



# Toolkit Training Curriculum

A Toolkit Curriculum to Promote Male Involvement  
in Ending Sexual Violence



Produced by the Pennsylvania Coalition Against Rape

# **Men Against Sexual Violence Toolkit**

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# Introduction

It is estimated that 302,091 completed or attempted rapes of adult American women, and 92,748 completed or attempted rapes of adult American men occur each year (Tjaden and Thoennes, 1998). Traditionally, women have been at the forefront of the movement to end sexual violence. Efforts have been focused primarily on treating those individuals whose lives have been permanently altered by perpetrators of sexual violence, and much progress has been made toward helping survivors, convicting perpetrators, and raising awareness of this horrible epidemic. However, the number of sexual assaults has not declined since the anti-sexual violence movement was begun in earnest in the 1970s. Children, women, and men still fall victim to an unimaginable number of sexual crimes in our state and across the United States daily. Therefore, a new strategy must be utilized in order to address the issue of sexual violence.

In July of 2001, the Men Against Sexual Violence initiative was begun in Pennsylvania in order to join in the evolving focus of the anti-sexual violence movement: that of prevention. The overarching goal of the Men Against Sexual Violence initiative is to engage men in working together with women to eliminate all forms of sexual violence against both females and males. Specifically, Men Against Sexual Violence seeks to:

1. Increase outreach to male survivors of sexual assault and improve the accessibility of services to males
2. Develop resource materials for use in engaging men in the prevention of sexual violence
3. Present workshops and seminars designed to transform men from bystanders to activists
4. Acquire the signatures of one million men on the "Men's Pledge Against Sexual Violence"
5. Recruit spokespersons to endorse the MASV initiative
6. Assist local rape crisis centers in initiating MASV in their area
7. Secure private and foundation financial support

It is through these goals that Men Against Sexual Violence hopes to address the issue of sexual violence as it affects both males and females, and to work toward a preventative end. This tool kit is designed to provide a starting point for agencies who wish to reach out to men in the community. The information included herein provides a basic framework for education and involvement, as well as a few of the strategies that have proven successful for MASV participants in Pennsylvania.

Included are sections on establishing community outreach procedures including relationships with local educational organizations/agencies, hints for extending outreach to victimized males, and a strategy for finding financial partners who may be able to help fund and sustain MASV efforts. This toolkit is intended to be utilized as a helpful guide and resource for individuals and teams who are working to expand upon the effectiveness of the Men Against Sexual Violence movement as it currently exists. It is the hope of the Pennsylvania Coalition Against Rape that each of the 52 sexual assault service providers from around Pennsylvania will find the information, suggestions, and strategies contained

within this toolkit useful as they expand education and prevention efforts to include all members of their communities.

## *The Twofold Mission of MASV*

As stated, the overriding goal of Men Against Sexual Violence is to engage males in working together with women to eliminate all forms of sexual violence. This goal can be divided into two main sections.

- 1. Engaging, educating, and reculturing men to recognize and put an end to behavior patterns that encourage, propagate, and support a culture of rape and sexual violence*
- 2. Expansion of services available to male victims of sexual assault ranging in age from youth to adult*

These two goals are deemed equally important by both members of the Pennsylvania Coalition Against Rape and by Men Against Sexual Violence, and are intended to work toward the prevention of rape and sexual violence while extending services to a traditionally underserved population.

- 1. Engaging, educating, and reculturing men to recognize and put an end to behavior patterns that encourage, propagate, and support a culture of rape and sexual violence*

One of the most straightforward and most easily attainable goals of any preventative measure involves education or awareness of a problem. The fourteen member MASV advisory committee, which meets regularly in order to discuss strategies for including males, has therefore decided that a major component of MASV should be of an educational nature. With this in mind, it is important for active participants in Men Against Sexual Violence to work to include males in the anti-sexual violence movement in order to build partnerships with informed and subsequently committed individuals. This can be done in a variety of ways that can include community outreach, development of high school and college educational programs and curricula, targeted outreach to men's organizations, active partnering with known allies, and use of the media as a tool with which to garner local and statewide support.

During our struggle to end sexual violence, often due to time, staffing, and monetary constraints, many of us as advocates have been forced for too long to fail to adequately include the portion of our population that is most often responsible for sexual misconduct. We need desperately to begin collectively and in a comprehensive and strategic manner to act on the knowledge that we live in a society that values male dominance, and that places great emphasis on the importance of the strong and stoic, or macho man. In any other arena, it would make sense to focus on the cause of a problem. However, too few of us dedicated to our cause have created the time, initiative, and funding that is necessary to effect adequate change. It is now time for all of us as advocates, professionals, therapists, friends, and victims to work to address an actionable solution to the problem of sexual violence.

We believe that it is through the education and inclusion of males that this is possible. It should be the goal of all of us to extend our efforts to areas and strategies that have been underutilized in the past. Through organized community outreach to males including educational components we can begin to spread the word that sexual violence does indeed merit wider attention. We can begin to convince those living around us who have not had the unfortunate duty of seeing firsthand the terrible scars that are left by a sexual assault, that sexual violence is indeed an epidemic in the United States that has the potential to directly affect all of our lives.

2. *Expansion of services available to male victims of sexual assault ranging in age from youth to adult*

The Pennsylvania Coalition Against Rape estimates that one in six males will be the victim of a sexual abuse or rape in his lifetime. Traditionally, and in many areas even today, male victims are and have not been afforded the same types of services that are available to women. Medical personnel, law enforcement agencies, and shamefully even victims' services providers have regarded male victims with skepticism and even a certain degree of disdain. Even in this day and age, many victimized males with the courage to pursue treatment following a sexual assault or upon the realization of childhood abuse are met with a "men can not be raped" attitude. This is certainly not to suggest that all men seeking treatment following sexual assault are met with these attitudes. In fact, in many areas of the state, men are welcomed with the same compassion that is afforded women. However, our research has shown that much work is still needed in order to create equity in the types of services made available to victimized males.

It is the goal of Men Against Sexual Violence to work together with extant services providers and to establish additional services in order to offer expanded opportunities for male victims. Currently, an incredibly small percentage of male victims come forward in search of help after having been the victim of a sexual assault. Men Against Sexual Violence is striving to increase those numbers by reaching out in a mutually beneficial way to those males who have been the victims of sexual violence, and who as studies have shown, may be more likely without support services to become perpetrators themselves. Research has shown that male victims of sexual assault experience many if not all of the same problems suffered by female victims. Adding to the mix an often noted confusion regarding sexual identity or orientation that can stem from unwanted involuntary physical response during an assault can make the recovery process all too often an uncertain proposition. It is important for all of us as anti-sexual violence advocates to realize that we are not collectively doing all that can be done in order to meet the needs of the male segment of our victim population, and to make the changes necessary to meet those needs.

## MASV “Talking Points”

**What is MASV?** – Men Against Sexual Violence (MASV), sponsored by the Pennsylvania Coalition Against Rape, is a forum designed to engage males in actively working together with women to eliminate sexual violence. MASV will ask men to personally pledge to never commit, condone, or remain silent about sexual violence, and to use their resources to support social change.

**About PCAR** – The Pennsylvania Coalition Against Rape (PCAR) is an organization working at the state and national levels to prevent sexual violence. Incepted in 1975, PCAR continues to use its voice to challenge public attitudes, raise public awareness, and effect critical changes in public policy, protocols, and responses to sexual violence.

To provide quality services to victims/survivors of sexual violence and their significant others, PCAR works in concert with its statewide network of 52 rape crisis centers. The centers also work to create public awareness and prevention education within their communities.

PCAR has always been at the forefront of efforts to link the anti-sexual violence movement with other social justice work and other organizations dedicated to social change. Our organization regularly collaborates with the Sacred Circle; People of Color Network; Planned Parenthood; Pennsylvania Coalition Against Domestic Violence; National Task Force to End Sexual and Domestic Violence; the Family Violence Prevention Fund; Men Can Stop Rape; and many other local, state, and national organizations.

**Need For MASV** – According to the United States Bureau of Justice Statistics, serious violent crime levels have continued to decline since 1994. This includes robbery, assault, and homicide. In fact, the 1999 robbery rate is the lowest ever recorded. The 1999 homicide rate is the lowest recorded since 1967. Rape rates, however, have shown no positive change. Sexual violence against women is not declining. Since 1980, the average annual growth in the number of prisoners confined to State prisons has been about 7.6%. The number of prisoners sentenced for violent sexual assault increased by an annual average of nearly 15% - faster than any other category of violent crime and faster than all other categories except drug trafficking (PCAR 2002)

There were 50,470 reported rapes in Pennsylvania in 1998 (latest statistics available from the United States Bureau of Justice Statistics). Since the Bureau also estimates that only one in three rapes are actually reported, the actual number of rapes occurring in 1998 would then be over 164,000. Federal statistical series (Uniform Crime Reports, National Judicial Reporting Program, and National Corrections Reporting Program) obtaining data on persons arrested or convicted of rape show that ninety-nine out of one hundred are male.

Some men rape. This is our cultural reality. Historically, it is women who have addressed this reality; not men. Today’s rape crisis centers and victims services providers are the products of the feminist movement of the late sixties and early seventies



– women caring for women. Thus far, rape issues have centered on empowering and healing victims, educating women on how to avoid being raped, community awareness, self-defense, changing legislation, advocating for victims, and securing funding for victims’ services. Women have made momentous progress in not only creating awareness of the need for services, but in the quality and accessibility of those services.

Traditionally, many rape crisis centers have not actively recruited or engaged men as volunteers and staff members. Recently however, there has been an evolution of sorts that has added a progression toward prevention education in new and innovative ways. These efforts have been better able to address some of the problems surrounding peer and male/female relationships, and have begun to show anti-sexual violence advocates that change is possible. However, only a handful of Pennsylvania centers currently have male volunteers. And even fewer offer programs specifically for male victims. In fact, in a recent survey of all fifty-two rape crisis centers in Pennsylvania, only six reported having services designed to cater toward specific male victims’ needs.

Instances of rape and sexual assault are **not** declining in a significant way. Ending sexual violence means transforming a culture of rape and effecting true social change. It means raising male awareness and actively challenging men to examine what it means to be masculine. In order to successfully transform and change societal attitudes, rape can no longer be seen as solely a “women’s issue”, but instead as an issue that affects **both** genders. Together women and men have the power to end rape.

# **Men Against Sexual Violence Pledge to Take a Stand to End Sexual Violence**

Initially, the Pennsylvania Coalition Against Rape launched Men Against Sexual Violence in order to acquire the signatures of one million men who have committed themselves to ending sexual violence. While the goals of MASV have grown since that time, our commitment to garnering the support of one million men has not lessened. MASV continues to receive signatures from dedicated men from all over the country, and has continued to encourage pledge signings as a primary source of raising community awareness about MASV.

Our Pledge:

I understand...

- That what I do and say can either encourage or discourage stereotypes that can lead to sexual violence.
- That sexual violence can happen to anyone.
- That men and women are victims of sexual violence.
- That sexual violence can be prevented.
- That the overwhelming number of sexual offenders are men.
- That real men do not use their power to rape.
- That men must play a critical role in breaking the cycle of sexual violence.

So I promise...

- To take a stand and never commit, condone, accept, or stay silent about sexual violence.
- To challenge other men to recognize that they can be powerful without making others powerless.
- To encourage all men to work together with women, using their collective voices and resources to END sexual violence – not only in Pennsylvania but across the nation.

## **Procedure for Registering a Local Men Against Sexual Violence Chapter**

Once you have created a local MASV group (no matter the size), register with PCAR by taking the following steps:

1. Complete the “MASV Chapter Registration Form” that you can find at the end of this section.
2. When completed, fax the form to (717) 909-0714, “Attention MASV Coordinator.”
3. Upon receipt of your fax, MASV will send you a certificate of registration which will allow you to freely use the MASV logo at events in your area.

*This registration procedure is very important, as it helps MASV and your organization in the following ways:*

1. Registration keeps MASV aware of ongoing MASV activities in Pennsylvania so that PCAR can facilitate collaborations between groups for continued success in including men and males in the fight to end sexual violence.
2. Registration helps PCAR and MASV to keep you apprised of innovative ideas and new strategies ongoing in Pennsylvania and around the nation.
3. With the contact information obtained from the registration form, MASV and PCAR can direct inquiries from your area to your group.

# Men Against Sexual Violence Registration Form

*Please complete this form and fax to (717) 909-0714 "Attention MASV Coordinator"*

County: \_\_\_\_\_

Agency or Organization Name: \_\_\_\_\_

Contact Name: \_\_\_\_\_

Address:

Phone Number: \_\_\_\_\_

Contact Email Address: \_\_\_\_\_

Anticipated First Meeting Date: \_\_\_\_\_

Group will meet **Monthly, Quarterly, Other** \_\_\_\_\_

Goals for your chapter:

Number of Members: \_\_\_\_\_

Members Include (please circle all that apply):

Agency Personnel

Government/Judicial

Law Enforcement

Community Members

Educators/School Staff

Students (High School or College)

Survivors

Faith-Based

Other \_\_\_\_\_

# **Men Against Sexual Violence Event Notification Form Instructions**

Purpose:

- In order to recognize the innovative and continuing efforts of local MASV groups from around Pennsylvania, it is important that PCAR/MASV remain aware of efforts from various local MASV groups.
- PCAR/MASV hopes to be able to share your great ideas for including men in ending sexual violence with others from around the state.
- PCAR/MASV hope to offer helpful suggestions that may be utilized to assist in facilitating a successful event in your area.
- Notification of your upcoming event allows PCAR/MASV to publicize your event in our event notification publications that are made available across the state.

# Men Against Sexual Violence Event Notification Form

*When planning an event in your area, please complete this form and fax to  
(717) 909-0714 "Attention Todd Hosterman."*

County/Agency/Organization Name: \_\_\_\_\_

Contact Name: \_\_\_\_\_

Contact Address:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Phone Number: \_\_\_\_\_

Contact Email Address: \_\_\_\_\_

Date/Location of Event: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

Please provide a brief explanation of the event, including expected attendance, and desired outcomes.

Are you interested in a Men Against Sexual Violence committee member attending your event?

# MASV BRAND AND STYLE GUIDELINES

## MASV

The MASV (Men Against Sexual Violence) project was developed and produced by the Pennsylvania Coalition Against Rape (PCAR). PCAR has copyrighted the project materials and owns the MASV US registered trademark. Pennsylvania Coalition Against Rape member centers may use the copyrighted materials and trademark to support the MASV project throughout Pennsylvania.

## MASV SIGNATURE GUIDELINES

The MASV signature brand is a US registered trademark and may only be used by authorized PCAR member centers with the permission of the Men Against Sexual Violence State Committee and the Pennsylvania Coalition Against Rape.

The MASV signature brand is represented by a signature that includes a logotype and relationship line. The clean and consistent use of the signature brand is essential to build awareness for MASV. The following signature guidelines apply to all MASV communication materials.

- ❖ The logotype is MASV. The relationship line is Men Against Sexual Violence. The signature brand can only appear in Pms colors 654 or 655, Gray, Black, or in reverse (white outlined in Blue or Black).
- ❖ The MASV signature brand may not be altered in any way.
- ❖ The MASV signature brand has been carefully custom spaced. Do not reset the signature brand or modify the color. There is only one approved brand configuration.

No other configurations may be used. The Master Art file must be used for the MASV signature brand. This can be obtained from PCAR.

- ❖ The MASV signature brand may be enlarged or shrunk to fit the application, but the proportions and spacing must be maintained.
- ❖ The MASV signature brand has an absolute minimum size based on the legibility of the type. The sharpness of the symbol varies from one medium to another, but for optimum legibility, stay within the minimum guidelines for small-scale reproduction. The signature should never be reduced smaller than 3/8" high.
- ❖ In written copy, the word MASV must always appear in all caps.

- ❖ The MASV signature brand should not be crowded by type, photos or other graphic elements. Maintain an isolation area around the signature of at least ¼” on top, 1/2” on left/right and 1/8” on bottom.

