
4.
5.

1 thing I can do to make the world a better place:

--

## ***PART FIVE: HANDOUTS***

- 5.1: HANDOUT 1:** Violence - who and where? *Contains data on violence in Australia.*
- 5.2: HANDOUT 2:** What is violence? *Contains a definition of violence.*
- 5.3: HANDOUT 3:** Myths about violence. *Contains the myths and rebuttals.*
- 5.4: HANDOUT 4:** Myths about rape. *Contains the myths and rebuttals.*
- 5.5: HANDOUT 5:** How to be assertive. *A step by step guide to assertiveness.*
- 5.6: HANDOUT 6:** Behaviour Styles. Outlines the difference between assertiveness, passivity and aggression
- 5.7: HANDOUT 7:** Confidential contacts. *A young person's guide to relevant services.*
- 5.8: HANDOUT 8:** Consent and mutuality. *Contains information and strategies for respect sexual intimacy.*
- 5.9: HANDOUT 9:** Your sexual rights: *Contains information regarding your rights in a sexual relationship.*
- 5.10: HANDOUT 10:** Ten myths about sex: *Some commonly used myths regarding sex.*
- 5.11: HANDOUT 11:** Seven date no-no's from Norway: *Results of a survey in Norway concerning what dooms a one-night stand to being just that.*
- 5.12: HANDOUT 12:** Two choices. *The contrast between violent actions and respectful actions.*
- 5.13: HANDOUT 13:** What kind of man do you want to be?
- 5.14: HANDOUT 14:** Global Village

***ALL HANDOUTS MAY BE PHOTOCOPIED AND USED AS OVERHEADS.***



## HANDOUT 1:

# ***VIOLENCE - WHO AND WHERE?***

## **WHO?**

- Sixty-two per cent of murder victims are males and sixty-three per cent know their killers (Age, 13/11/99).
- In 1998, 94 per cent of Australian jail inmates (18,711) were male. Their average age was thirty-three.
- Ninety-eight per cent of the perpetrators of violence are male (McDonald, 1993)
- Ninety-seven per cent of sex offenders are male (VCCAV, 1991)
- There were 14,568 sexual assaults reported in 1998 in Australia; eighty per cent of the victims were female. Eighty-three per cent knew their attacker (Age, 13/11/99).

*Violence and sexual assault is never the fault of the victim.*

## **WHERE?**

- Twenty-three per cent of women have experienced violence by their spouse during their relationship (ABS, 1996).
- Violence occurs in almost 3 out of 10 households. Women are most at risk at home (Community Education Taskforce on Family Violence, 1986).
- Eighty per cent of women know the man who raped her (Bagnall, 1992; p.30).
- Rape occurs in 7 - 10 per cent of marriages (McDonald, 1993; p.2).
- Gender-based violence and bullying are the most systematic and constant forms of violence within schools. In the majority of cases, men and boys are the perpetrators and women and girls are the victims (Forsey, 1994; p.9).
- Explicit sexual harassment of the girls by the boys generally goes unnoticed by teachers or is explained as 'boys being boys' (Milligan and Thompson; cited in Forsey, 1994; p.9).

## HANDOUT 2:

# WHAT IS VIOLENCE?

### Violence:

- ☐ **Is unwanted, uninvited, and undeserved**
- ☐ **Causes physical, sexual or psychological damage to the victim**
- ☐ **Frightens, dominates and controls the victim**

Violence is never the victim's fault.

Violence includes the following types of behaviour:

- ☐ **Physical violence** such as hitting, kicking, slapping, punching, choking, hair-pulling, throwing things, or other forms of physical assault.
- ☐ **Using or threatening to use weapons**, such as knives or guns, or threatening to hurt or kill a partner, the children, or others.
- ☐ **Verbal violence** such as swearing, intimidation, name calling, humiliation.
- ☐ **Emotional/psychological** violence such as threatening to take the children away, damaging or threatening to damage the woman's property, telling the woman she is useless, ugly, or a whore, or that she would not be able to survive alone, insulting her in public.
- ☐ **Sexual violence** such as incest, or forcing a woman to do sexual things she does not want to do.
- ☐ **Stalking**, for example, repeatedly following, telephoning, or sending things to someone with the intention of harming or frightening them.
- ☐ **Financial deprivation**, for example, keeping a woman totally dependent, not giving her enough money to buy things for the household, or her basic needs.
- ☐ **Social deprivations** such as keeping a woman away from her family or friends, not letting her leave the house.
- ☐ **Spiritual violence** which is aimed at eroding or destroying an individual's cultural or religious beliefs through ridicule or punishment.

Men who are physically violent towards their partners commonly also use other forms of violence such as sexual, social, emotional, psychological and verbal.