## **USE OF THE MASV BRAND**

- ❖ The MASV brand may only be used by PCAR member centers that have been authorized by the MASV State Committee and the Pennsylvania Coalition Against Rape (MSC/PCAR).
- ❖ The MASV brand may only be used with the permission of the MASV State Committee and the Pennsylvania Coalition Against Rape (MSC/PCAR) in conjunction with MASV media and community awareness campaigns.
- ❖ The MASV brand may not be used for any commercial, promotional or media product (ex. TV spot, print ad, outdoor advertising, poster, brochure, magnet, pencil, bookmark, t-shirt, etc.) without authorization by the MSC/PCAR.
- ❖ The MASV brand may not be used in conjunction with any public or promotional event that promotes the exploitation of children or adults or disrespects the value of any human being. Discretion should be used when participating in public events.

## **MASV MESSAGE GUIDELINES**

Men Against Sexual Violence (MASV) is a forum designed to engage males in actively working together with women to eliminate sexual violence. MASV asks men to personally pledge to never commit, condone, or remain silent about sexual violence, and to use their resources to support change.

The goals of MASV are:

- To engage men in working together with other men and women to eliminate sexual violence
  - To increase outreach to male survivors of sexual violence and improve the accessibility of services to males
  - To acquire the signatures of one million men on the “Man’s Pledge Against Sexual Violence.”
- ❖ The MASV message may not be altered in any way.



- ❖ Additional information about gender violence, societal definitions of masculinity, males as victims, the role of the male bystanders, the role of males in supporting victims and victim services, resources for victims, strategies to support social change, or opportunities to contribute time, skills and resources is appropriate to accompany and support the MASV message and may be used with the permission of MSC/PCAR.

## **USE OF THE MASV PLEDGE**

The MASV Pledge may be used in coordination with MASV events. No changes of any kind may be made to the portion of the pledge for which PCAR holds the copyright:

*So I promise:*

- *To take a stand and never commit, condone, accept, or stay silent about sexual violence*
- *To challenge other men to recognize that they can be powerful without making others powerless*
- *To encourage all men to work together with women, using their collective voices and resources to END sexual violence – not only in Pennsylvania but across our nation.*

The section of the pledge that is not copyrighted may be amended to reflect current statistics or facts that relate to a particular group that is making the pledge as long as the statements are accurate and supportive of efforts to end sexual violence:

*I understand:*

- *That ...*
- *That ...*

## **USE OF MASV MEDIA AND PROMOTIONAL MATERIALS**

The MASV State Committee and the Pennsylvania Coalition Against Rape (MSC/PCAR) are responsible for development and production of all MASV media campaign components and for guarding the quality and integrity of the MASV brand, products and messages. Center-based MASV projects are encouraged to identify needs and make suggestions to the committee. No media campaign or awareness materials may be developed or produced without the approval of MSC/PCAR.

- ❖ MASV materials may not be altered or edited in any way or reproduced without permission from the MSC/PCAR.

- ❖ When appropriate, MSC/PCAR will personalize the materials for each center-based MASV project.
- ❖ Center-based MASV projects will be provided with a template for press releases. It is recommended that all press materials be reviewed by MSC/PCAR to ensure the integrity of the MASV project and the continuity and consistency of the message.

## **MATERIALS OTHER THAN MASV PROJECT COMPONENTS**

Any materials, such as newsletter articles, letters, invitations, handouts, presentations, fliers, etc., developed in support of a local MASV project must be consistent with the MASV call to action and goals, and reflect professional standards of quality and accuracy:

- free of grammar or punctuation errors
- clear, accurate, and easy to read message
- well organized design or format
- appropriate use of MASV brand
- clean, sharp printing or copying.

**Any exceptions to the preceding guidelines must be approved by the MASV State Committee and the Pennsylvania Coalition Against Rape. Contact the PCAR Training & Technical Assistance Director.**

## Building Your Local MASV Group Taskforce

Men Against Sexual Violence is an initiative of the Pennsylvania Coalition Against Rape with a specific goal and mission. PCAR has registered the MASV logo as a trademark. Therefore, it is imperative that any local agency seeking to build a local MASV taskforce must be willing to accept that goal and mission and protect the trademark rights by adhering to the guidelines for use of the MASV logo that are located at the end of this section.

Specific strategies for building a local MASV taskforce will depend upon the resources available. However, there are a few basic steps that may need to be a part of every process.

- Since involving men in the movement to end sexual violence and increasing outreach to male survivors of sexual violence may be a radical step for a local agency, it may be prudent to engage the staff, board, and volunteers in a discussion regarding the impact of a potential MASV initiative, and how a potential change may mesh with the agency's mission and goals. Issues to address may include:
  - staff apprehension
  - community response
  - unforeseen changes
  - anticipated benefits
  - anticipated timeline

Clarity about expectations and consequences for all participants is a must, and may smooth the transition.

- Essential to the success of a local MASV initiative is a committed coordinator. Logically, the coordinator of Men Against Sexual Violence should be a male staff member. However in many agencies, this is not possible. Instead, identifying and engaging a supportive male from the community to work with the coordinator and serve as a co-spokesperson/co-chair may be a priority.
- Since MASV is an opportunity for men and women to work together to end sexual violence, deciding on the demographics of the taskforce should also be an early step.
- There are a variety of strategies for identifying persons who could be recruited to join the taskforce. The donor list of the agency may include men who are supportive and who could be invited to join. Current or former volunteers and board members may be targeted. There may be men in the community who hold prominent positions in local agencies, schools, organizations, or government, who can be considered beneficial allies or partners. Staff may have friends, relatives, or neighbors who would welcome an invitation to join, or word of mouth in the community may yield volunteers for the taskforce.

As important as the strategies for identifying possible participants is identification of the expectations of the MASV taskforce. Important issues for consideration include:

- the application process
- qualifications of participants
- subsequent training expectations
- confidentiality-related issues
- membership requirements
- professional experience
- level of commitment and output expectations for members
- level of member input

Once the group has been organized and has begun its work, it will be advantageous to encourage support from as many sources as possible. Local media outlets can be an excellent resource for garnering support for local MASV initiatives and for promoting participation from members of your community. Often, securing local media coverage is a process that involves nothing more than a few minutes to explain what MASV is and why it exists, the nature of the project, presentation, or event that you would like highlighted, and why you should be considered a story worthy of news coverage. Local media outlets such as newspapers, television stations, and community newsletters or web pages can be an invaluable tool in raising awareness for MASV and for your individual goals.

It is important to remember when approaching a news organization to have all of your information in order. A press release is the most common method for approaching a media source. Additionally, most media outlets also have websites that allow for direct email to various staff members. This type of resource is often appropriate as a follow-up to a coverage request. Approaching these media outlets with carefully prepared requests for consideration can lead to valuable future collaborations as well as to increased awareness from community members both as individuals, and collectively as groups or organizations.

Additionally, many extant groups and/or organizations can and should be encouraged to participate in your local MASV efforts. You can contact these groups directly by writing, calling, or visiting. These groups may include, but should by no means be limited to:

- *Rotary Clubs*
- *Lions Clubs*
- *Professional, semi-professional, and non-professional sports teams*
- *Health clubs*
- *The Boy Scouts*
- *Existing college and university men's and women's sexual assault awareness groups*
- *Other college and university professional and non-professional organizations that might be interested in volunteer or community service opportunities*

- *Groups that promote multiculturalism within the community*
- *Religiously affiliated organizations*
- *Political clubs*
- *Miscellaneous professional organizations*
- *Law enforcement agencies*
- *Hospitals and other health care providers*
- *Public or private elementary, middle, and high schools*

As a MASV initiative begins to take shape, there may be particular individuals who have influence in the community, and who should be considered for invitations to the emerging MASV taskforce. These individuals may include:

- Local legislative administrators
- Mayors
- Police chiefs
- Coaches
- Legislators or legislative aides
- School administrators
- Clergy
- Business leaders
- Other prominent service providers

It is important to remember that these lists are by no means exhaustive, and that the keys to establishing effective collaborations are often **creativity** and **persistence**.

Again, Pennsylvania is a large and diverse commonwealth with an equally large and diverse population. Those around Pennsylvania who have to this point experienced the highest levels of success in enlisting the participation of males in the fight to end sexual violence are those who have been able to assess the diversity, as well as the unique strengths and needs of their communities in order to coordinate efforts appropriately. It will be most effective for those with hopes of creating successful local MASV/community collaborations to take stock of what is available, and then to create individually tailored requests for cooperation and assistance.

Included in the following pages are a number of documents that have been created as samples that are intended to help you get started. They have been designed to help you make contact with your local media outlets or with other potential allies in your community so that you can begin a successful local MASV initiative. Please feel free to use these sample documents as templates with which to create your own letters and press releases.

## **Draft-Generic-Request To Meet**

October 28, 2004

Rev. XXXXX  
XXXXX Church  
PO Box D  
New Florence, PA 15944

Dear Rev. XXXXX:

As co-chairperson for the Men Against Sexual Violence Taskforce (MASV), an initiative of XXXXX Center and the Pennsylvania Coalition Against Rape, I am writing to request an opportunity to attend a meeting of the Magisterium for New Florence to discuss MASV and how the faith community can support MASV in our efforts to end sexual violence.

As I am sure you are aware, XXXXX Center offers free and confidential supportive services for survivors of domestic and sexual violence and their significant others in XXXXX County. In late 2002, XXXXX Center invited several men who had supported XXXXX Center through the years to join a taskforce that would focus on eliminating sexual violence. As one of the few males who has been a volunteer for XXXXX Center, I joined the taskforce because I recognize that such a group can be the catalyst that encourages more men to speak out and actively work to end sexual violence.

The MASV Taskforce provides an opportunity for concerned men to work in concert with women to end sexual violence. In 2003, MASV initiated a campus project in collaboration with Seton Hill University, University of Pittsburgh-Greensburg Campus, and Westmoreland County Community College. We sponsored speakers and workshops on the campuses. Students organized a MASV pledge signing that took place on the three campuses during Valentine's Day week, 2004, and 344 young men pledged not to commit, condone or keep silent about sexual violence. This school year, MASV is continuing the programs at the colleges and expanding our focus to include the broader XXXXX County community.

Ending sexual violence is not just a women's issue. Sexual violence affect all of us. I got involved with XXXXX Center and the MASV Taskforce for two reasons. First, I believe everyone deserves a peaceful home and community where they can feel safe, valued, appreciated and loved for just being who they are. For those who have been victimized by sexual violence, whether female or male, this is not possible. Second, I am embarrassed and outraged by the behavior of some members of my gender (the vast majority of domestic and sexual violence is perpetrated by males), and by society's acceptance of that behavior.

Ending the violence means a safer world for all of those we love and want to keep safe – wives, husbands, life partners, mothers, fathers, daughters, sons, sisters, brothers, nieces,

nephews, cousins, friends, neighbors and co-workers. Men must join with women in this task.

As the leader of the New Florence Magisterium, you can help to end sexual violence by arranging an opportunity for me to speak to your members about MASV. We are seeking the group's support and your insights as community leaders.

I will call you on XXXXX to answer any questions you may have and to schedule a date to speak with and enlist the help of your organization. Thank you for your attention to this matter.

Sincerely,

## **Draft-Generic-Thank You**

August 20, 2004

John Smith  
President  
Shoe Company  
1234 Main St.  
York, PA 17234

Dear Mr. Smith,

***“Great necessities call forth great leaders” – Abigail Adams (1744 – 1818)***

Your participation in Men Against Sexual Violence positions you in a leadership role in the historic mission of the Pennsylvania Coalition Against Rape as it seeks to engage men in ending sexual violence. We thank you and want you to know how very much we appreciate the dedication, enthusiasm, creativity, and courage shown by all those who support our efforts.

As our evidenced by our predecessors in the rape crisis and feminist movement, social change cannot be successful without the efforts of many individuals all working collectively toward the same goal. Men Against Sexual Violence possesses limitless potential in effecting positive and permanent change. And although there will be challenges, the rewards will be manifested in ways that will be beneficial to **all** men, women, and children. Each act of violence prevented, each attitude changed, each new volunteer found, and each new program initiated for victims, impacts every community member in a positive manner.

Thank you again for answering the call.

Sincerely,

Delilah Rumburg  
Executive Director

Todd Hosterman  
MASV Coordinator



## Draft-Generic-Media Advisory

FOR IMMEDIATE RELEASE  
September 12, 2003

Contact: XXXX  
Phone: XXXX

**WHO:** Men Against Sexual Violence (MASV) taskforce, an initiative of XXXX Center and the Pennsylvania Coalition Against Rape, in collaboration with the colleges and universities in XXXX County

**WHAT:** MASV and a group of students from the colleges and universities are developing a series of on-campus activities to raise awareness about the impact of sexual violence. The activities will culminate on Valentine's Day, February 14, 2004, with a pledge signing. Men who sign the MASV pledge will promise never to "commit, condone, or remain silent about sexual violence."

Organization for the MASV Campus project will move into full gear in October. David Sloane Rider, Director of Consulting and Training for Men Can Stop Rape (MCSR) will present a workshop for the student representatives, and will facilitate a consulting session with the MASV taskforce. MCSR has been active in Washington DC since 1997, providing opportunities for male youth to become peer leaders in ending men's violence and promoting healthy relationships based on gender equity.

Jackson Katz, a leader in gender violence prevention education with men and boys, will open the campus project activities with a public lecture and follow-up workshop. He will examine the relationship between popular culture and the social construct of masculine identity. Katz is founder of MVP strategies and creator of the videos, TOUGH GUISE: VIOLENCE, MEDIA & THE CRISIS IN MASCULINITY, WRESTLING WITH MANHOOD: BOYS, BULLYING & BATTERING, and SPIN THE BOTTLE: SEX, LIES, & ALCOHOL.

**WHEN:** The Men Can Stop Rape workshops will be held October 1<sup>st</sup> and 2<sup>nd</sup>, 2003, and are limited to the student and campus representatives and the MASV Taskforce members. The Jackson Katz public lecture is scheduled for January 29, 2004. Mr. Katz will also present a morning workshop on January 30, 2004. Registration packets, fee information, and locations for Jackson Katz will be available in late November.

**WHY:** Rape and sexual violence can no longer be seen solely as a "woman's issue." Men and women working together have the power to change societal attitudes and expectations – to end sexual violence.

## **Draft-Generic-Invitation**

Date

Inside Address

Dear XXXX:

Over the past 28 years, XXXX Center has been fortunate to have men, like you, a part of the movement – speaking out and publicly providing support in so many ways. From the earliest days of XXXX Center, men have served as board members, staff or volunteers; some have been active in community initiatives like the HERO Project and the STOP Violence Against Women Coordinating Team; some have been long-time financial supporters; others have provided specific expertise to us through their roles in government or business. What a powerful message you have sent to our community about the value of men and women working together to achieve freedom from the violence and oppression in our homes and communities that affects all of us.

Without the strong foundation you have helped to build, XXXX Center could not have undertaken its newest initiative, the Men Against Sexual Violence (MASV) taskforce, which affords a new and unique opportunity for men throughout the community to work hand-in-hand with XXXX Center to further our mission. As one of XXXX Center's pioneers, we want you to be among the first to know about MASV.

MASV was launched at the state level in January of 2002 as an initiative of the Pennsylvania Coalition Against Rape to encourage men to join with women to end sexual violence. Locally, the MASV taskforce began last year as a few men and women gathered informally to begin XXXX County's branch of MASV. The core concept of MASV at the state level is a pledge-signing event during which men promise to "not commit, condone, or remain silent" about sexual violence. While this will be an aspect of our local MASV taskforce, the group wants to have a more lasting impact than a single pledge-signing event.

Therefore, the MASV taskforce has joined with XXXX University, XXXX College, and XXXX University to plan and conduct activities on campus and for the community that will raise awareness of sexual violence and encourage the students to work together to end sexual violence. To support this work, MASV has tapped into the expertise of national leaders for their guidance and direction: Men Can Stop Rape (MCSR), a Washington DC-based organization with several years of experience in providing opportunities for male youth to become peer leaders in ending men's violence and promoting healthy relationships based on gender equity; and Jackson Katz, a leader in gender violence prevention education with men and boys and founder of MVP Strategies, an advisory group on gender violence issues for colleges, universities, and organizations such as the US Marine Corps.