## HANDOUT 3:

# MYTHS ABOUT VIOLENCE

1. ***"I just lost it/I saw red/It just happened."***  
Most times there are warning signs of tension and aggression that build-up before a violent episode. Often there is an issue of control or reputation at stake that the violence is contesting.
2. ***"He/she asked for it. He got smart. He/she started the argument and I'm finishing it."***  
There are many more statements like these, all of which serve to make the other party responsible and deflect responsibility from the offender. This myth is also known as "She deserved it" or "He was cruising for a bruising".
3. ***"He's not normally like that", or even, "He can't help it."***  
We can all learn to control our behaviour.
4. ***"Crazy people are dangerous"/ "He's a psycho."***  
People with psychiatric disabilities are more likely to be victims of violence than perpetrators of violence. They are more likely to fear violence than to threaten violence.
5. ***"A real man doesn't back down from a fight."***  
There is no such thing as a real man or a real woman.
6. ***"Violent people come from low income or 'bad' families".***  
Violence occurs throughout all levels of society. It is about the misuse of power.
7. ***"She/he lied."***  
This allows the offender to hide behind the stereotype of the 'lying woman' or 'the dobber'.
8. ***"It didn't do any harm/It's no big deal/He's not hurt badly."***  
This is an attempt to minimise the damage (and guilt) caused by violent actions.
9. ***"Stranger danger"***  
Most perpetrators of violence are not strangers. Their victims know them.
10. ***"He was beaten up as a kid, so he can't help it. It's all he knows."***  
We are all responsible for the choices we make. Many victims respond to their experiences and become involved in peace or environment groups. Some who have experienced violence or oppression, the Dalai Lama, Martin Luther King, Ghandi, and Nelson Mandela, have become world leaders in peace and justice movements.
11. ***"He's got an anger problem".***  
We all get angry at times - anger is not the problem - abuse is the problem. Often we feel frightened or pressured, and this is when we lash out. Try some healthy ways of dealing with anger - take some time out, talk it over with someone, or exercise it out. Anger is OK, abuse is abuse.

## HANDOUT 4:

# MYTHS ABOUT RAPE

### 1. **"I couldn't stop myself."**

It's never too late to stop. Most men have had at least one time when sex has been interrupted. Men may get "blue balls", but they don't die of it.

### 2. **"She asked for it."**

That's a fantasy in the minds of men. No woman or girl ever asks to be raped. This myth blames women for the actions of men.

### 3. **"It just happened."**

This myth trivialises rape and fails to hold men responsible for their actions. Anything and everything else is blamed. This myth sees rape as spontaneous, whereas in most rapes there is planning and preparedness on the part of the man.

### 4. **"He's not normal."**

It reassures us. Studies have shown that even violent convicted rapists have psychological profiles comparable to non-raping men.

### 5. **"A real man doesn't take 'no' for an answer."**

'Yes' means 'Yes' and 'No' means 'No'. Seduction is rape. Consensual sex, that is sex between equals, never involves force.

### 6. **"She deserved it."**

This myth blames the woman: "A woman like her." Whether she is a prostitute, a runaway or a hitchhiker, no woman or girl ever deserves to be raped. All women always have the right to say 'no'.

### 7. **"She lied."**

This belief is simply false. It hides rape behind the stereotype of the vindictive woman.

### 8. **"She loved it."**

This is a male fantasy. Women don't want to be raped and don't enjoy being raped. The myth confuses rape as sexual desire. Rape is the desire to dominate the victim.

### 9. **"No big deal."**

This myth says rape is not really a problem for women. The reality is that rape causes long-term debilitation in many victims. The threat of rape affects all women all the time. This myth simply serves the interests of rapists.

### 10. **"Lie back and enjoy it."**

Women are conditioned to be passive and weak and to say 'No' to sex. Men are conditioned to be strong and forceful, to "seduce". Women are raped, and usually it is men who rape. Women are not trained to resist rape or to fight back effectively. Men are not trained to take 'No' for an answer or to stop when they encounter resistance.

Source: Tony Nairn, XY Magazine, Winter, 1992.

## HANDOUT 5:

# ***HOW TO BE ASSERTIVE***

1. Identify and own your feelings.
2. Avoid blaming or shaming someone (even though you might feel like it).
3. Avoid a tone that is judgmental, harsh or sarcastic.
4. Be brief and clear.
5. Keep to the facts.
6. State what you would like.
7. Avoid body language that is intimidating or submissive.
8. Be open to other people's thoughts and feelings and what they say they will do next time to prevent the conflict repeating itself.
9. Take stock of any unreasonable assumptions you might have about the other person.

For example:

"You and a friend have been planning for months to go to a great concert. He has the tickets and you are bringing the drinks. Your friend is an hour late. You have missed half of the concert. If you don't tell your friend straight away how you feel, you'll sit in the concert furious and tense."

- So:
- 1) Own your own feelings. (*I'm furious, I feel let down.*)
  - 2) Avoid blaming and shaming. (*Revenge is ugly, not sweet.*)
  - 3) Avoid a tone that is judgmental, harsh or sarcastic, etc. (*How you speak can betray what you say.*)
  - 4) Be brief and clear.
  - 5) State what you'd like.
  - 6) Stick to the facts. (*"You're an hour late" not "you're pathetic".*)
  - 7) Avoid body language that is intimidating. (*Unclench your fist!*)
  - 8) Be open to:
    - (a) Their thoughts and feelings (*"I'm sorry, I forgot that there are fewer trains on Sunday"*) and,
    - (b) What they say they will do next time (*"I'll check the timetable".*)

**HANDOUT 7:**

# ***CONFIDENTIAL CONTACTS***

**CASA Sexual Assault Crisis Line 1800 806 292**

**SECASA (03) 9594 2289 [www.secasa.com.au](http://www.secasa.com.au)**

**West CASA (03) 9687 5811**

**Eastern CASA (03) 9870 7330**

**Northern CASA (03) 9496 2240**

**CASA House (Carlton) (03) 9344 2210**

**Kids Help-Line 1800 55 1800**

**Lifeline 13 11 14**

**Violence Against Women  
Confidential Help Line 1800 200 526**

**Child Protection Crisis Line 13 12 78**

**Men Against Sexual Assault (03) 9882 6601**

**Men's Referral Service (03) 9428 2899**

**Gay and Lesbian Switchboard (03) 9510 5488 or 1800 631 493**

**Aboriginal Health Service (03) 9419 3000**

**Family Mediation Centre (03) 9555 9300 or FREECALL 1800 639 523**

**Relationships Australia (03) 9261 8700**

**Victorian Aids Council/  
Gay Men's Health Centre (03) 9865 6700**

**Melbourne Sexual Health Centre (03) 9347 0244 or FREECALL 1800 032 017**

**Care Ring 136169**

**Family Violence after hours service (03) 9594 2289**

**Youth Rights At Work 1300 666 610 [www.youth.vic.gov.au/youthatwork](http://www.youth.vic.gov.au/youthatwork)**

**HANDOUT 8:**

# CONSENT AND MUTUALITY

**Sex and relationships in the new millennium can be fun, exciting and full of risks. Remember these four things:**

## **1. Respect**

*Trust and closeness will not happen without respect.  
Your partner has feelings about how they are treated. Everyone deserves respect - yourself included.*

## **2. Consent**

*The law states that sex without consent is rape.  
Consent is saying 'yes' to sex without pressure or force.*

## **3. Mutuality**

*Sex is meant to be good for both partners.  
When you want the same things at the same time, it's mutual.  
It is pressure-free sex, guilt-free sex, enjoyable and safe sex, for both partners.*

## **4. Communicate**

*Check out if she feels free to say 'Yes' or 'No' to sex, or  
what you feel like doing. Silence on her part does not mean consent.  
Because kissing does not always mean sex is next, it is just as well to ask.*

It is normal to feel curious about sex, as well as sometimes confused. Here is some handy information on what the law says: Any uninvited or unwanted sexual comments or touching, or penetration is sexual violence, and is against the law.

The survivors of rape and abuse often feel pain, rage, self-blame, shame, fear, and sexual anxiety. No one ever deserves or wants to be raped.

**HANDOUT 9:**

# ***YOUR SEXUAL RIGHTS***

- ✓ **YOU HAVE THE RIGHT TO ENJOY HEALTHY, PLEASURABLE AND SATISFYING SEX.**
- ✓ **YOU HAVE THE RIGHT TO SEXUAL PRIVACY**
- ✓ **YOU HAVE THE RIGHT TO SAY 'NO'.**
- ✓ **YOU HAVE THE RIGHT TO CONTROL TOUCH AND SEXUAL CONTACT**
- ✓ **YOU HAVE THE RIGHT TO SAY 'YES' TO SOME SEXUAL ACTIVITIES AND 'NO' TO OTHERS**
- ✓ **YOU HAVE THE RIGHT TO STOP SEXUAL AROUSAL THAT FEELS INAPPROPRIATE OR UNCOMFORTABLE**
- ✓ **YOU HAVE THE RIGHT TO BE RESPECTED AND CARED FOR DURING SEX**
- ✓ **YOU HAVE THE RIGHT TO HAVE TIME OUT DURING SEX**
- ✓ **YOU HAVE THE RIGHT TO EXPERIENCE SEX ACCORDING TO YOUR SEXUAL PREFERENCES AND ORIENTATION**



## **HANDOUT 10:**

# *TEN MYTHS ABOUT SEX*

*(Adapted from Zilbergeld, 1978)*

### **1. Men should only have certain types of feelings during sex.**

You don't have to be in 'conquer mode' during sex. All sorts of feelings about intimacy can emerge: vulnerability, longing, fear and tenderness. Surely these are normal feelings that can occur for any of us during sex.

### **2. In sex, it is performance that counts.**

Sex is about respect, consent, mutuality, pleasure and connection. You do not have to perform any more than your partner has to – it is OK to just be who you are.

### **3. In heterosexual sex, the man must always initiate and direct how the sex happens.**

This idea short-changes both men and women – women miss out on being equal sexual beings who may wish to initiate sex, and contribute to how the sex unfolds. This would mean that men miss out on a sense of equality in their relationships as well as missing out on a more interesting and varied sex life.

### **4. Men are always ready and willing to have sex.**

This belief never allows for men to be tired, 'not in the mood', or to make choices about sexual intimacy.