Student-led campus activities will focus on sexual violence awareness and prevention, and will encourage men and women to work together to challenge societal attitudes and

expectations. The activities will include a public lecture and workshop, both led by Jackson Katz in late January 2004, and pledge-signings on all four campuses the weeks around Valentine's Day, 2004. MASV's collaboration with the colleges offers a tremendous opportunity to encourage and support a group of young men who will be role models and mentors to other young men, raising awareness and challenging traditional male stereotypes that foster sexual violence. We will expand this in the coming years to include men of all ages across the country.

We will keep you informed about upcoming events and activities as details are finalized. If you would like to join the MASV taskforce, please let us know so that we can put you in touch with XXXX, our MASV chairperson.

We hope that you are as excited about the MASV taskforce's potential for positive impact in our community as we are. You have been at the forefront of men's involvement with XXXX Center, breaking new ground and taking risks. Thank you for having the courage to stand as an example for other men, setting the precedent that has laid the foundation for MASV.

Sincerely,

## Draft-Generic-Invitation

March 20, 2003

XXXXXX  
XXXXXX  
XXXXXX  
XXXXXX

Dear XXXXXX:

Recently, a group of concerned XXXXXX County men and women joined together to address the problem of sexual violence through a new statewide initiative – Men Against Sexual Violence (MASV). Sexual violence is not just a woman’s issue. It is a man’s issue as well. Men are the victims of sexual violence as children and adults. They are the husbands, partners, brothers, fathers, and sons of victims. As long as men keep silent or are excluded from attempts to find solutions to this problem, sexual violence will not be eliminated.

Please join me and a few other members of MASV for lunch at XXXXXX at noon on Friday, April 11. We have invited the administrators of the colleges and universities with facilities in XXXXXX County to discuss how MASV can work together with administrators and students. Our goal is to engage students in organizing a cooperative project that engages the men on all of the campuses, raises awareness of the issues of sexual violence, and culminates in a symbolic Men Against Sexual Violence pledge signing during the week preceding XXXXXX.

If you have any questions about this meeting, please contact me at XXXXXX. (or offer a follow-up call to answer any questions.) Please RSVP to XXXXXX. If you are unable to attend this meeting, please send a member of your administration whose position is directly involved with student life/affairs as your representative.

I look forward to meeting with you and sharing the MASV vision.

Sincerely,

## **Draft-Generic-Request for Financial Contribution**

December 13, 2004

Wal-Mart Super Center Store  
Store #  
Address  
City

Dear (Insert Community Relations Person):

We would like to request from Wal-Mart a charitable donation to our Men Against Sexual Violence campaign. Your donation will assist the statewide MASV committee in bringing awareness of the issue to the local area, allowing men to attend trainings and starting a MASV chapter in your community.

What is MASV? Men Against Sexual Violence (MASV), sponsored by the Pennsylvania Coalition Against Rape, is a forum designed to engage males in actively working together with women to eliminate sexual violence. MASV will ask men to personally pledge to never commit, condone, or remain silent about sexual violence and to use their resources to support change.

The Pennsylvania Coalition Against Rape (PCAR) is the oldest and one of the largest state sexual assault coalitions in the country. The Coalition's mission is to envision a world free from all forms of violence and to advocate for the rights and needs of victims of sexual violence. PCAR administers both state and federal funding and provides technical assistance to help support fifty-two rape crisis centers across the state. In addition, PCAR offers numerous trainings to collateral professionals in the law enforcement, judicial, medical, legal, and nursing fields. Through the PCAR web site and the National Sexual Violence Resource Center (a project of PCAR), information, referral, and training materials are disseminated nationwide and internationally.

Once again we appreciate Wal-Marts work in supporting efforts in the community to change lives for the better. We look forward to working with you. Please feel free to call with further questions on how to make your donation a reality.

Sincerely,

## Schools and Youth

When regarding sexual violence from a preventative perspective, one can not help but see the importance of reaching young boys and men during formative times of life. It is imperative now, perhaps more than at any time in the history of our country, to reach America's young males in order to combat difficult issues such as media representation of males and its influence on youth, as well as endemic social stereotyping of both males and females.

In order to most effectively reach young boys and girls in the times of life during which they are most susceptible to formative influence, we as advocates and teachers need desperately to gain access to schools. Across Pennsylvania and across the United States of America, many who fight sexual violence work regularly with school district administrators, teachers from all grade levels, and legislators in order to ensure that our message is not lost in the mix of ever-expanding state and federal educational requirements. It is becoming demonstrably clear that it can not be assumed that parents and teachers alone are able to combat the myriad negative influences that assail our young people in popular music, on television, in movies, and even from peers. Therefore, it is our responsibility as advocates for change to make certain that those children who will grow to become adult members of our society are given the opportunity to learn about caring, responsible, and healthy relationships between men and women.

One of the best ways to do this is to get into schools. This can often be a difficult task, as particularly in some of Pennsylvania's more conservative communities, our message can be met with distrust. This distrust is often the result of a lack of understanding regarding what sexual violence prevention education will mean. Even in communities in which there may be more progressive attitudes that would normally allow a message such as ours, school administrators can be reluctant to create time for a program that they can not match to more pressing federal or state curriculum requirements to which they are held accountable. It is for this reason that we must become familiar with local and state curriculum standards and requirements so that we can present to school boards, administrators, and teachers not only with our desire to present a message to students, but also with founded reasoning for that message.

The Pennsylvania Department of Education has spent considerable time, effort, and resources since 2001 toward the goal of a set of comprehensive curriculum standards for Pennsylvania's teachers in all disciplines. These curriculum standards were finalized in January of 2003 with the expectation of compliance by all of Pennsylvania's 501 public school districts. The standards can be viewed in PDF or Microsoft Word format by visiting the Pennsylvania Department of Education website at <http://www.pde.state.pa.us/>, and by scrolling down the left side of the home screen to click on the link under "Find Documents" entitled "Academic Standards."

Some of the most successful anti-sexual violence curricula in Pennsylvania have been designed specifically with the relatively new curriculum standards in mind. The most successful anti-sexual violence educators have been those who have been able to carefully examine the needs of both communities and centers in order to thoughtfully

build lessons and units of study that mesh with local and state requirements. It is again important to remember that educational needs and community/district cooperation will vary from region to region. That is why it is crucial for educators to creatively integrate their desired outcomes with Pennsylvania's school curriculum standards for public school teachers.

Included in this section is a sample of how one center has matched their educational program to the existing Pennsylvania curriculum standards for teachers of Health and Physical Education. This type of preparation has been extremely effective in helping the center to establish positive and effective relationships with schools in their county. You will see that the left side of the grid identifies the Pennsylvania Department of Education Standard and grade level. The right side of the grid identifies the prevention program that meets each identified standard. Additionally, a formal curriculum describing program content should be distributed to the school personnel with the standards grid at the time of introduction.

Remember that this sample has been designed specifically for an individual center, and that your own efforts should reflect careful consideration of the needs of your own community. With this in mind, educators for many of Pennsylvania's victims' services providers have been able to create relationships with local schools that allow not only for time with students, but for regular yearly opportunities for anti-sexual violence education.

The type of careful review demonstrated by the education staff who created this sample of the Pennsylvania curriculum standards shows building and district-level administrators that the message of the Pennsylvania Coalition Against Rape can indeed fit squarely within existing requirements for teachers. This in turn, has proven helpful in providing justification to administrators and local populations for allowing time for anti-sexual violence educators and programs in a public school setting.

# Sample - Integrating Anti-Sexual Violence Curriculum with Academic Standards For Health And Safety

“Pennsylvania’s public schools shall teach, challenge, and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to: ....”

22 PA Code, Chapter 4, Appendix D (#006-276) Final Form – Annex A July 18, 2002

<p>10.3.3 Safety &amp; Injury Prevention By The End Of Grade Three</p> <p><b>A. Recognize safe/unsafe practices in the home, school, and community.</b></p> <ul style="list-style-type: none"> <li>• safe around people (safe/unsafe touch, abuse, bully, etc.)</li> </ul> <p><b>B. Recognize emergency situations and explain appropriate responses.</b></p> <ul style="list-style-type: none"> <li>• how to get help</li> <li>• how to protect self</li> </ul> <p><b>C. Recognize conflict situations and identify strategies to avoid or resolve.</b></p> <ul style="list-style-type: none"> <li>• walk away</li> <li>• I statements</li> <li>• refusal skills</li> <li>• adult intervention</li> </ul>	<p>Blackburn Center’s Programs that support these Academic Standards</p> <p><b>In Kindergarten:</b></p> <ul style="list-style-type: none"> <li>• <b>OBIE – personal safety</b></li> <li>• <b>Being Bullied</b></li> <li>• <b>Hands Are Not For Hitting</b></li> </ul> <p><b>In First Grade:</b></p> <ul style="list-style-type: none"> <li>• <b>OBIE – personal safety</b></li> <li>• <b>Bullying/Harassment</b></li> </ul> <p><b>In Second Grade:</b></p> <ul style="list-style-type: none"> <li>• <b>Who Do You Tell? – personal safety</b></li> <li>• <b>Bullying/Harassment</b></li> </ul> <p><b>In Third Grade:</b></p> <ul style="list-style-type: none"> <li>• <b>Being Safe – personal safety</b></li> <li>• <b>Bullying/Harassment</b></li> </ul>
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22 PA code, Chapter 4, Appendix D (#006-276) Final Form – Annex A July 18, 2002



Sample - Integrating Anti-Sexual Violence Curriculum with Academic Standards For Health And Safety

“Pennsylvania’s public schools shall teach, challenge, and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to: ....”

22 PA Code, Chapter 4, Appendix D (#006-276) Final Form – Annex A July 18, 2002

<p>10.2.6 Healthful Living By The End Of Grade Six</p> <p><b>D. Describe and apply the steps of a decision-making process to health and safety issues.</b></p> <p>10.3.6 Safety and Injury Prevention By The End Of Grade Six</p> <p><b>A. Explain and apply safe practices in the home, school, and community.</b></p> <ul style="list-style-type: none"> <li>• personal safety (harassment, abuse, etc.)</li> <li>• communication (Internet, phone, etc.)</li> <li>• violence prevention</li> </ul> <p><b>C. Describe strategies to avoid or manage conflict and violence.</b></p> <ul style="list-style-type: none"> <li>• anger management</li> </ul>	<p>Sample Center’s Programs that support these Academic Standards</p> <p><b>In Fourth Grade:</b></p> <ul style="list-style-type: none"> <li>• <b>When Do You Tell? – personal safety</b></li> <li>• <b>Bullying/Harassment</b></li> </ul> <p><b>In Fifth Grade:</b></p> <ul style="list-style-type: none"> <li>• <b>No More Secrets – personal safety</b></li> <li>• <b>Bullying/Harassment</b></li> </ul> <p><b>In Sixth Grade:</b></p> <ul style="list-style-type: none"> <li>• <b>No More Secrets or Katie’s Secret – personal safety</b></li> <li>• <b>Harassment/Sexual Harassment</b></li> <li>• <b>It’s Not Happy At My House – Violence in the family</b></li> </ul>
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## Sample - Integrating Anti-Sexual Violence Curriculum with Academic Standards For Health And Safety

“Pennsylvania’s public schools shall teach, challenge, and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to: ....”

**22 PA Code, Chapter 4, Appendix D (#006-276) Final Form – Annex A July 18, 2002**

<p>10.1.9 Concepts of Health By The End Of Grade Nine</p> <p><b>A. Analyze factors that impact growth and development between adolescence and adulthood.</b></p> <ul style="list-style-type: none"> <li>• relationships</li> <li>• interpersonal communication</li> <li>• risk factors</li> </ul> <p>10.2.9 Healthful Living By The End Of Grade Nine</p> <p><b>D. Analyze and apply a decision-making process to adolescent health and safety issues.</b></p> <p>10.3.9 Safety And Injury Prevention By The End Of Grade Nine</p> <p><b>A. Analyze the role of individual responsibility for safe practices and injury prevention in the home, school, and community.</b></p> <ul style="list-style-type: none"> <li>• violence prevention</li> <li>• self-protection in the home</li> <li>• self-protection in public places</li> </ul> <p><b>C. Analyze and apply strategies to avoid or manage conflict and violence during adolescence.</b></p> <ul style="list-style-type: none"> <li>• assertive behavior</li> </ul>	<p>Sample Center’s Programs that support these Academic Standards</p> <p><b>In Seventh Grade:</b></p> <ul style="list-style-type: none"> <li>• <b>Sexual Harassment</b></li> <li>• <b>Healthy Relationships</b></li> <li>• <b>Katie’s Secret – personal safety</b></li> <li>• <b>Violence In The Family</b></li> </ul> <p><b>In Eighth Grade:</b></p> <ul style="list-style-type: none"> <li>• <b>Sexual Harassment</b></li> <li>• <b>Healthy and Unhealthy Relationships – dating violence</b></li> </ul> <p><b>In Ninth Grade:</b></p> <ul style="list-style-type: none"> <li>• <b>Sexual Harassment</b></li> <li>• <b>Abusive Relationships</b></li> </ul>
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## Sample - Integrating Anti-Sexual Violence Curriculum with Academic Standards For Health And Safety

“Pennsylvania’s public schools shall teach, challenge, and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to: ....”

**22 PA Code, Chapter 4, Appendix D (#006-276) Final Form – Annex A July 18, 2002**

<p>10.1.12 Concepts of Health By The End Of Grade Twelve</p> <p><b>A. Evaluate factors that impact growth and development during adulthood and late adulthood</b></p> <ul style="list-style-type: none"> <li>• Relationships</li> </ul> <p><b>B. Evaluate factors that impact the body systems and apply protective/preventive strategies.</b></p> <ul style="list-style-type: none"> <li>• health status (physical, mental, social)</li> </ul> <p>10.2.12 Healthful Living By The End Of Grade Twelve</p> <p><b>C. Compare and contrast the positive and negative effects of the media on adult personal health and safety.</b></p> <p>10.3.12 Safety and Injury Prevention By The End Of Grade Twelve</p> <p><b>A. Assess the personal and legal consequences of unsafe practices in the home, school, and community.</b></p> <ul style="list-style-type: none"> <li>• loss of personal freedom</li> <li>• personal injury</li> <li>• impact on others</li> </ul> <p><b>C. Analyze the impact of violence on the the victim and surrounding community.</b></p>	<p>Sample Center’s Programs that support these Academic Standards</p> <p><b>In Tenth, Eleventh, or Twelfth Grades:</b></p> <ul style="list-style-type: none"> <li>• <b>Don’t Suffer In Silence – sexual harassment</b></li> <li>• <b>But He Loves Me – dating violence and sexual assault</b></li> </ul>
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## College Campuses and Universities

Nationally, great strides have been made in creating programs that cater to the needs of women who are attending institutions of higher education. Many of our nation's schools currently have programs that focus on providing a safe and non-discriminatory educational experience for female students. These programs focus on issues such as campus/community collaboration, provision of services to victims of violence, the improvement of education and prevention programs, and judicial affairs training. Advocates for women in the anti-sexual violence movement have noted with great satisfaction that colleges and universities have become increasingly receptive to programs such as these, as in addition to providing important services to and for women, they serve as valuable recruitment tools for schools seeking to be represented as safe, culturally diverse, and welcoming to women.

Throughout Pennsylvania and across the United States, many colleges and universities have made the decision to include males in the anti-sexual violence movement. Many have begun to recognize that creating a safe campus environment involves addressing safety and sexual violence prevention with both men and women. Again, approaching sexual violence from a preventative perspective encourages the inclusion of males! This is not a point that has been lost on schools striving to portray an image that is safe and inclusionary, as even fraternities are being encouraged locally and nationally to work actively to change the campus culture by providing workshops and activities that stress respectful, responsible behavior toward women.

As a result, experts in the relatively progressive field of the inclusion of males in anti-sexual violence initiatives have begun to search for effective strategies for including college-age men. Jackson Katz, Dr. Alan Berkowitz, Dr. Luo Luo Hong, and organizations like Washington DC-based Men Can Stop Rape have been leading the efforts.

Brian Pahl, Coordinator of the Men's Violence Prevention Project at Western Washington University in Washington, is an expert in the field of anti-sexual violence, and the creator of a comprehensive campus project designed to "recruit, train, and support male students, faculty, and staff to take a leadership role in working to end violence against women." Mr. Pahl has given the Pennsylvania Coalition Against Rape permission to use his project and supplementary materials, based on the work of Dr. Alan Berkowitz and Dr. Luo Luo Hong, as a guide with which to approach the process of creating college and university inclusionary men's groups in Pennsylvania.