### **5. All physical contact leads to sex.**

If your partner finds that every hug becomes foreplay. Then when she or he is not in the mood for sex the hugs may stop. Sometimes a hug can lead to sex, but touching, hugging and holding can be special in their own right.

### **6. Sex is intercourse.**

There are a lot of ways to be sexual that do not include intercourse.

### **7. Sex should naturally be spontaneous.**

Many couples trying for pregnancies do a lot of planning, especially if they are on the IVF program.

### **8. You have to have an erection to have sex.**

Firstly, there are a variety of non-penetrative forms of sexual intimacy that do not require an erection. Secondly, feeling sexual does not require an erection. Thirdly, this all means that men's sexuality does not have to solely focus around his penis. The benefit of this is variety and sensuality.

### **9. Good sex always progresses from arousal to excitement finishing with an orgasm.**

Sometimes men can have an orgasm without ejaculating as well as ejaculating without having an orgasm. Could postponing orgasm increase the pleasure and variety during sex?

### **10. Anal sex is what all Gay men do.**

Not all gay men have anal sex – some prefer oral sex or masturbation. Some heterosexual women like anal sex and some heterosexual men like anal penetration by their girlfriend or wife.

# SEVEN DATE NO-NO'S FROM NORWAY

Researchers in Norway found that sexual encounters were headed for disaster or disappointment when the following happened:

**Sex was pursued for its own sake!**

**Sex was quickly begun without discussing its meaning.**

**Sex without feelings for each other, whilst drunk or stoned!**

**Ruining a good friendship by having sex with friends**

**Having sex with work colleagues**

**Being pressured, coerced or threatened into sex (i.e., rape)**

**Not having strong feelings for the partner returned**

**Norwegian Advice: Avoid these pitfalls by communicating what the encounter means to the two of you; and make sure there is respect, consent and mutuality!**

## HANDOUT 12:

# TWO CHOICES

The following situations could be reacted to in two ways. The aim here is to clarify how our beliefs are linked to our choices. **We suggest to the young men that in every problem there are three parts - the problem, the healthy solutions and the costly solutions.**

1. A man and a woman have been dating each other for three months. He asks her to have sex with him, and she says 'No'.

### *The two choices:*

<u>Abusive Choices</u>		<u>Respectful Choices</u>	
<b>Belief:</b> A real man doesn't take 'No' for an answer	<b>Actions:</b> <i>Force a date to have sex (rape)</i>	<b>Actions:</b> <i>Take 'No' for an answer</i>	<b>Beliefs:</b> It is everyone's right to say 'No'

2. A man is challenged to a fight by another guy, who calls him a 'gutless poof'.

### *The two choices:*

<u>Costly Choices</u>		<u>Healthy Choices</u>	
<b>Beliefs:</b> "A real man doesn't back down from a fight."	<b>Actions:</b> <i>Fight the guy</i>	<b>Actions:</b> <i>Walk away</i>	<b>Beliefs:</b> Violence is not on. It's his problem not mine

3. A footballer is told by his coach to hit his sporting opponent when the team starts to lose.

### *The two choices:*

<u>Abusive Choices</u>		<u>Healthy Choices</u>	
<b>Beliefs:</b> Win at all costs. Do whatever it takes.	<b>Actions:</b> <i>Hit the opposing player.</i>	<b>Actions:</b> <i>Do Your best. Take pride in trying your hardest</i>	<b>Beliefs:</b> Winning isn't everything: I'm also playing for the love of the game.

## ***WHAT KIND OF MAN DO YOU WANT TO BE?***

***There are many ways of being a man. Which of these three masculinity zones do you work out of – the top one, or its opposite zone on the bottom, or the middle zone? Which zone might serve you best? Why?***

***Do you go to the different zones with different people?  
How well do the different zones allow you to respect others?***

<b>1. Sturdy Oak</b>	<b>2. Give 'em Hell</b>	<b>3. No Sissy Stuff</b>	<b>4. The Big Wheel</b>
(Stands alone, no intimacy)	(Take high risks, prove yourself)	(No emotions, tough at all times)	(Life is all about work and winning)
<b>On Problems:</b> "Others are the problem - when they do things my way the problem is fixed"			
—			
—			
—			
—			
<b>1. Connected</b>			
<b>2. Respectful</b>			
<b>3. True to One Self</b>			
<b>4. Resilient</b>			
(Has support & is interdependent)	(Is responsible for own actions)	(Finds safe people to be himself with)	(Learns from mistakes/life)
<b>On Problems:</b> "the problem is the problem - there will be a solution"			
—			
—			
—			
—			
<b>1. Space Invader</b>			
<b>2. Self Slayer</b>			
<b>3. The Doormat</b>			
<b>4. The Lost Man</b>			
(Has no boundaries - can't see own strengths)	(Sees himself as the problem)	(Non-assertive)	(Lost confidence and direction)
<b>On Problems:</b> "I am the problem - others are the solution"			

## HANDOUT 14:

# GLOBAL VILLAGE

**What would happen if we lived in a society which was not influenced by contact from other cultures? Let's imagine we woke up in an Australia where we had no foreign influences...**

When you wake up in the morning and walk into the kitchen, the first thing you might reach for is a drink. But it couldn't be a cup of coffee; coffee was first cultivated in Ethiopia and wasn't introduced to the West until several centuries ago. Tea, introduced to the world by the Chinese 2000 years ago, would also be unavailable. No hot chocolate either; cocoa is native to Mexico and only reached the rest of the world in the last few centuries.

Breakfast? No cornflakes, as corn was first cultivated in Mexico. Rice bubbles are also out, since rice originated in southern China. Whatever you have, you can't sprinkle sugar on it; sugarcane is native to New Guinea and did not spread to the West until relatively recent times.

And there's no newspaper to read in the morning either. Paper and printing were invented in China and were widespread there long before they reached elsewhere.

Having a shower? You couldn't use soap. Soap was forgotten in the West until it was introduced from the Muslim world around the 11<sup>th</sup> century AD. And as you get dressed in the morning, don't put on that Croatian invention, the necktie.

And if you turn on the radio, the music might be very different to what you'd expect. Modern popular music, including jazz, blues and rock, would simply not exist without the influence of West African rhythms.

Later, when you eat throughout the day, you couldn't have anything that includes tomatoes, potatoes, capsicum, chillies, avocado, beans, peanuts, pumpkin, vanilla, chocolate or pineapple (all originally domesticated by Native Americans), spinach or eggplant (from Iran), pepper (India), carrots (Afghanistan) or apples (Kazakhstan). Egg or chicken would not be available either, as the chicken was originally domesticated in south-east Asia, as was the banana. And of course, our modern staple foods like pizza, pasta, Chinese take-away and kebabs would not exist in Australia without migrants.

If you are a religious type, remember that the world's major religions all originate from the Middle East and India. And our understanding of mathematics, which is crucial to modern scientific knowledge, could not exist without the contributions of Greek, Arab and Indian thinkers.

**Without contact and interaction with other cultures, so many things that we take for granted today would not exist. Our modern society would be unrecognisable without the contributions made by people of different colours, cultures and religions. If we close ourselves off to people because they are different, who knows what else we will be losing?**

## SECONDARY COLLEGE FOCUS GROUP SHEET

This year we are running a number of workshops with your year level. To ensure you get what you want out of these, we want to talk about the different workshops available, and what you think is important to include. Below are a list of the different topics we can provide. If you have any ideas for other topics, let's hear them! Can you rate each workshop from 'not important' (1) to 'very important' (10) for us, and include any comments about the content.

**1. Stereotypes:** What is a 'real' man? This workshop looks at stereotypes of both men and women as well as the ways that we as guys can challenge the way that we are told to behave by television, the movies, music, family, and friends.

Not Important				Neither				Very Important	
1	2	3	4	5	6	7	8	9	10

**2. Homophobia:** Explores and challenges society's fears regarding gay men and lesbian women and talks about how behaviours stemming from these fears harm all people. Looks at such things as discrimination and violence. Challenges why our views of people are based on whom they sleep with or are attracted to.

Not Important                      Neither                      Very Important

1          2          3          4          5          6          7          8          9          10

**3. Violence:** Explains what violence is and discusses the types of violence that occur in our own homes, streets and schools. Why does this violence occur and which groups of people are offenders and victims.

Not Important                      Neither                      Very Important

1          2          3          4          5          6          7          8          9          10

**4. Sexual Violence/Sexual Assault:** Explains what sexual violence and sexual assault are. Shows the effects they have on *both* the victim and the offender. We talk about who are offenders and who are victims of sexual violence and sexual assault. How and where to seek help. Myths surrounding sexual violence and sexual assault like 'stranger danger' will also be discussed.

Not Important                      Neither                      Very Important

1          2          3          4          5          6          7          8          9          10

**5. Safe partying:** Aims to discuss ways that young men can stay safe and keep others safe while still having a good time with their mates. We will not be telling you to ‘say no to drugs’, because we understand that many young people do take drugs and alcohol. We concentrate on harm-reduction strategies.

Not Important 1 2 3 4 Neither 5 6 7 8 Very Important 9 10

**6. Future careers and choices:** Looks at goal setting. What do you want to achieve in life? What challenges may stop you from getting where you want to be in the future? An important part of this workshop will be a discussion of the way that making 'good' choices and avoiding the 'bad' ones are central to achieving our goals as young men.

Not Important				Neither				Very Important	
1	2	3	4	5	6	7	8	9	10

**7. Sexuality:** What is 'Sexuality'? Is it fixed? Can it change? Involves discussion of positive relationships and myths about different sexualities. We look at similarities between sexual discrimination and other forms of discrimination and harassment like racism.

Not Important 1 2 3 4 Neither 5 6 7 8 Very Important 9 10

**8. Consent:** Issues regarding sex, people's choices and legal responsibilities when having sex will be discussed. We look at such things as the legal age of consent, alcohol/drugs, power relationships, and mental disability and what they mean in regards to your ability to give consent as well as the way that people give consent when they want to have sex. What does it mean when someone says 'yes', 'no' or 'maybe' when asked for sex? What is rape?