This section contains a complete overview of the program that was begun in 2000 at Western Washington University. Included is a startup procedure that can be used by those hoping to establish this type of program in Pennsylvania, as well as several resources that have been designed and created to assist in developing new programs. This packet of information has been designed especially for the purpose of creating new male/female collaborations at colleges and universities, and has proven successful in helping to establish sustainable men's groups since 2000.

Pennsylvania is home to more than 210 different colleges and universities which are located variously around the state. Many of these institutions of higher education provide educational services to students at multiple locations. This means that there are literally hundreds of separate opportunities for advocates of the anti-sexual violence movement to easily make contact with potentially tens of thousands of possible perpetrators in order to engage male students, disseminate information, and educate about sexual violence.

As stated, many of Pennsylvania's colleges and universities already have programs that exist for the purpose of making campuses safe and inclusionary. Improved lighting and security, callphones, call-ahead escort services, and mandatory attendance at date rape prevention presentations for incoming freshmen are all examples of college and university efforts undertaken to provide safety for students. Additionally, most colleges and universities have moved with a growing trend toward community collaborations via student volunteer or full-service educational opportunities. It has been proven repeatedly at school after school not only in Pennsylvania but across the United States, that higher education administrators are not only receptive to the idea of encouraging male/female collaborations, but that they also actively encourage such partnerships with hopes of creating safer schools.

December 13, 2004

### **Structure/Foundation**

The first item in the packet is a one-page sheet that has the mission of the group and ways men can get involved. The overall structure has been one of the most difficult things to create. "Should I create it or should let the students create it?" I suggest creating a foundation based on your objectives. Yes you want it to be a student group and allow the students to have ownership, but the group must be inline with the principles of your program. There are basic things that really need to be established to guide the process. Is the group pro-feminist, anti-racist, anti-homophobic, etc., etc.? I created a plan based on the WWU Ending Violence Against Women grant objectives but left enough room for the students to make it their own beyond that.

The core group of Western Men Against Violence are what we call Lifestyle Advisors or peer educators. Lifestyle Advisors are recruited early winter. I have included the job description and a poster for Lifestyle Advisor recruitment. There is an application process to select students to be in the Lifestyle Advisor program. Those selected take a 4 unit health education class spring quarter. At the conclusion of the quarter they choose which Lifestyle Advisor Group they wish to join. Our Lifestyle Advisors return to school 10 days prior to Fall Quarter for intensive training. The WMAV Lifestyle Advisors then act as the executive board of the larger WMAV group which includes anyone who does not have time or interest in becoming a lifestyle advisor. The LA's used to meet once a week and the larger group met once a month. Then I had a great group of guys who decided last year they wanted to meet weekly instead of monthly. They felt too disconnected and they were very committed.) We now meet weekly as one large group. 12-15 guys show up weekly.

### **Planning a Men's Retreat**

One of the biggest challenges we all face in starting a men against violence program is finding men who are interested in being involved. I believe those men are out there on all of our campuses, but they need a safe place to congregate and they need to see other men like them in the group.

We decided that the way to get men introduced to the program was to do a retreat. I have included info on our retreats: advertising, agenda, evaluation, and articles handed out to the men. I used Luoluo Hong's work at LSU as my guide. Her *Redefining Babes, Booze, and Brawls* is available at [www.dissertation.com](http://www.dissertation.com) and I found it extremely helpful in creating my agenda and in developing the philosophy behind my work here at WWU.

The Men's Retreat served 2 main purposes: 1)Provide a safe environment for men to meet other men who care about creating a safer campus and 2)Give these men introductory training into the issue of violence against women and men's roles in changing campus culture. We have had 5 retreats to this date: Fall 2000 – 35 men, Spring

2001 – 12 men, and Fall 2001 – 30 men, Spring 2002 – 12 men, and Fall 2002 – 15 men. I attribute the poor turnout to the spring retreat to poor planning and many other activity conflicts.

### **Educational Materials**

WMAV provides educational programming in the residence halls, but does not use this as its primary form of outreach. We are following the Health Opinion Leadership Model rather than the traditional Peer health Education model. Turnout is often very low for these programs and little if any research shows that one-time programs have any effect on changing behavior. WMAV collaborates with other social justice lifestyle advisor groups like Will Act for Change, the Ally Building Network and Women's Empowerment and Violence Educators (WEAVE – yes, we're big on acronyms) on programs, information tables, peer theatre performances, discussion groups, and on the men's retreats.

We also rely heavily on social marketing. The Men of Western Speak Out poster is one of our proudest accomplishments and was inspired by the Real Men of Rutgers poster. Another project, which received a good deal of attention, was MOSAIC -- a literary journal of sorts.

The WMAV Commitment or pledge cards are another way we reach the community. A regular project of WMAV members is to spend a little time each week collecting signatures and contact information from men via these cards. We laminate the card and send it back to the men to keep in their wallet, and we include a whole packet of information. Someone suggested we give them something to put on their door or their wall, so we enlarged the card into a certificate. We use the contact information to advertise events, programs, performances, etc. via a WMAV listserv. We currently have 200 members on the list. Campus Resource information is printed on the back of the card.

### **Other Influences**

In addition to Luoluo Hong's work, I have incorporated the work of **Paul Kivel** from the Oakland Men's Project into the project at Western. I use excerpts from his book *Men's Work* as well as activities from his high curriculum *Making the Peace*. Another book of his, *Uprooting Racism* is very good. **Chris Kilmartin** from Mary Washington University has also been very helpful. I use both of his books *The Masculine Self* and *Sexual Assault in Context* to construct training materials and curriculum for outreach programs.

I could go on and on about other books and people doing the work. Please let me know if you have any questions at all. Our fledgling web site is another potential source. You can find it at [www.wvu.edu/~wmav](http://www.wvu.edu/~wmav). I would also recommend joining the Men Against Violence Yahoo Group at <http://groups.yahoo.com/group/menagainstviolence/>. I want to share as much of this information as possible. We all have so much to learn and so much work to do. Good luck, and thank you so much for doing the work you do.

Sincerely,

Brian Pahl  
Men's Violence Prevention Project Coordinator

## **Western Men Against Violence**

*The mission of Western Men Against Violence (WMAV) is to create a campus and community free of violence, to promote relationships based on equality and respect, to encourage positive, healthy expressions of masculinity, and to be visible, outspoken allies for all who experience prejudice and discrimination.*

### **Some of our Main Messages include:**

- Men must take responsibility for ending violence against women.
- Men can and do control violent and sexual urges.
- We live in a culture which silently supports violence. We can change that culture.
- Violence thrives in silence. Speak up when you hear sexist or degrading language.

### **Ways YOU can be involved...**

Simply make a commitment to treat others with respect and dignity. If you would like to be affiliated with the group, here is what we do:

### **Speaker's Bureau**

Members of the Speaker's Bureau commit to 4 hours of service per week. Presentations are done in a variety of settings on and off campus in residence halls, classrooms, special events, and at the juvenile detention center. You may also have the opportunity to present off campus in collaboration with community agencies on issues of domestic and sexual violence.

### **Community Service**

At least once a quarter, Western Men Against Violence aims to do a community service project. Ongoing projects may include: assisting community agencies with fund raising, office work, or providing technical assistance and computer support, establishing a mentoring program to work with Western students in need, or to work with boys in the community.

### **Awareness**

Our Awareness Team uses various forms of media to inform the community about the reality of violence, and provides information and tools people can use to prevent violence. Examples include: writing letters to the editor, opinion pieces, helping write and produce a newsletter, assisting social marketers in creating advertisements, posters, and brochures. The Awareness Team may also staff information tables and conduct outreach on campus.

### **Events**

This group works as a team to create events for the campus community or collaborates with other groups on already established campus events. Some examples include: Red Square Info Fair, Domestic Violence Prevention Months activities, a White Ribbon Campaign (to show support for ending men's violence against women), bringing speakers to campus, Sexual Assault Action Week, and Take Back the Night.



## WWU Men's Violence Prevention Project

The Ending Violence Against Women Project at Western Washington University is funded through a grant from the United States Department of Justice. Dr. Pat Fabiano wrote the grant with three major objectives in mind: 1) Improve Comprehensive Services to Victims of Violence Against Women, 2) Improve the Physical Environment in which Violence Against Women occurs, and 3) Improve the Social/Cultural Environment in which Violence Against Women occurs.

Under objective #3, a new, full-time, exempt position was created to establish and coordinate the Men's Violence Prevention Project. Based on the work of Dr. Alan Berkowitz and Dr. Luo Luo Hong, the primary prevention approach at WWU would be to recruit, train, and support male students, faculty, and staff to take a leadership role in working to end violence against women.

Hired in March of 2000, the Men's Violence Prevention Project Coordinator used the Spring Quarter to get to know present members of the Western Men Against Violence Lifestyle Advisor group. This was also valuable time to establish relationships with constituents and stakeholders of the project. Meetings were scheduled with the Office of Residence Life staff – resident directors, resident advisors, residence hall association representatives, the Ethnic Student Center Director, the Dean of Students, the University Judicial Officer, Office of Student Life staff, New Student Programs, Viking Union (student union) staff, student coordinators of the Lesbian, Gay, Bisexual, Transgender Alliance, Sexual Awareness Center, Women's Center, Peace Resource Center, Environmental Center, and Drug Information Center, key faculty in the Psychology, Sociology, Anthropology, Community Health, Women's Studies, and Education departments, and at Fairhaven College.

This time was also valuable in planning the next two years of the project. The following goals were established to reach the primary objective:

1. Increase Male Participation in Violence Prevention Efforts
2. Increase Faculty and Staff Participation in Violence Prevention Efforts
3. Increase Men's Skills and Comfort with Listening and Supporting Survivors of Violent Crime
4. Decrease Incidents of Violence: Sexual Assault, Relationship Violence, and Stalking, as well as fights, hate crimes, and verbal abuse.
5. Decrease Bystander Behavior

In order to meet the goal of increasing men's involvement in violence prevention efforts, it was determined that Western Men Against Violence (WMAV) should be expanded to include male students, faculty, and staff not participating in the Lifestyle Advisor Program. We would maintain the WMAV Lifestyle Advisors (LA's) who receive extensive training to provide educational programming on campus and in the residence halls, and the LA's would also serve as the advisory board of the larger group. We looked to the work of Dr. Luo Luo Hong at Louisiana State University and her work with *LSU Men Against Violence* as a model.

A mission statement was developed over a period of time by the MVPP Coordinator and members of the group: *The mission of Western Men Against Violence (WMAV) is to create a campus and community free of violence, to promote relationships based on equality and respect, to encourage positive, healthy expressions of masculinity, and to be visible, outspoken allies for all who experience prejudice and discrimination.*

Main messages were also created:

- Men must take responsibility for ending violence against women.
- Men can and do control violent and sexual urges.
- We live in a culture which silently supports violence. We can change that culture.
- Violence thrives in silence. Speak up when you hear sexist or degrading language.

Four distinct areas of service were also put in place:

### **Speaker's Bureau**

Members of the Speaker's Bureau commit to 4 hours of service per week. Presentations are done in a variety of settings on and off campus in residence halls, classrooms, special events, and at the juvenile detention center. You may also have the opportunity to present off campus in collaboration with community agencies on issues of domestic and sexual violence.

### **Community Service**

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Once the foundation of the program was established, planning was underway for a men's retreat for Fall Quarter 2000. This retreat would serve to introduce men at Western to other men interested in taking an active role in violence prevention efforts and to provide these men with an overview of approaches to violence prevention in communities and on college campuses. The project now holds a men's retreat each Fall and Spring Quarter.

In order to meet the goals of the project, the MVPP Coordinator maintains relationships with and provides trainings with a number of the offices mentioned previously, speaks regularly in academic classes, and recruits, trains, and supervises Western Men Against Violence members. Particularly effective recruiting methods have been classroom presentations and nomination forms that include a message thanking a man for his positive, safe presence and encouraging him to get involved with other like-minded men through the Western Men Against Violence group.

Men's Violence Prevention Project events and activities have included:

- violence prevention education programs in the residence halls and other locations on campus
- a “gender mending” program facilitated to groups of women and men which aims to debunk gender stereotypes in a fun, interactive environment
- attendance and support of Take Back the Night activities
- letters to the editor addressing issues of related to the group's mission
- information tables in high traffic areas on campus
- men's retreats
- community service projects
- the White Ribbon Campaign
- a collection of men's stories, poems, journal entries called *MOSAIC* addressing the masculine stereotype, the male experience, thoughts and feelings about violence, etc.
- social marketing projects promoting positive male attributes and behaviors, promoting men's involvement in WMAV, promoting participation in ending violence
- educational programs giving men skills and practice providing support to victims of violence
- discussion groups

### **Educational and Violence Prevention Theory**

The MVPP at WWU uses the following theories to support the practical work, the delivery of the project. Following is a brief description of the practical use of these theories in working with men against violence.

#### **A. Social Norms Theory**

Social Norms Theory is used to address the so called “collective mindset” of the community. While the specific social norms about violence as they exist in our particular communities may not be known, it can be hypothesized that a few exist based on examination of the community and other evidence.

1. *Men are predisposed to commit violence and rape.* The reality is that most men do not commit rape, do not beat their partners, and are not in jail. The messages we send to “men at large” should bring this to light and at the same time encourage men to actively participate in prevention efforts.
2. *Men do not care.* Research compiled at college campuses around the country proves otherwise. Men in large numbers DO care about

violence and want to do something but they think other men do not care, so they remain silent and inactive. See Alan Berkowitz's work at [www.alanberkowitz.com](http://www.alanberkowitz.com). This false belief is known as **Pluralistic Ignorance**.

3. *There is nothing I can do about violence*. Unfortunately the number of folks who believe this to be true is still alarmingly high. Effective violence prevention projects will illuminate #'s 1 and 2 above AND give concrete, realistic tools for people to use in the effort to end violence. The messages should be Positive, Inclusive, and Empowering. See [www.socialnorms.org](http://www.socialnorms.org).

## **B. Stages of Change**

Stages of Change theory is another useful tool in building a framework that shapes our work to end violence. It assumes that change is not as simple as turning on a light bulb, realizing that change is necessary, and then going about the work of making the change a reality.

1. Precontemplation – not thinking about a change or not thinking a change is necessary.
2. Contemplation – some realization a change might be called for and weighing the pros and cons of making a change.
3. Preparation – Making little changes and figuring out to deal with the real hard parts.
4. Action – Doing it.
5. Maintenance – Making it a part of our lives.
6. Slips – Falling off the wagon and going through all the stages several times before the change really lasts.

## **C. Diffusion of Innovations**

Diffusion of Innovations (D.O.I.) addresses how new ideas, products and social practices spread within society or from one society to another. This theory is used to guide our approach and our message and in deciding who the targets of our messages will be. D.O.I. breaks an audience into 5 groups:

1. Innovators – a small group who are more likely to take risks.
2. Early Adopters – a somewhat larger group characterized by a high degree of opinion leadership.
3. Early Majority – a much larger group, willing to adopt new ideas just before the average member of a system.
4. Late Majority – another large sized group less willing to adopt new ideas but who “go along” with what it seems others are doing.
5. Laggards – a small group on the “other” end of the spectrum with traditional values, they are last in the social system to adopt an innovation. They pay little attention to the opinions of others.

At Western, our initial approach has been to target messages to Innovators and Early Adopters. Some consider this “preaching to the choir” but I believe establishing this foundation is absolutely necessary if we are eventually going to be successful with messages aimed at the Early and Late Majority. In my experience, approaching the

most stereotypically masculine guys with a message that asks them to redefine masculinity or with a message about male privilege is doomed for failure. As a group, they are not ready to hear it, and men who are in the group but do not share the group mentality are not safe speaking up against it. Ultimately we will be more successful if we increase the numbers of men in our “ranks” who are speaking out against violence against women, who are demanding safety and equality in our communities, and who model healthy intimate relationships.