Not Important                      Neither                      Very Important

1          2          3          4          5          6          7          8          9          10

**9. Definitions of Violence:** Looks at the main forms of violence that occur in society such as: physical, sexual and emotional violence. Other, less obvious types of violence are also discussed. The reasons for such violence happening will be talked about too.

Not Important                      Neither                      Very Important

1          2          3          4          5          6          7          8          9          10

**10. Relationships:** What makes a good relationship and what makes a bad relationship? Are there differences between what guys and girls want in a relationship? How important are sex, personality, equality and respect in a relationship?

Not Important				Neither				Very Important	
1	2	3	4	5	6	7	8	9	10

**11. Help-seeking:** Whom can we talk to when we have a problem? How do we get help from a teacher, counsellor, family-member or friend? Why is it so hard for guys to talk about their feelings and difficulties? What about peer pressure. To make sure it's not hard for us to do this we will hand out resources and contact numbers to use when we have problems.

Not Important 1 2 3 4 Neither 5 6 7 8 Very Important 9 10

**12. Bullying:** In this workshop we discuss why bullying happens, why it's so harmful, its effect on the victim and the bully and what we can do if we are being bullied? We will also talk about sexual harassment and the legal factors involved with bullying.

Not Important                      Neither                      Very Important

1          2          3          4          5          6          7          8          9          10

**13. Power Issues:** What is power and how does it relate to control? A lot of people have power over us (teachers and parents). Some people (including us) can abuse power. What is assertiveness? Is it different to aggression and can it help us not turn to violence?

Not Important 1 2 3 4 Neither 5 6 7 8 Very Important 9 10

Are there any other issues or topics that you would like us to have a workshop on?

If there is any other comments or suggestions about the workshops that you would like to add please do so here.

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Thanks for your time and input!



# **PART SEVEN: COMMUNITY CONTACTS - WHERE TO GO FOR HELP**

(Victorian and Melbourne metropolitan - Current at December 2005)

## **DOMESTIC VIOLENCE:**

**Men's Referral Service:** 9428 2899

**No To Violence** 9428 3536

### ***Family Violence Support Services:***

**Victorian Referral and Assistance Scheme** 9603 9797

**Victims Assistance Program** North: 9354 9731, South: 9551 6902

East: 9898 9465, West: 9689 9940

**Domestic Violence & Incest Resource Centre** 9486 9866

**Women's Domestic Violence Crisis Line** 9373 0123, 1800 015 188

**SECASA After Hours Family Violence Service:** 9594 2289

**Immigrant Women's Domestic Violence Service** 9898 3145

**Inner South Domestic Violence Outreach** 9534 6089 FAX 9593 9011

**Peninsula Women's Information and Support Service** 59 855 955 / 0414 300 778

### **South East Women's Domestic Violence Outreach:**

**Mentone** 8587 0200 **Dandenong** 9791 6111, **Frankston** 9781 4658,

**Peninsula** 59 822 863, **Cranbourne** 5990 6789, **Springvale** 9546 3466

**WIRE – Women's Information & Referral Service** 1300 134 130, TTY: 9654 5124

**WHISE – Women's Health in the South East** 9783 3211 / 1800 069 136

**Jewish Taskforce Against Family Violence** 9525 4000

**Victorian Community Council Against Violence**

- **Victorian Safer Communities Network** 9905 1907,

**Victims Of Crime Assistance League** 9412 6630

### ***Young Men and Family Violence:***

**Whitehorse Community Health Service** 9890 2220

**Berry Street RAGE Project** 9458 5788

**Salvation Army (Behaviour Change Program)** 9372 1877

**B-RAVE: Southern Family Life** 9598 2133

## **DEAF SERVICES:**

**VICDEAF** 9657 8111; TTY: 9657 8130

**Victorian Interpreting & Translating Service** 9280 1955

**Telephone Translating and Interpreting Service** 131 450 / 1800 112 477



**DISABILITY SERVICES:**

**Office of the Public Advocate** 9603 9500, 1800 136 829, TTY 9603 9529

**Family Planning Victoria Disability Services Unit** 9257 0100

**DRUGS AND ALCOHOL:**

**Windana Drug & Alcohol Rehabilitation** 9529 7955

**PENDAP - Peninsula Drug and Alcohol Program** 9783 9255

**The Outdoor Experience – Wilderness Based Therapy** - 9415 7121

**Turning Point Administration Line** 9254 8061

**Narcotics Anonymous Help Line** 9525 2833

**Alcoholics Anonymous** 9429 1833

**WDAS – Westernport Drug & Alcohol Service** 9794 8338 / 5990 6789

**Task Force** 9532 0811

**Direct Line** 9416 1818 , 1800 136 385

**Drug Information –** 1800 069 700

**Australian Drug Foundation:** [www.vicnet.net.au/vicnet/health/adf/adf.htm](http://www.vicnet.net.au/vicnet/health/adf/adf.htm)