#### **D. Standpoint**

The concept of Standpoint as I understand it was developed by Dr. Patricia Fabiano at Western Washington University. Standpoint is the place from each of us views the world. It is based on things like our sex, gender identity, ethnic background, economic and educational status, sexual orientation, religious or spiritual traditions, life experiences and so on. Standpoint recognizes there is not one truth or reality, but that each of us based on the above factors in our lives has our own truth, our own reality.

Rather than approach our audiences from a place of judgmentalism, we must attempt to keep in mind Standpoint if we are to meet our audiences where they are.

Standpoint assumes the best about people, and in so doing we can explore together the issues at hand. When I am working with a group of men, they are much more likely to engage in dialogue, to look at difficult issues, and to be motivated to get involved if they feel respected and heard by me.

While we keep Standpoint in mind as we approach audiences, it is also something we teach audiences to make them aware of their own prejudices and judgments. This is especially helpful when incorporating discussions on the intersections of oppressions to violence against women work.

#### **What else frames how the work is approached at WWU?**

- The belief that men (as all people) are inherently “good.”
- The knowledge that most men are not violent.
- Gender is a construct – different cultures promote different “ideal” masculine and feminine characteristics.
- The knowledge that stereotypical masculinity is linked to violent behavior.
- People respond positively when they are respected and heard.
- People respond negatively if they are silenced, if their life experiences are not respected and validated.

We have no (or very little) control over biological or genetic factors that may contribute to violent behavior, but there is much about the culture that can be changed to send a stronger message about the unacceptability of violence.

**Lifestyle Advisor Program  
Student Coordinator  
Job Description**

The purpose for establishing this position is to:

- 1) provide structure to the LA Program by streamlining some of the necessary processes for all teams
- 2) provide avenue where students have a means of communicating between topic teams in the LA Program.

**Duties Include:**

**1) On Weekly Basis:**

Attend each weekly supervised topic team meeting and do the following:

- a. Provide and collect the Volunteer Hour Sheets for each member
- b. Collect all program evaluations from presenters for the week;
- c. Assemble data on to Program Evaluation Tally Sheets (Provide Team Supervisors opportunity to review all evaluations)
- d. Take minutes to provide documentation of processes and who volunteers for what projects or activities. Keep for record.

**2) On Monthly Basis:**

Attend Student Coordinator Meeting on 3rd Wed. of each month at 5:00 PM and do the following:

- a. Turn in all Volunteer Hour Sheets for previous month  
(Provide Total Volunteer Hours by team)
- b. Turn in all Program Evaluation Tally Sheets
- c. Provide Team updates to other Student Coordinators

**3) On Quarterly Basis:**

- a. Update all Team Rosters from Quarterly Schedules. Turn in both at the end of each quarter to LA Program Coordinator
- b. Establish Weekly Supervised Meeting time with your team by the end of each quarter. E-mail information to LA Program Coordinator (Meeting room assignments will be requested with this information)

**XXXX UNIVERSITY OF PENNSYLVANIA**  
**Men's Group Project**  
**Thursday XXXX and Friday XXXX**

**Topics/Issues to be Covered:**

1. Team Building exercises (weaved throughout the 2 days)
2. Structural/philosophical framework of the group
3. Outcomes Based Planning
4. Curriculum Development/Program Ideas
5. Facilitation Skills Building
6. Recruitment

**DAY ONE – Thursday, July 29**

Breakfast/Team Building

Opening Circle: Introductions, Groundrules, Expectations, Why are you HERE?

History of VAW Prevention

BREAK

Intro Scope/Dynamics of Violence

LUNCH

Team Building/Energizer

Dynamics of Violence continued

BREAK

Gender Socialization

Closing Circle

**DAY TWO – Friday, July 30**

Opening Circle: Check-in, Questions regarding previous day

Socialization Continued

Knowing/Teaching/Discussing Consent

BREAK

Main Messages/Outcomes Based Planning

LUNCH

Team Builder/Energizer

Outcomes continued

Timeline

Closing Circle

## **Groundrules**

I start with the “CARING” Groundrules

C- Confidentiality

A – Ask Questions at any time

R – Right to Pass

I – Make “I” Statements

N – No put downs

G – Give EQUAL time

## Expectations

- You will take the Groundrules seriously.
- You know what you need. Take notes or participate in the discussion at a level that works for you. I will occasionally make suggestions for you to write down elements of the training I think might be particularly helpful.
- There is no ONE truth. What is being shared here is a collection of research, stories, experiences, and opinions. It is important that you contribute to the sharing and keep in mind that there are individuals not represented here who also have their own unique truths. Your contribution to the group process is vital.
- Keep in mind that everything we cover should be thought of in 2 distinct ways: 1) What does all this mean for me, personally? and 2) How can I use these tools and information to work with other men? It is important that we not exclude ourselves from the opportunity for growth. It is far too easy to approach this work as “what can I do to help ‘those’ guys” and forget that each of us has the opportunity for growth and development.

Why are you HERE (when you could have chosen to do anything else with your time)?

Why should men be involved?

- *I want to teach men how to be, how to act, how to treat women.*
- *We should focus more on before the fact; we should be more proactive. Men can influence other men.*
- *The statistics show that most perpetrators are men. We should make that not acceptable for men to do.*
- *Because men are also victims.*
- *Because men are victims, but they are also affected indirectly by what other men do to hurt those we care about.*
- *We must be models. Young minds are molding. They are likely to follow in the footsteps of men they look up to and admire.*
- *I want to understand what a healthy relationship really looks like.*
- *There is a lot of confusion. Men get so many mixed messages.*



- *Men's conversations so often steer toward conquest of women. I want to change that.*
- *Men can model more human feelings and model good relationships with women and with each other for other men.*
- *I am here because it is the right thing to do.*
- *I wouldn't want my daughter to go through this.*
- *I want my son to be a responsible adult.*

### **Balancing Exercises**

There are many ways to do Balancing. It is important that these exercises be done in silence. The three I use are as follows:

- 1) Put the group into pairs. Each person faces her partner. Have them place their hands on the front part of each other's shoulders and push out as they lean in. Arms and legs should be extended out. The point is to attempt to balance each other out and share the weight. It demonstrates that in creating a scene (For use with a theater troupe), there must always be some kind of conflict in order for it to be dramatic, interesting. Once people have this down, encourage them to try and balance on another part of the body: back to back, head to head, shoulder to shoulder, etc.
- 2) Staying in the same pairs, have each person face his partner and hold hands. Toes should be close together. Slowly lean back supporting each other's weight until arms are fully extended. Partner's weight differences should not matter in either of these 2 exercises. Working hard enough, they should be able to balance and support each other. Once they have this down, they can try going from fully extended arms standing up to sitting down. Then they can continue by trying to stand back up. Once most people have been successful, put the pairs into groups of 4 and have them try same thing. Then try groups of 8. This can be really fun if taken seriously.
- 3) Finally, ask for groups of 5 or 6. Have one person in the middle of the rest of the group forming a circle and facing the person in the middle. This is called Balancing Gravity. The people on the outside of the circle put one leg forward toward the center of the circle and one leg back to provide them with support – this stance resembles a lunge. Both hands are out in front of them, palms toward the center of the circle where the person is standing. The person in the middle closes their eyes and puts their arms across their chest with one hand on each shoulder. S/he leans gently and lets gravity pull them in direction they choose, whether they “fall” back or forward or to the side is up to them. At least 2 people (this is very important) in the circle catch the person with both hands before they have fallen too far and gently place them back in the center. Then they let gravity continue to “push” them in the direction until they “fall” and are caught again. This continues for a few minutes. No one has to do this exercise; it is optional. But make sure everyone in the circle gets an opportunity if they want one. The facilitator needs to keep a close eye on the groups and make sure 2 people are catching the person every time and they are gently being placed back in the center. This is a trust building exercise and the last thing you want is for someone to fall.

## **TRUST LIFT**

A person lies on the ground. The other group members will be lifting them. One person has their head – they are the captain. One person has their feet. The remaining members split up, half on one side, half on the other. They put their arms underneath the person, alternating arms with the person across from them and next to them, like the teeth in a zipper. They will lift the person in three stages (ALWAYS CHECKING WITH THE PERSON BEING LIFTED). First is to lift to waist level while on knees, then waist level while standing, then shoulder level while standing. Finally, if the person wishes, raise them all the way up. The person giving the directions is the captain. No move is made without the captain's directions. People can be lowered either the same way, or by "feathering", waving them gently back and forth while lowering. (THEIR CHOICE.) **GIVE EVERYONE THE OPPORTUNITY TO DO BOTH. NO ONE HAS TO DO EITHER.**

**"What is in this for you? What does this have to do with 'men's work?'"**

- *We had to work together as one.*
- *It didn't matter that men and women were working together. We were all just as important as the next person.*
- *You had to be thinking about the objective.*
- *My tendency to be independent made this difficult for me.*
- *Trust. It was difficult to trust the group. I'm so glad I did. I feel like my trust for these men has improved already.*
- *I had to give up power; I had to share power.*
- *I was relying on other people.*
- *It was relaxing, comforting. I enjoyed letting go and letting others be in control.*
- *There was a lot of testing the water.*
- *You could see what people's comfort levels were. I wanted to work harder to help people relax and trust us.*
- *Yes, there was a lot of reading body language. We had to because it was done in silence.*
- *My competitive nature was strong. I had trouble doing it just for the sake of doing it.*
- *I was reminded of the groundrule "participate at your own level of comfort." People had to make that decision for themselves and I had to be okay with that.*

There was a brief discussion on the history of the Movement. The following were identified and listed (not in chronological order) as examples of ways society has responded to violence against women over time. We are now at a point where colleges

and communities around the world are seeing an increase in Men Against Violence types of groups.

- Prosecution of most severe cases
- Target control
- Blame the victim
- Stranger danger
- Increase sentences
- Change legal definitions
- Create crisis centers and shelters
- Community education
- Perpetrator Treatment
- And now...
- Men Against Violence – men taking responsibility for showing that this is a men's issue

Some people believe that women (victims) should be held to a higher standard to protect themselves and prevent themselves from being attacked. MAV groups are typically based on a different ideology, one that stresses perpetrator accountability. Why is this important? Why do we need to emphasize primary prevention with men?

- *Because anything else is after the fact or it is placing the responsibility on women.*
- *By only emphasizing prosecution, you are waiting until after the fact. (And most rapes are not reported to the legal system.)*
- *Because it is (or should be) easier to mold the person in the correct form rather than "fix" them after.*
- *Educate rather than rehabilitate.*
- *Guys may be cognizant of the fact that they are doing something wrong, but the general population needs to learn healthy ways of getting in relationships because there aren't enough models.*
- *Working with men is true prevention.*
- *Men won't be as defensive with men (with their male peers) as they are with women.*
- *Because many men do feel helpless. They are not sure what they are supposed to feel or do in situations.*
- *We can help men learn the role they can play to help heal wounds caused by men's violence.*

At this point there was a lot of talk about "what do we actually DO to stop violence." Many of the men were in a place where they wanted to get revenge on perpetrators, especially if they knew the victim and if the victim gave them permission. While they seemed to understand the importance of primary prevention, they were dealing with some difficult emotions and thoughts about how to respond when someone is hurt.

We spent some time talking about the importance of supporting survivors' emotional needs and redefining "help." Help means different things to different people, and an ally asks what ways they can be helpful. Of course if someone asks you to go beat the crap

out of the person who raped or attacked them, you need to think about why that is not a good option to choose. The guys thought about this a lot. I could see them struggling with it. A couple mentioned their duty as men. Some also just talked about not wanting someone to get off, especially if it was not going to get reported to legal authorities.

This led into a discussion about ways to support survivors.

- Always begin by asking “What do you need?”
- Listen, hear what the survivor is saying. Don’t interview. Don’t make judgments. Don’t think you have to “do” something. Just be there to listen. *At this point a couple of them talked about how difficult this is. A professor shared that when his wife brings a problem to him, he realizes that he has trouble just being there and listening. He doesn’t necessarily want to hear all about it. He just wants to know what he needs to do fix it. There was a lot of nodding.*
- Give the survivor the opportunity to talk if she wants it. Don’t demand that she do so.
- Know that a person who is raped or in a violent relationship may have difficulty with trust. This does not mean you are not trustworthy.
- It is the survivor’s choice to make decisions about what happens to her. Support those decisions. If you know of options and campus or community references, be prepared to share those.
- Respect that there will be differing levels of comfort with intimacy for a survivor. Someone may want a hug, another person may not. Again, check in with what the person needs.
- Finally, self-care is very important. Make sure you are getting the support for yourself and the difficulties you may face knowing someone you care about has been victimized.

During lunch a number of participants left the training. I know this was frustrating for many of those left. The training is designed in segments leading one into another. The afternoon segments complement and explain the morning segments. The guys who had to leave both afternoons missed a lot. I think it is important for them to get the material and to be able to discuss it. It would be great if you could arrange a couple of afternoon/evening meetings where those who were in attendance could go over things with those who missed.

## **What is Violence? Dynamics of Violence**

### **A. Definitions and Examples of Violence**

1. What is Violence? – physical, sexual, emotional, verbal harm done to a person by another person, or an act that one does to her/himself. The person “receiving” the act (the victim/survivor) is the one who determines whether she has experienced violence.
2. Sexual Assault, Dating Violence, Stalking – see your state, local, and campus resources to familiarize yourself with the definitions as they apply to the population you will be working with.
3. Break into small groups. Brainstorm examples for each of the following as they relate to intimate partner violence specifically but also as they relate to the larger society:  
Physical, Sexual, Verbal, Emotional/Other Violence

- Physical – hitting, burning, kicking, punching, choking, pulling, weapons, bombs, invasions of space, slapping, biting, grabbing, scratching,
- Sexual – Rape, incest, molestation, attempted rape, sexual assault or abuse, coercion, degrading remarks/jokes, harassment, fondling, unwanted touching, objectification, pornography, harassment
- Verbal or Emotional – demeaning or degrading comments, devaluing a person, isolation, lying, cheating, yelling, screaming, jokes, name-calling, harassment, rumors, put-downs, threats, media imagery, all violence has an emotional cost or toll
- Other – racism, poverty, sexism, all forms of oppression, war

Purpose: The purpose of this exercise is to NAME the violence. This can be healing for survivors, and it is very helpful to us in working to prevent violence because violence becomes tangible. What makes these things violence? The impact. An audience can argue with you all day long about the examples listed here. What can not be argued is the impact or effect these things may have on a person. In fact you may have had disagreements in your group about what you listed, or you may have withheld an example for fear that your group members would not agree. That is an important part of the exercise to point out what a victim/survivor experiences. If you had trouble deciding in your group what was violence, then imagine the difficulty a person who has experienced violence has in NAMING what happened to him. It is important if you use this exercise that you avoid arguments about which acts are and are not violent. The point is not to convince your audience that “cheating” is violence, for example, the point of the exercise is to encourage them to 1) name violent acts, 2) struggle through that naming process, and 3) gain an understanding about how each of us defines and is affected by violence differently.

### **What is the impact of violence?**

*(I strongly recommend the book Trauma and Recovery by Judith Herman for an in depth examination on the impact of violence.)*

Obviously physical and sexual violence can cause physical pain and injury. Often lasting far longer than the physical effects of violence, what we understand is that the emotional impact of trauma can be quite severe.

Physical and sexual violence can leave one hyper vigilant, always on guard to protect themselves from a surprise strike or grab or push to the ground. Some may use these tactics against others as a way to try and understand their own suffering by watching someone else experience the same kinds of things. This is sometimes called the Cycle of Violence. Some have nightmares.

All forms of violence can leave one “numb.” In order to deal with the fear and pain, some may figure out a way to “turn off” emotion. Some may constantly use humor to deflect or hide what is going on inside of them. Some may be easily angered saddened, barely able to “cover” what they are feeling by developing a thin layer of defense.

Some survivors of sexual assault and emotional abuse have difficulty forming relationships, difficulty trusting others. Some use manipulation and “games” to hide what they are feeling and to avoid getting too close. Some become overly sexual and

promiscuous – “it wasn’t my sexuality or my body to begin with” – and some cut themselves off from physical intimacy and sexuality completely.

**The point here is that there is no ONE way someone may be affected by a violent experience.** Response to trauma varies in a number of ways and can be dependent on numerous variables. Just like naming the violence is very important, it is essential that we help people see the needs and the impact of violence on survivors. We need to help redefine what it means to be helpful. Because there is no one way someone may act or feel, there is no prescriptive method of providing support. Typically we can tell people to listen, reserve judgment, be very aware of personal space and boundaries, be familiar with and offer options, and be sure you are getting support as well.

### **RAPE IS...**

In the afternoon we watched and discussed “Rape Is...” There were a number of responses from saddened to hopeful to helpless to angry to shocked. Looking around the room, it was obvious that some of the men were really affected. The stories put what we had been talking about into context for some of them. Some of them shared that this was the first they heard how deeply women are affected by rape. They also began to see that rape isn’t just a violent, physical and sexual act, but it is also about the impact of being violated, ignored, used.

### **Putting it in Perspective: Gender Socialization/Sexual “Scripts”**

#### **Playing the Game**

This exercise was originally developed to examine social and cultural “scripts” around gender and sexuality, and the values placed on men and women regarding sexual “choices” they make. It was used in HIV and AIDS prevention curriculum to provide students with something tangible to view and discuss what inhibits people from making safer choices around sex when pretty much everyone has information on ways to prevent the spread of STD’s and HIV. The exercise was adapted to incorporate a discussion about the relationship between sexual “scripts” and male violence.

Facilitator draw a large box on the board. Draw a line down the middle of the box vertically and then do the same horizontally, creating 4 smaller boxes. On the top of the 2 boxes on the left write “male” and on top of the boxes on the right “female.” To the left of the boxes on top, write “sex” and to the left of the boxes on the bottom “no sex.”

	<i>male</i>	<i>female</i>
sex		
no sex		

To the audience: This is an activity to look at and discuss ways society views and treats women and men based on their choices. Before we begin, would you say that women and men are treated the same or differently based on how much sex they have had? “Hell no! Men who have sex become like gods and women who have sex become trash!” is essentially what I hear from people. Okay, well keep that in mind as we go through this. I am going to ask you for words or terms used for women and men based on their sexual choices here in a moment. Please do not censor yourselves. It is important to the exercise that you give honest feedback.

What do men called or labeled if they have lots of sex or if they are PERCEIVED to have lots of sex? Write the responses in the top left box. “stud, player, pimp, daddy, mack, god, Adonis, he-man, Da Man, pig, dawg are among the many I have heard.

Are these terms typically positive or negative? Right, for the guys up here, these things are positive; they are compliments. Draw a “+” to the left of the box and circle it. What about “pig and dawg?” They don’t seem very complimentary? What I often hear is that the person saying it might not mean it in a positive way, but it is claimed as a compliment just as you get “points” in some crowds for having served time, or for drinking an exorbitant amount of alcohol, for failing a class, or pissing off a teacher. Interesting, isn’t it?

What about boys and men who haven’t had sex or who are perceived not to have sex? Write these in the bottom left box. “pussy, fag (or any number of other gay slurs), wimp, mama’s boy, weak, Boy, sissy, loser, limp dick” among other things.

Are these typically positive or negative? Write a “-” outside the box and circle it. Right, it is generally not a compliment to be called a pussy or any of these other things for that matter.

Let’s move over here to women. There have been occasions when I haven’t finished this sentence and men start shouting out “tramp, whore, slut...” If that happens, I point out

the eagerness to get to this box and ask the group to keep that in mind for the discussion. What comes next is actually women who do not have sex.

So, women who are not sexual or who are perceived to not be engaging in sex. What do we call them? Write these in the lower right box. “tight, frigid, clean, pure, sweet, good girl, daddy’s girl, religious, straight, square, lesbian (or a number of other lesbian slurs), Bitch, and Tease often comes up. I write “Tease” outside the boxes “straddling the line” between the top and the bottom boxes. We’ll address it during the discussion.

Again, ask for whether these are positive or negative terms. I used to do this exercise with a lot of high school students and some college students. They responded immediately to the question saying that the terms could be positive OR negative. The more I have worked exclusively with college audiences, the fewer responses I get labeling this area as possibly positive. I’m not exactly sure what this is about, audiences have been same sex and mixed sexes, but it appears to me to be a manifestation of the growing pressure to be sexual the older one gets. Write a “+ and –“ outside the box.

Okay, and finally, the one you have all been waiting for, what do we call women who have lots of sex or who are perceived to be sexual? “Whore, slut, tramp, ho, dirty, ‘hood rat, hoochie, trick, Bitch, sleeze, trash” and on it goes. Everywhere I have done this, regardless of the age or the ethnic make up group, the geographic location, the group always comes up with more names, they get louder, and they enunciate these words more clearly.

And these words, terms, are they positive or negative? Right, of course. Not only are they meant as insults, they are often taken as insults. Although, like with many movements, I have heard that women are reclaiming some these terms or are reclaiming this “box” so to speak. Be prepared to address that should it arise in discussion.

I want you to take a moment and just look at what you have created. Compare the boxes. Compare the value judgments placed on each of the behaviors. And don’t get too caught up on the terms themselves. The point of this is mainly to look at the judgment of the behaviors for women and men, not to debate whether the words are used or what exactly their intent is.

Please write down a few of your thoughts. Keep them brief, but jot down a few things you notice from carefully examining what is up here.

Facilitator, you can take this exercise in so many different places. I am only going to cover a few of them here. I try to complete the exercise in anywhere from 20 to 40 minutes depending on how much the group is willing to participate.

What are some things you notice? Here are synopses of replies. As I said above you can decide how much time to spend on each, or where you want to go with the conversation. Ultimately, we will get to what this all has to do with sexual assault, but if you have the time, see what the group comes up with first.



It is acceptable, laudatory even, for men to be sexual and it is completely unacceptable for women. The funny thing is, if men are supposed to be sexual and women aren't, who are men supposed to be having sex with? It just points out a lot of contradictions that exist in the culture.

Women are bitches if they do have sex and bitches if they don't. We're "screwed" either way. According to this model, do women have control over their sexual choices? Are they free to make whatever choices they want about their sexuality? No, she might be trying to please her family, or god, or morality or whatever on one hand, but also wanting to please her sexual partner. There is no room for her to make her own choices free of judgment. This is precisely why I wrote "Tease" out here in the middle. Sometimes a woman who is trying to walk a fine line between both of these areas is labeled a "tease." She's just trying to figure out what she wants, or she is trying to please everyone. Maybe she dresses a certain way, or maybe she'll do some things sexually and not others. All of this earns her that label. You can see how unfair it is.

I also want to make really clear that I do not endorse this model. Rather than approving of all this, I am using the model to point out how things exist in our culture. We call it "The Game" because it gets in our heads and we play along often without even knowing it. But as you can see, and as we will continue to discuss, no one wins.

Other things you notice? Men don't really have a choice either. There is only one place for them to go if they don't want to be considered a loser.

The only thing according to this that is completely positive is for men who are having sex.

If homophobia isn't brought up, I will bring it up. According to this model, where am I if I am not heterosexual? The only place for me is down here in these negative places. What does that say about me and my sexuality? Some people argue that words are just words, that they don't mean anything. I don't agree. If I am a LGBT or questioning youth and all I hear is "That's so gay! and Fag!" trust me, it has a huge impact on how I feel about myself and how I think others may feel about me. According to national statistics, 1/3 of teenagers who commit suicide identify as LGBT or questioning.

Now, looking at this more closely, what might it have to do with sexual assault in our culture? Well, with what you were just talking about, someone might force a female to have sex to prove he is not gay.

He might be so concerned with what others think of him that he will try to have sex with as many women as possible in order to avoid being labeled any of those things on the bottom. And if this is in his mind, do you think he is really concerned about whether the sex is consensual? Probably not. In fact, if he goes to a group of his friends, as some guys are known to do, and tells them that he got some, do you think they ask him "Was it consensual?" Lots of laughter and some discussion usually follows this.

What a guy learns according to this is that the only way to be "the man" is to have intercourse; forcing a woman to do something she doesn't want to do. This also refers to people as things rather than as people. Males who do not have sex and all women are

negative things. This objectification combined with the pressure for a male to be sexual, powerful, and in control can lead to a male raping a woman or a man in order to exhibit that power. Also according to this model, a man is powerless unless he is being sexual. Power is gained through sex, consensual or otherwise.

If a woman isn't encouraged and supported in saying "yes" to sex, how can be empowered to say "no?" According to this, women are stripped of their ability to choose for themselves.

How might this actually hurt men? It looks like men get all the benefits, but can you imagine that it could also be really destructive? This doesn't allow men to find any meaning in their lives. It's all about sex.

We aren't really able to establish relationships with women or men. It's more about establishing power over them.

Men can't be satisfied with what this means for them.

Men are probably the targets of a great deal of men's violence.

It must be really exhausting for men always trying to prove themselves. Yes, it leads to a lot of pretty destructive behaviors for us.

Again, there are many other topics that may come up. I will leave you with the ones above. Keep in mind that this is an exploration of the topic, it is not an exact science. I have learned that some of these come up with some audiences and not with others. Some are more willing to discuss than others. Try not to get frustrated. Go with where the group is at. Use their examples and use other stories wherever you can to make your points clear.

What can we do to CHANGE it? (A few examples of things that come up or that I will introduce)

- Be conscious about our language and choice of words.
- Interrupt when we hear these words being used.
- Teach and encourage boys and men to adopt a full range of intimate behaviors, not just relying on sexual intercourse to meet their "needs."
- Teach boys and men that they have other options when they are horny. No one has died from blue balls. It isn't up to their date or partner to take care of them.
- Model, teach and encourage boys and men to find power in healthy, respectful behavior. "Giving up" power can be just as powerful (if not more so) as constantly seeking to "take it" from others.
- Teach and encourage women to reclaim ownership of their bodies and of their sexuality. Their sexuality is not for men's pleasure.
- Honor males and females who choose to be abstinent.
- Honor and support a multitude of sexual orientations.

## **DAY TWO – Friday, July 30**

Opening Circle: Check-in, Questions regarding previous day

Standpoint Theory

Socialization Continued

Knowing/Teaching/Discussing Consent

BREAK

Main Messages/Outcomes Based Planning

LUNCH

Team Builder/Energizer

Outcomes continued

Timeline

Closing Circle

### **Standpoint**

Standpoint Theory was briefly explained on page 5 of the report. Participants were asked to spend 10 minutes identifying their “roots”- the things in their life early on that influenced the person they became. A list of identifiers we created included:

- Birth order
- Number or lack of siblings
- Economic status
- Ethnic background
- Number of generations in U.S.
- Religious or spiritual upbringing
- Trauma related experiences – serious illness or death, divorce, growing up in the ghetto, family substance abuse, incarceration, and others
- Geographic location of birth and residence
- Size of town where one reside
- Family status
- Physical and mental ability
- Political landscape or world affairs
- And anything else you can think of

Participants were then asked to think of times and ways they had maybe picked up their roots and moved. For example, when you came to college, did you “replant” your roots? Did you see the world in a new or different way? What things changed for you and which of your original roots did you keep? What accounted for either the change or holding on to your original Standpoint?

The group was then asked to pair up with someone and share only what they were comfortable sharing. This exercise is very important in helping participants get the importance of meeting audiences where they are and withholding judgment about others' views. If we see others as human beings with different life experiences rather than as evil bastards, we are more likely to treat them with respect and engage in meaningful dialogue and discussion. Standpoint may also be valuable in developing empathy in those attendees of our educational programs.

### **Putting it into Perspective – Gender Socialization continued**

## **Tough Guise Video and Discussion**

### **Knowing, Teaching, Discussing CONSENT**

From my experience working with males as young as 11 and on into adulthood, most of them agree rape is bad and wrong, and they have some general idea of what the law says about rape, but when it comes to a discussion of Consent, they are relatively clueless. This is what leads me to believe that there is an unknown quantity of men out there committing rape not because they hate women, or because they are seeking power over women, but because among other things, they don't REALLY know what rape is. Of course, I believe this is still related to sexism and patriarchy as systems of domination and control, but I have learned that they affect men and are practiced by men in different ways. It has also enabled me to take a more compassionate approach educating men about ways we can make our sexual experiences safe, equal, and always consensual.

#### **1. What is Consent? How would you define it in a sexual situation?**

- a. an agreement
- b. approval
- c. saying "yes"
- d. getting parental permission (ha-ha – it can feel like this is what is needed sometimes)
- e. an agreement where both people are sober
- f. a situation where there is free will; the freedom to say "yes or no"

These are all (mostly) good. I typically simplify it to "a sober agreement between the people involved, free of any sort of coercion or pressure." Although this discussion can make having sex sound extremely complicated, that is not my intent. I do however believe men have a greater responsibility to create safe, equal sexual interactions.

#### **2. Being Sure Sex is Consensual**

So, I assume you all want to make sure that your sex is consensual. How do we go about doing that? If I am with my sexual partner, and I want to make sure that person wants to have sex, what do I do?

It's funny, "ask" is almost always the first thing people say, but then there is lots of conversation and disagreement around that.

- a. Okay, so the best thing for me to do is ask. It is at the top of our list because a verbal response is probably the clearest response we are going to get. If I ask, I am going to get a "yes, a no, or a maybe" or variations of those three things. There is the potential for a lot of discussion here: When does one ask? How often does one ask? What exactly is one asking for? And WHAT exactly does one say?
- b. Alright, so you want to be sure to get your partner's consent, and you have heard that the best to do that is verbally. What do you say? How do you ask?
  1. Is this okay? Do you want to keep going?
  2. Would you like to engage in sexual activity? (I actually had a guy suggest this once.)

3. Can I touch you here? Would you put your hand where you'd like me to touch you?
4. Do you want to have sex?
5. I was wondering if sex was in our future?
6. Would this be a good time to ask if I should use a condom?
7. Are you comfortable with this? Not can I get you another pillow, but are you comfortable with what is happening?
8. Before we go any further we should talk.

These are all possibilities. Some you might feel are better than others or more realistic for you than others. Some of you might still be thinking I'm nuts. That's okay. I know this is a difficult thing to talk about. I also know that we have few if any examples of this taking place in reality. I am going to ask you to trust me. It's like riding a bike; you might fall off a few times, you might feel really stupid, but you will eventually get the hang of it, and it could even make the intimacy between you and partner grow considerably.

Again, there are so many directions this discussion can go that I can't cover them all here. Other questions I might ask to spark discussion are:

1. Why do we find it so hard to talk about sex?
2. Why does this seem so unrealistic to some of you?
3. Why might someone flat out refuse to ask? What might they be afraid of hearing?
4. If you ask for sex, and the answer is "no" does that have to be the end of the event? (Trying to make the point that intimacy does not HAVE to = intercourse. There are other things a couple can do to please each other, to be close to each other than intercourse.)
5. Do you have to ask the question every 5 minutes?
6. Is consent to one activity, say sexual touching, consent to oral sex, or consent to intercourse?

c. Paying attention to body language can be another way of determining if the interaction is consensual. However, let me be clear, in many situations, this is not anywhere near as reliable as getting consent verbally. If your partner is sober, fully conscious, and actively and willingly participating in what you are doing, it is reasonable to believe that consent exists.

Again, for all of the reasons I have listed, I still encourage you to have a conversation with your partner about sex. If you refuse to do this, and are relying on body language alone, also pay particular attention to your partner's facial expressions, her body's level of rigidity or reluctance, and whether or not she is actively participating in what you are doing.

This is often where a discussion arises about alcohol and consent. Avoid arguments about the law. They are pointless and they are some men's way of rejecting your suggestion that men take responsibility for establishing consent. I also personalize it sometimes: "I don't care what the law says. I want my sexual partner to be fully conscious and aware of what is happening. I want to have sex with a person, with all of that person's capabilities."

d. Finally, it is pretty safe to assume consent exists if your partner initiates a particular activity; however, it is consent only for that activity. Don't assume that your partner is interested in intercourse if he initiates oral sex. I sometimes share stories I heard at the rape crisis center of this kind of thing happening. A woman would be interested in a guy, attracted to him, and initiate something on a date. This went from a fun, enjoyable thing for her (and what she thought would be for him) into a situation where she gets sexually assaulted. He often felt like she owed him because she started it, or that it was his right because she had aroused him. We have to teach guys differently.