**SHARC –Self Help Addiction Resource Centre**, 9572 1151

**Koori Drug & Alcohol Service (Ngala Willumbong)** 9510 3233

**EMERGENCY ACCOMMODATION:**

**Melbourne Youth Support Service – 24 hour Information on crisis accommodation across**

**Melbourne** 9614 3688

**Crossroads** 9525 4100

**FAMILY:**

**Family Mediation Centre** 9555 9300 / **Narre Warren** 9705 6277. [www.mediation.com.au](http://www.mediation.com.au)

**Maternal and Child Health** 9853 0844

**Early Parenting Centres** 9549 2777 **Parent Line** 132 289

**Parents Anonymous** 9654 4654 **Parentzone** 9783 4888

**Atherton Family Centre** *51 Playne St, Frankston* 3199

**G-Line** 1800 622 112 **Grief Line** 9596 7799 **Jewish Community Services** 9525 4000

**Relationships Australia** *46 Princess St, Kew* 3101- 9261 8700

**Narre Warren** 9704 7788

**Southern Autistic Services** 9773 6044

**Oakleigh Youth Resource Centre** 9569 0877

**HEALTH:**

**Men's Health & Wellbeing Association** PO Box 54, Moreland, 3058.

**Email:** menshealthvictoria@hotmail.com

**Centre for Adolescent Health** 9345 5890

**KOORI:**

**Aboriginal Legal Service** 9419 6024 **Galliamble** 9525 5442

**Victorian Aboriginal Child Care Agency** 9471 1855

**Aboriginal Advancement League** 9480 6377

**Dandenong and District Aborigines Co-Operative** 9793 4622

**Bunurong Aboriginal Medical Centre** 9419 3000

**Koori Drug & Alcohol Service (Ngala Willumbong)** 9510 3233

**LEGAL:**

**Alphaline – 24hr free legal advice** 9419 7427 **Court Network** 9603 7420

**St. Kilda Legal Service** 9534 0777

**Peninsula Community Legal Service** 9783 3600 / 1800 064 784

**Women's Legal Resource Group** 9642 0343

**Human Rights and Equal Opportunity/EOC** 9281 7100 / 1800 134142, TTY 9281 7110

**Youth Advocacy & Legal Service** 9794 5428

**PSYCHIATRIC SERVICES:**

**Alfred Crisis Assessment Team (CAT)** 9529 2366 / 1300 363 746

**Frankston CAT** 9784-6999 FAX 9783 8099 –a/h 9784 7161

**Dandenong CAT** 9767 8222 / ward 9554 1800

**Middle South Area Mental Health Service** 8541 6333

**Dandenong Area Mental Health Service** 9554 1800

***Child and Adolescent Mental Health Services (CAMHS):***

**MONASH CAMHS** 9594 1300 **ALFRED CAMHS** 9526 4400

**Southern Mental Health Service** 9585 5677 FAX 9585 5688

**Resource Club** 9585 5788 (Cheltenham)

**Supported Accommodation & Living Skills** 9585 5744/9585 5733



## **SEXUAL ASSAULT**

**North CASA (Centre Against Sexual Assault) 9496 2240**

TTY- 9496 2309 [ncasa@austin.unimelb.edu.au](mailto:ncasa@austin.unimelb.edu.au)

**East CASA 9870 7330**

**South Eastern CASA 9594 2289 TTY- 9594 2175 [www.secasa.com.au](http://www.secasa.com.au)**

**West CASA 9687 5811**

**CASA House 9344 2210, TTY: 9349 2466**

**After Hours CASA 9349 1766 , 1800 806 292**

**Gatehouse (children) 9345 5522, A.H. 9345 6800**

**Upper Murray CASA 5722 2203**

**Gippsland CASA 5134 3922**

**Ballarat CASA 5320 3933**

**Barwon CASA 5222 4318**

**VRAS – Victim’s Referral and Assistance Service 9603 9797/1800 819 817**

**Australians Against Child Abuse - *Centre For Children* 9874 3922 [www.acca.com](http://www.acca.com)**

**Children’s Protection Society 9458 3566**

**CSAPP: Children’s Sexual Abuse Prevention Program: PO Box 80 Briar Hill 3088**

**Bouverie Centre 9376 9844**

**ECPAT – Ending Child Prostitution And Tourism.9650 3295**

**Men Against Sexual Assault at ‘*Borderlands*’ - 9882 6887 [www.borderlands.org/MASA](http://www.borderlands.org/MASA)**