### **The Violence Against Women Continuum**

On the next page you will find the Violence Against Women Continuum. It is used as a tool to examine the "state" of violence against women in our culture and to point out that acts of rape, physical assault, and the murder of women do not happen in a vacuum. It is used to counter the beliefs that violence is normal in men, and that there is nothing we can do about violence except change the behavior of women or maybe jail the perpetrators. It is used to support an approach to violence prevention that addresses societal and cultural "viewpoints" which lead to and ultimately accept violent behavior. It is used in conjunction with the previously mentioned theories to address collective responsibility for working to end violence against women.

As you can see, the continuum exists on a pyramid modeling the reality that things at the bottom of the pyramid occur far more frequently than acts along the top. It also illustrates that what occurs at the bottom of the pyramid serves to support what exists at the top. If we can wipe out or at the very least reduce the bottom, we are more likely to do the same at the top.

## Violence Against Women Continuum

### DEATH ..

Rape with murder  
Domestic Homicide  
Suicide

### SEXUAL MUTILATIONI

Cutting and burning

### RAPE/DOMESTIC VIOLENCE

Forced oral, anal, or vaginal penetration  
Marital/Partner Rape  
Physical, Verbal, Emotional Abuse

### UNWANTED SEXUAL TOUCH

Molestation  
Sexual Assault

### UNWANTED PHYSICAL TOUCH

Grabbing/ touching  
Brushing against body

### INVASIONS OF SPACE

Jokes/ catcalls  
Obscene phone calls  
Harassment  
Looks/leers  
Intimidation/threats

### SEXISM

Male qualities/attributes more valued than female qualities  
Men dominating positions of power  
Women/ children portrayed as sexual objects in the media  
Pornography

### ATTITUDES AND BELIEFS

Women and children are less valuable  
Males should be tough and strong  
Women should be nice  
Violence is normal  
Victims are to blame

### Ways we normalize violence:

- Blame the victim
- Use violent references, violence itself in everyday language
- Names people get called
- Use of terms like "bitchslap," "wifebeater,"
- Hazing and the slow response to stop hazing
- The amount of violence used in film
- Some religious and cultural beliefs
- Belief that women are less than men
- Crimes or acts that we overlook
- "Boys will be boys"
- everyone else is doing it mentality
- seems to be acceptable
- perpetrators not taking responsibility and not being held accountable by legal system or community

We were beginning to run out of time in the afternoon, so we jumped from the theoretical, educational stuff to strategic planning. This afternoon was also missed a number of the guys who had to work and missed the afternoon before. Please make sure there is an opportunity for them to meet and discuss these things.

### Outcomes Based Planning

We often engage in this work mulling about day to day with ideas about where we are headed but without having clearly expressed those ideas or without defining the direction we are headed. It is simple to plan and carry out activities without a clear goal in mind, but ultimately it is not as effective as plotting your course.

It is imperative to set goals and objectives in order to and to measure where we are in the process, as well as to look back on the route we have taken. Outcomes should be measurable. In order to accomplish this, it is a good idea to begin the outcome with "increase or decrease." Once the *goals* and objectives are established, projects and activities can be planned that have a direct link to a specific goal.

### GOALS

- Stop Rape
- Minimize all forms of violence
- Develop more inclusive communities
- All women can walk alone at night and feel safe
- Women can live without fear
- Men respect themselves
- Get people aware and talking
- Teach women to say what they mean and mean what they say
- Teach younger men what it means to be real men



### Objectives to reach goals

- Heavy recruitment
- Increase men's self respect
- Reduce bystander behavior
- Increase men's self care
- Increase awareness and knowledge
- Increase opportunities for dialogue and discussion and debate
- Increase women's and men's assertiveness and clear communication
- Give women and men skills for communicating clearly
- And for engaging in healthy relationships
- Increase opportunities for men to stand up for the issues
- Promote Diversity
- Create an understanding of gender identity and development
- Change the way consent is taught "one strike and you're out"
- Identify, decrease and remove barriers to men's involvement in MAV
- Emphasize that most men are not violent; most men can have influence over the minority of do commit violent crimes

### ACTIVITIES

- HEAVY recruitment
- Write newspaper articles to inform about issues and the group (or about the important role men play in stopping violence, creating equality, safe communities, etc.)
- Word of mouth – give men skills to talk with friends and peers about the topics and about the group
- Create a PSA for end of sexual harassment training about group
- Invite and host speakers and other performers to address topics
- Work hard to make the speakers known to campus if they might not be known
- Create and deliver programs that address bystander behavior and encourage speaking up
- Hold social activities
- Get involved in community events or with a community organization
- Mentor younger men on campus
- Go to events as a group
- Hold booths/information tables
- Create poster campaign to show group in positive light
- Create social marketing messages and posters
- “Man2Man” wrist band
- women and men working together to reduce confusion and clear up communication about relationships and sex
- encourage and model for other men intimacy, connection (rather than sex and total independence)
- TEACH CONSENT

### RECRUITING AND MARKETING

- Follow up program with FYS

- Get name on survey – interest survey done by another office
- Creative signage or placards placed on campus
- Create a banner to be signed by faculty, staff, and students pledging nonviolence
- Make buttons
- Use existing materials or events to advertise
- Make wrist bands like the Lance Armstrong Foundation bands
- Establish and nurture relationships with psychology, social work, sociology, counseling, criminal justice, women’s studies(?) departments and faculty
- Create initiatives (not sure what this was referring to)
- Door hangers
- Condoms – condomgrams
- Nomination cards
- Hold a recruitment “party” or social gathering
- Information tables at sporting events, large events, movies
- Hold fundraising events, auctions, bake sales
- Contact celebrities about sponsoring or participating in some way (donate signatures, psa’s?)
- Create commercial spot for TV, radio
- Make a webpage
- Have a men’s auction (we also discussed this – It doesn’t fit with the overall message of the group)

### **Main Messages**

- Men Can Stop Violence (against women, against people)
- Men are strong without being violent
- MAV is pro-people
- Violence is a human issue
- Violence Thrives In Silence – Speak Up!
- Decide (you can) to end violence
- Our strength is not for hurting

### **BARRIERS OR IMPEDIMENTS TO MEN’S INVOLVEMENT**

- There is a perception that
  - the guys in the group are just trying to please women
  - the guys in the group are doing this to get (hook up) with women
  - the guys in the group must be effeminate or gay
  - it is not a masculine thing to do
  - it is women’s work, a woman’s problem
  - to be in the group, you must be perfect, 100% politically correct, always say the right things
- There are already so many activities for men to do on campus
- Being in the group goes against men’s gender construction (what they have been taught men should take part in)

- Reputation (one's own reputation or maybe the reputation of the group – if it doesn't do much or if members of the group give it a bad image?)
- Fear that women will reject them because they are doing something “sissy”

### **By September 30 (as soon as possible actually)**

- Main messages are identified and developed OR
- Core values established
- Develop freshman recruiting materials
- Develop an MAV poster – Have a draft the second week in September
- Set the semester meeting schedule
- Create and maintain an e-mail contact list
- Identify MAV meeting space and office space
- Identify and plan at least 2 actions the group can take fall semester
- Explore faculty/staff involvement in the group
- Establish an acceptable level of commitment
- Set fall retreat date

### **By the end of 2004-2005 year**

- There are at least 5 men (including Baron) meeting regularly
- The group has sponsored at least 2 events each quarter
- Have a consultant return spring quarter
- Have serious discussion about a program like the Vagina Monologues for men (we discussed this – it's not a penis monologues, but a show uncovering the depths of masculinities, the vulnerability of men, a show that illustrates the real ways patriarchy and sexism hurt and limit men)
- “Just Stop It” Race in October – MAV should participate in some way
- A group structure has been determined – is it an SAI club? Is it peer educators through PEACE Proj.? Could it be both? Are there other options?
- Create a program on healthy relationships that people might actually attend

### **SAMPLE FALL TIMELINE**

- August/September:
  - Identify and meet with key stakeholders
  - Create foundational goals and objectives
  - Establish timeline for fall
  - **Be flexible**
  - Launch initial recruiting effort
- October
  - Continue recruiting
  - Build list of interested students
  - Select most popular meeting day and time for first meeting
    - In the first meeting, be sure to ask why people are there, what they hope to get out of being involved. Keep this in mind as you move the group along. Without losing sight of your goals and objectives, do what you can to make sure they get what they need out of the group and out of the process.

- Use this as a time to share the goals and objectives you have identified and why.
  - Share your needs and outline ways men can be involved in the group.
  - Find out if the first meeting day and time will work for most people on a consistent basis. For those who can not be there regularly but are interested, figure out a way of keeping them informed and tied to the group.
- Use first few weekly meetings to let the group get to know each other. Establish safety and trust. Combine group building activities with educational activities.
- Encourage group members to attend Domestic Violence Awareness Month activities on campus or in the community. Offer to assist group members in writing a letter to the editor about Domestic and Dating Violence.
- Reserve a room and show a film about dating and domestic violence. The topics can be the complexities of relationships, healthy relationships, or uncommon representations of intimacy, partnership, or gender. Be sure to follow up with a discussion. Women Make Movies <http://www.wmm.com/> has an extensive list of topic related films.
- Ask the men to choose a day and time to meet outside of established group meetings to do something social. Encourage them to go for a hike, have a BBQ, go play disc golf, go to a movie or have a potluck
- November
  - Continue weekly meetings that consist of both group building and educational exercises.
  - Revisit goals, objectives and activities. Obtain group input and ideas.
  - In addition to weekly meetings, arrange for more “outside” activities.
  - Set up practice sessions with group members to meet with staff or to meet with each other to practice talking about the group and what they are learning. Many of them “get” the concepts (some of them will not and will take more time), but they have a hard time articulating what it means to redefine masculinity for example, or they will get the idea of giving up privilege, but they will not know how to explain it to someone else.
  - Hold an information table in a high traffic area of campus.
  - Begin to assess member roles. Who is interested in public speaking, web development, desk top publishing, writing, event management or other duties you and the group identify.
  - Meet with another social justice group or groups on campus or in the community. Attend another group’s event(s). Host another movie night.
  - Plan for the next quarter or for the rest of the semester following the Winter Break. January and February typically have a number of events in honor of Martin Luther King, Jr. and in celebration of African Americans. Incorporate an analysis of racism and an examination of the intersections of oppression into the group’s overall purpose and mission. These are good opportunities to work with other social justice groups on events and awareness.
- December

- Attend or co-sponsor World AIDS Day event. Highlight the connection between homophobia /heterosexism and men's violence.
- Make final meeting of the semester a social gathering acknowledging the group's development and growth and give members an opportunity to reflect verbally on the group, its accomplishments, the process, and the work still to be done.
- Make sure all group members know when and where the first meeting after break will be held.

### **Other Educational Exercises You May Be Interested in Using**

#### **A. The "Act Like A Man Box"**

This exercise is another that was adapted from Paul Kivel's Men's Work and from work done by the Oakland Men's Project. The purpose of the exercise to engage men in dialogue about where and how they developed their ideas of masculinity and to identify the links that exist between stereotypical masculinity and violence, sexism, domination, power and control, and homophobia.

Facilitator: Draw a circle on the board large enough to write a few words inside. Ask the group: What are some feelings typically not acceptable for men to feel? Write the responses inside the circle. "Sad, scared, hurt, weak" are typical.

In response to a boy or man having these feelings someone might say "Act Like A Man!" What are they telling you that you are supposed to or to be like when they say this? Draw a large box around the circle. Write the responses inside the box, outside the circle. "Be tough or strong, don't cry, don't show emotion, keep it in" are typical responses.

We call this the Act Like A Man Box. It shows how stereotypical masculinity traps or hides who we are inside. What potentially happens when we hold this inside for a long period of time? We explode – either by actively or inactively doing damage to ourselves, or by hurting someone else.

What names do boys and men get called when they do show the feelings you see here? Write these outside the box on the right. Typical responses include "girl, faggot, gay, homo, weak, mama's boy, sissy, pussy. What effect do these names have? What happens to boys and men physically when they're not acting like men "should?" Write these on the left side of the box. Typical responses include "beaten up, hit, kicked, attacked, slapped, abused."

A kind of physical mistreatment males experience which doesn't get much attention is sexual abuse. A study by David Finkelhor in 1992 found that 1 out of 6 males was sexually abused by the age of 18. Most of these boys are sexually abused by a man who is NOT gay, and like most perpetrators of sexual assault he appears "normal." As you can imagine, the way boys and men are mistreated and boxed-in make it extremely difficult to talk about or to seek help. When we combine all of these variables, we can see how males are being trained to walk around like a time bomb. It's very possible that this has much to do with the rate of violence committed by males.

## OTHER POSSIBLE DISCUSSION:

What are times in your life you have felt “boxed in?”

How does this pressure affect your relationships with other men? What about with women?

What can you do or have you done to resist the pressure or to “re-write” what is expected of men?

### **B. Men’s Stand Ups**

This is another exercise from Allan Creighton and the Oakland Men’s Project. I use the other two exercises in Gender Socialization to establish firmly that gender is a construct; it is fluid, changeable. They are also used to provide concrete examples of ways gender construction in men is linked to violence and domination over other men and of women. Weaved throughout these exercises are not discussions and arguments over definitions or statistics or “fault,” but discussions of IMPACT and EFFECT. What is revealed through these exercises are real, tangible examples of ways people are hurt by violence, coupled with discussions and strategizing about what can be done to create change. These Men’s Stand-ups are meant to provide a final, real life example for men of how their masculinity was constructed in a way that limits them, that inhibits them from being fully human.

To the audience: I am going to read a number of statements. If you decide the statement is true for you, please stand up. It is important that this exercise be done in silence. Each of you decide for yourself whether you want to stand. If you decide to stand up, do so silently, look around the room to see who is standing with you, and sit back down. Notice what you are feeling and thinking as each statement is read.

Stand up if you’ve ever

- worn blue jeans.
- worried you were not tough enough.
- exercised to make yourself tougher.
- been disrespected by an adult.
- been called a wimp, queer, or a fag.
- been told to act like a man.
- been hit by an older man.
- been forced to fight.
- been in a fight because you felt you had to prove you were a man.
- been deliberately physically injured by another person.
- been injured on a job.
- been physically injured and hid the pain.
- been sexually abused or touched in a way that you didn’t like by another person.
  - stopped yourself from showing affection, hugging, or touching another man because of how it might look.
  - got so mad while driving you drove fast or lost control of the car.
  - drunk or taken drugs to cover your feelings or hide pain.
  - felt like blowing yourself away.
  - hurt another person physically or sexually.

Give the group a minute or so to collect itself. Depending on the size of the group, ask these processing questions all together, or if the group is too large, break into small groups and give each group a sheet with the questions written down.

1. What feelings or thoughts did you have while going through the list above?
2. Which of these experiences are most alive in your memory? Which of these experiences have been the most painful?
3. Identify 3 qualities from the Act Like a Man Box that you are still trying to unlearn. (be tough, don't show your emotions, get a girl to do what you want, be ready to fight, make lots of money, boss people around, don't compromise, be in control, say the last word, etc.)
4. What were some of the names used in your youth to keep guys in the box? Are there any new ones? Are there any that you find yourself using on other people?
5. Do you have any "fighting words" that make you feel attacked and make you want to defend yourself? Why are they so powerful for you?
6. What are you doing to take care of yourself, to unlearn these things?

### **C. The Heart Exercise**

The Heart Exercise, adapted from the Oakland Men's Project, enables us to further examine possible causes for violent behavior as well as to discuss the impact violence has in our lives. It assumes that all of us are born "good" and that we all experience a variety of events in our lives that lead to pain and suffering. It is this unresolved pain and suffering experienced by each and every one of us that has the potential to lead any person to violence. **VERY IMPORTANT:** This is not an excuse for violent behavior. Violence should not be tolerated whatsoever; however, if our aim is to stop violence, the Heart Exercise provides us with a model for understanding that behavior and tools that enable us to work toward its prevention.

Facilitator draws a large heart on the board. To the audience: Picture a baby (represented by the heart on the board). Think of one word you would use to describe the baby. What are some words that come to mind? Facilitator writes the words given by the audience inside the heart. Write down whatever examples you are given. "Beautiful, intelligent, curious, innocent, vulnerable, loveable, dependent" are frequent examples.