### **SEXUALITY:**

**Melbourne Sexual Health Centre 9347 0244**

**Victorian Aids Council (VAC) 9865 6700, 1800 134 840**

**Gay and Lesbian Switchboard 9510 5488, 1800 631 493**

**Springvale AIDS/Hepatitis Prevention 9548 3255**

**The Action Centre 9654 4766**

### **YOUNG MEN AND SEX OFFENDING / SEXUAL BEHAVIOUR PROBLEMS:**

**Children’s Protection Society 9458 3566 FAX 9457 6057**

**Australians Against Child Abuse - *Centre For Children* 9874 3922 [www.acca.com](http://www.acca.com)**

**Male Adolescent Program for Positive Sexuality 9389 4272**

**Victorian Offender Treatment Association (VOTA) 9347 0062**

**YOUTH SERVICES:**

**Action Centre** 9654 4766

**Frontyard** 9650 3304

**Melbourne Youth Support Service** 9614 3688

**Oz Child** 9794 5428

**Typo Station - *Country Based Youth Opportunity Program.*** Tel/fax 5729 8223

**Visy Cares - Dandenong Victoria** 9793 2155

**Y Stop** 9572 5389

**City of Kingston Youth Services (Southland Youth Information Centre) *Shop 1137, Southland, Cheltenham*** 1300 369 436

**Glen Eira Youth Services** 9524 3321 **Kids Help Line** 1800 55 1800

**Berry Street Youth Services** 9792 1110, 9429 9266

**Centre for Multicultural Youth Issues** 9349 3466

**Youth Networks:**

**Casey** 9705 5200 **Springvale** 9547 0511

**City of Casey Youth Services** 9705 5200

**The Shack** 9548 3255 (***Youth Drop In - 55 Buckingham Ave Springvale***)

**WEAC Waverley Emergency Adolescent Care** 9562 0803

**Good Shepherd Youth & Family Services** 5979 4443

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## ***PART NINE: FURTHER READING & RESOURCES.***

**Respect, Protect, Connect: Violence prevention strategies for working with young women (2003 Revised Edition)** by Kiri Bear at Women's Health In the South East, Frankston. For more details, contact WHISE on 97833211.

A clearly written, easy to use manual for working with young women. Includes exercises adaptable for young men's work.

Also available from the Commonwealth Department of Education and Training (DEET) is a resource and training kit for teachers, called **NO FEAR - A whole school approach towards creating a non-violent school community. (1995)**

Perfect for schools. This kit has lots of up to date information for schools wanting to work towards creating a non-violent school community. Includes a video on sexual harassment.

**Helping Teens Stop Violence: A practical guide for counsellors, educators and parents.**

Creighton, A., & Kivel, P. (1992). Hunter House Inc. USA.

An excellent resource that includes handy information and workshop ideas for ongoing work with young men and young women.

**The Pt' Chang Report:** The story of the Confest Safety Project. (1997) Pt' Chang Melbourne P O Box 69, Brunswick 3056.

The Pt' Chang is one of the few collectively run organisations that use non-violent interventions in safety work. Useful information and ideas to consider if wishing to organise Peer Support Programs in schools. For training, phone 9415 6642.

**So, You Wanna Be A Playa? A guide to cooperative games for social change,** Fletcher, A. & Kunst, K. (2003) The Freechild Project, [www.freechild.org](http://www.freechild.org). A useful compilation of fun games and activities which can be used with young men.

**Talking across generations. Young people and adults working together.**

Dulwich Centre Newsletter No.4, (1996) Hutt Street P O Box 7192, Adelaide 5000.

PH: (08) 8223 3966: Coupled with David Denborough's "Step By Step" article, this edition provides a great perspective on issues of violence, power and youth.

**Men's health, A research agenda and background report.** Connell, R. W., Schofield, T., Walker, L., Wood, J., Butland, D. L., Fisher, J. & Bowyer, J. (1998). Commonwealth Department of Health and Aged Care, Canberra.

**Talking About Men and Masculinities.** Men Against Sexual Assault - \$13.00 Phone 9882 6887 for a copy - include readings on men and pro-feminism and a set of rape myth posters.

**The Boys in Schools Bulletin:** produced by The Men and Boys Program, Family Action Centre, University of Newcastle. Phone: (02) 4921 8739. Fax: (02) 4921 8686

E-mail: [fmrf@cc.newcastle.edu.au](mailto:fmrf@cc.newcastle.edu.au)

Website: <http://www.newcastle.edu.au/departments/fac/boys>

**Australian Domestic & Family Violence Clearinghouse:** Ph. (02) 9385 2990 Fax. (02) 9385 2993

TTY: (02) 9385 2995  
E-mail: [clearinghouse@unsw.edu.au](mailto:clearinghouse@unsw.edu.au)  
Website: <http://www.austdvclearinghouse.unsw.edu.au>

**National Child Protection Clearinghouse - Child Abuse Prevention Newsletter - Australian Institute of Family Studies:** Ph. (03) 9214 7888. Fax. (03) 9214 7839  
Website: [www.aifs.org.au/](http://www.aifs.org.au/)

**Domestic Violence & Incest Resource Centre Newsletter:** Published 4 times a year, subscriptions from \$15.00 (concession) to \$38.00 (organisations). Ph. (03) 9486 9866.  
E-mail: [dvirc@vicnet.net.au](mailto:dvirc@vicnet.net.au)  
Website: <http://www.vicnet.net.au/~dvirc/>

**Mirrors, Windows, Doors: A self help book for men about violence and abuse in the home.**  
Phone *No To Violence* for copies: 9428 3536.

**Picture Yourself (1992) and Picture Yourself 2 (2002)**, Dixon, H., Craft, A. & Gifford, D. Available through Me-And-Us Publications, <http://www.me-and-us.co.uk>  
Available in CD format, we have found this kit extremely useful for working with young people with intellectual disabilities around issues of appropriate behaviour and relationships.