To the audience: For those of you taking notes, write your name above the heart. Take a moment to think about these words as a description of you. Do they fit? Can you see these things in yourself? If no, why not? What kinds of things get in the way of seeing ourselves in a way you just described?

Now comes a series of questions about ways people get hurt/experience violence as they are growing up. Facilitator asks this series of questions. For each response you get, put a small line across a word in the heart. We will discuss this more in a moment, but the lines represent pain and scars in our lives.

Picture that baby now as a 2 year old child. What gets said to or done to this child when her parents or caretakers don't have time for her. What happens when he needs attention or food or love and his caretakers don't want to be bothered? "Not now! the child gets hit or slapped, ask your mom (or dad), they get put into their room, they are restrained, put in front of the TV" are common responses. Occasionally someone will argue about this question and about the responses. Redirect them to the goal of the exercise which is to examine the impact these actions have on people.

Now picture the child as a teenager. What gets said to or done to this girl who isn't acting the way girls are "supposed" to act? What happens if she is not pretty enough, or if she likes sports, or doesn't wear the right clothes, or doesn't follow other stereotypical norms for girls? How is she treated by her peers? "She gets isolated, left out, teased, picked on, made to feel unattractive, unworthy" are common responses. Ask this question for boys. Then ask the question for a child who does not have white skin, or is not from the United States, does not speak English, or speaks with an accent? What gets said to or about, or what gets done to a child who is lesbian, gay, bisexual, transgendered, or questions her sexuality? Remember for each response to put a line on the heart. Make a point of discussing the physical violence people experience just because they don't "fit in." Many of the responses begin to sound similar so I will ask the questions differently and not spend too much time on one. If you aren't getting responses, move on to another question or reframe the question. When you are finished, take a moment, step back and examine what has been created. What you originally wrote inside the heart should be covered somewhat by the lines you used to mark up the heart.

What do you think these lines represent? (scars, pain, hurt) From these experiences, can you imagine how difficult it gets to see what is good about ourselves?

Draw 3 large arcs around the outside of the heart. What are some ways the violence this person experienced may have affected their behavior? What are things this person might do in response to the violence he experienced? Write the responses in various places throughout the arcs that you drew. "Become violent, join a gang, isolate, abuse alcohol and drugs, think about suicide, eating disorders, attempt suicide, act like everything was fine, good grades/bad grades, class clown, top athlete" are common responses.

What do these arcs (and your responses) represent? "Shields, barriers, boundaries to avoid further hurt, to try and forget about the hurt, cover it up." Why do we put up these barriers? "To cover up the pain, to keep our pain private, to try and make it disappear, to avoid being hurt even more."

#### **Further points to include in discussion...**

- Violence that we enact toward others is often the result of our own unhealed hurts; we are doing this to try and protect ourselves.
- People who are violent are not BAD people; they are people who have been hurt who do bad things. The fact they have been hurt does not excuse their behavior, but it helps us begin to understand why people may do the things they do.



- It is possible to get back to all the ways we described a baby as being. Instead of putting up shields, we can work to heal the scars the pain.
- This is how violence affects us as individuals AND as a community. We are all walking around with our shields up and instead of dealing with each other in a straightforward manner; we have to deal with each other's shields.
- Violence IS preventable. Violence IS NOT acceptable behavior. Though we are all capable of violence, we are also capable of healing from that which has hurt us; hence, we are capable of nonviolence.

**Western Men Against Violence  
Fall Retreat**

**Contact Form**

**Name** \_\_\_\_\_

**Address** \_\_\_\_\_

**Phone** \_\_\_\_\_

**E-mail** \_\_\_\_\_  
\_\_\_\_\_Add me to the WMAV e-mail Listserv

**Check all that apply:**

\_\_\_\_\_ Thanks for the retreat, but I am not interested or do not have time to take part in any activities.

\_\_\_\_\_ I would like to become more involved in Western men Against Violence activities and events. The area I am most interested in is: (number 1 through 4 – 1=most, 4=least)

\_\_\_\_\_Speakers Bureau    \_\_\_\_\_Awareness    \_\_\_\_\_Events    \_\_\_\_\_Community Service

**Speaker's Bureau (training provided)**

Educational programs in a variety of settings on and off campus in residence halls, classrooms, special events, juvenile detention center. You may also have the opportunity to present off campus in collaboration with community agencies on issues of sexual and domestic violence.

**Awareness**

Using various forms of media to increase awareness on campus of the reality of violence, as well as increasing awareness of the tools people can use to prevent violence. Examples include: writing letters to the editor, opinion pieces, helping write and produce a newsletter, assisting social marketers in creating advertisements, posters, brochures. Awareness may also include information tables and in person outreach on campus.

**Events**

Working as a team to create events for the campus community or collaborating with other groups on already established campus events. Some examples include: Red Square Info Fair, Domestic Violence Awareness Month activities, the White Ribbon Campaign, Sexual Assault Action Week, the Men's Retreat, Take Back the Night, a Gender Symposium, and possibly a national conference.

**Community Service**

WMAV has established a relationship with the Roosevelt Neighborhood and with the Boys and Girls Club of Bellingham. A couple of times a quarter, WMAV arranges a community service project at Roosevelt Park or at the B&G Club cleaning up the place, cutting back blackberry bushes, pulling trash out of the creek, weeding the grounds around the club, and interacting with children at the park and members of the club.

Number of hour(s) I can volunteer each week: \_\_\_\_\_ or each month: \_\_\_\_\_.

**October 17, 2001**

**Dear ,**

I am writing to invite you to a special event. Western Men Against Violence is holding the 2<sup>nd</sup> Annual Men's Fall Retreat **Saturday, October 27 from 9:00 AM to 6:00 PM in the VU Room 565**. The retreat is open to all male Western students, faculty, and staff and is being sponsored by Prevention and Wellness Services. There is no cost to attend and food will be provided. You are receiving this invitation because someone has identified you as a man in Western's community who is a model for other men. You are recognized as a man who might be interested in contributing to the work of Western Men Against Violence.

The purpose of the retreat is to enlarge the community of men on Western's campus who are visibly and actively participating in the effort to end men's violence. The day is structured in a way that allows men to get to know each other and to engage in dialogue about the positive power of men. Participants will examine both the impact of men's violence and the many ways we all benefit by stopping this violence. Large and small group discussion will accompany guest speakers, a student performance education troupe, a wonderful group of men, and plenty of good food.

We want men to leave the retreat feeling proud of who they are and energized for the work that lies ahead. Some of the opportunities to be involved with WMAV include: community service projects, the speakers bureau, a literary journal,, group outings, special events, and much more.

Please help us out by spreading the word. Pass this on to your colleagues or students who you think would have much to contribute or much to learn (or both) by attending. Again, all men at Western are invited. **The deadline to register is Wednesday, October 24.** Register by contacting me via phone or e-mail: 650.3290 or [brian.pahl@wwu.edu](mailto:brian.pahl@wwu.edu).

This is going to be a wonderful opportunity to share a day with other men who want to make a difference at Western and beyond. I hope you will join us.

Sincerely,

Brian Pahl, Coordinator  
Men's Violence Prevention Project

## Western Men Against Violence Fall Retreat Evaluation

Please answer honestly. Your perspective and opinions are very important to us.

	5 strongly agree	4 agree	3 neutral	2 disagree	1 strongly disagree
1. I would recommend the retreat to a friend.					
2. I will remember some of the messages I heard during the day.					
3. I will use some of these messages in the interactions I have with others.					
If so, which ones?					
4. I felt included and respected.					
5. I am satisfied with the amount of interaction I had with other participants throughout the day.					
6. I learned something about the underlying causes of violence.					
7. I learned skills I can use to help prevent violence.					
8. I found the Color of Fear video and discussion to be helpful.					
9. I gained knowledge on how to speak up when I hear degrading or prejudicial jokes or comments.					
10. I gained confidence to address these jokes or comments.					

One (or two) things I would change in order to improve the retreat.

One (or two) of the most significant things I learned was/were:

Is there anything else you would like to add or comment on? You can use the other side.

**Thank you for your time and for your comments.**



Prevention and Wellness Services

360-650-3290 360-650-7919 fax  
e-mail: brian.pahl@wwu.edu

May 2, 2002

Dear Charles,

Thank you for your willingness to sign the WMAV Pledge of Nonviolence and for your interest in being a man who holds yourself and other men accountable to act without violence.

You have made a very important commitment. Being aware and conscious of our interactions with others is the first step we can take in keeping our relationships violence-free. By setting the example for other men, we have so much to gain in our relationships with women, with children, and with other men. This card is just one piece of a large project we are undertaking here at Western to make it clear that violence in any form is not tolerable.

Please carry your card with you. Let other men - faculty, administrators, staff and students - know that you have taken a stand against violence. If you know anyone who would like a card, please have them contact me at 650-3290, or they can stop by my office in Prevention and Wellness Services, Old Main 565. **If you would like to join over 100 other men at Western on the WMAV Listserv call or send me an e-mail.**

Enclosed you will find a certificate and calendar in addition to your card. Place the certificate up in your room or on your door to show others the commitment you have made. We welcome you to attend any of the activities on the calendar, or you can work with us to set up your own event or get together. You may also want to check out our website that is constantly being updated with information and events:  
**[www.wwu.edu/~wmav](http://www.wwu.edu/~wmav).**

Finally, please feel free to use me as a resource if you need someone to talk to about problems with violence, if you have experienced violence and need some help, or if you are concerned about someone who has experienced violence. I am also here to help with research for papers and projects relating to various kinds of violence or men's health.

Thank you, once again. I look forward to seeing you at one of our events.

Sincerely,

Brian Pahl, Coordinator  
Men's Violence Prevention Project  
Prevention and Wellness Services



Prevention and Wellness Services

360-650-3290 360-650-7919 fax  
e-mail: [brian.pahl@wwu.edu](mailto:brian.pahl@wwu.edu)

April 4, 2001

Dear Monica,

Welcome back to Spring. Prevention and Wellness Services is pleased to start the new quarter with the release of the attached poster: *Men of Western Speak Out*. As you can see, twelve men are sharing how their lives have been affected by violence, and their thoughts on what men can do to end violence.

The poster was funded by the Department of Justice Ending Violence Against Women Grant, and it is one of the many ways the Men's Violence Prevention Project is attempting to encourage men to work for gender justice and for an end to men's violence. We are promoting positive masculinity based on openness and empathy, a commitment to non-violence, and taking responsibility for one's actions.

Each man who appears in the poster has given Prevention and Wellness Services consent to use his picture and his words to assist in the effort to end the cycles of violence that affect the lives of so many. We are grateful to each one of them.

We would appreciate your assistance in this effort. One way you can help is by displaying the poster in your room or office. If you would like more copies, or if you know someone who would like a copy, I'll be happy to bring them by. I can be reached at [brian.pahl@wwu.edu](mailto:brian.pahl@wwu.edu) or 650-3290 or in Old Main 565. Thank you very much for your participation in the effort to make Western a more safe, welcoming community.

Sincerely,

Brian Pahl, Coordinator  
Men's Violence Prevention Project

July 25, 2002

Dear Andrew,

Congratulations and welcome to Western Men Against Violence. As a member of this group, you have the opportunity to participate in exciting, groundbreaking work that has the potential to significantly impact the lives of Western students. While the group and the Men's Violence Prevention Project are still relatively new, the last couple of years have served to establish a firm foundation for our work.

You may still be wondering what you will doing as a member of WMAV. I wish there was a very simple, concrete answer to that question. You can learn about some of the group's goals and objectives and the projects we do by visiting the WMAV website at [www.wwu.edu/~wmap](http://www.wwu.edu/~wmap). I would also recommend looking at the PWS website for information on the Department of Justice Grant at [www.wwu.edu/~wellness](http://www.wwu.edu/~wellness).

Unfortunately, violence and the way it affects people's lives is complex; therefore, the work to change the culture we live in is also difficult and often can be frustrating. **But I believe there is hope.** You see, we operate from the belief that 1) violence IS preventable and 2) that men are inherently good. You may still be asking "okay Brian, but what does all this mean?" It means that we use these beliefs to encourage men on this campus to be part of the solution to violence.

A few of the specific ways you will be working with WMAV are:

- Programs in the Residence Halls: We do approximately 15 educational programs a year with 3 main topics: sexual assault prevention, building healthy relationships, and a program called Gender Mending. Attendance at the programs ranges from 0 to 3 to 15. You never know what you're going to get. The programs are "facilitated" rather than given in a lecture style. Sexual Assault Prevention and Healthy Relationships are men only and Gender Mending is a fun program with women and men facilitated by WMAV and WEAVE members.
- Organizing the Men's Retreats. We will continue to hold the retreats the last Saturday in October and April. Together we will work on the topics and the agenda for the retreats, and if you want, you will also help facilitate during the event.
- Planning and implementing the White Ribbon Campaign [www.whiteribbon.com](http://www.whiteribbon.com).
- Recruiting men into the program at information tables, brief classroom visits, and other ways you think can be effective.

- Organizing and participating in Community Service Projects. We have “adopted” Roosevelt Park and will be working more closely with the adjacent Boys and Girls Club.

These are most of the things that are already in place. I hope it gives you some idea of what you might expect and enable you to begin thinking about what kind of contribution you can make to the program. I certainly don't have the solution to violence or the best ideas about how to get men involved, so your involvement and input into this work is critical. I ask that you be prepared to volunteer 4 to 5 hours a week. There are weeks when that will be much less and weeks that you may be asked to do more. However the expectation is that you are students first, and your academic success as well as your personal well being should not be jeopardized.

Fall Training will occur Wednesday September 11 through Friday September 20. You should plan on being on campus from 8:30 AM to 4:00 PM. There are a few days we'll start later and end earlier, but I won't ask you to stay after 4:00. We usually try to do some weekend activity either Saturday or Sunday depending on your schedules. So think about one of the following days you could set aside to hang out and have a good time: 9/14, 9/15, 9/21, or 9/22.

Your summer reading is a book called *Men's Work* by Paul Kivel. I will mail it to you as soon as I get it in. Please make sure we have your correct summer address. *Men's Work* lays a pretty solid foundation for the work you will be doing in the group. We will use it and discuss it during fall training.

I will be here in the office most of the summer. If you are staying in town or if you come at any time and you would like to have lunch or coffee or something, give me a call. I would especially like to hear from you if you have any questions or any reservations about being in the group.

Thank you again for your choice to be a Lifestyle Advisor. I look forward to getting to know each of you and working closely with you next year.

Sincerely,

Brian Pahl, Coordinator

Men's Violence Prevention Project





Prevention and Wellness Services

360-650-3290 360-650-7919 fax  
e-mail: brian.pahl@wwu.edu

August 20, 2002

Dear Coach Jackson,

My name is Brian Pahl, Coordinator of the Men's Violence Prevention Project with Western's Prevention and Wellness Services. The project is funded by U.S. Department of Justice Grant to combat violent crimes against women on college campuses. We have just been awarded a two-year renewal, which will take the project through 2004.

During the last 2 years, hundreds of Western male students, faculty, and staff have been involved in the project, which aims to reduce violence and increase health in men's lives. These men have facilitated group discussion, performed community service projects, created positive advertising messages, and mentored boys in Bellingham neighborhoods. Participation in these and other activities has provided men on this campus with leadership opportunities and experiences that improve their health and well-being, their relationships, and their academic performance.

I believe this program has been successful at Western because it takes a positive approach to address some pretty tough societal problems. One indicator of the program's success has been the involvement of a large number of men from a variety of backgrounds, abilities, academic pursuits, religious faiths, and other interests. Men are given the opportunity to play an integral role in working to end violence, whether or not they have been directly impacted by it. The men in the group appreciate an approach that does not blame them; instead they are treated as part of the solution.

The reason I am writing is to extend this service to you, your staff, and your team. A priority of the U.S. Department of Justice grant is to establish relationships with student leaders across campus, and I would like student athlete leaders to know that this program is accessible to them. I have encountered a number of varsity athletes while speaking in psychology, sociology, anthropology, communications and women's studies classes, and many of them have made thoughtful, articulate contributions to the discussion. I am available as a resource if they need assistance doing research for a paper or project dealing with gender issues, men's health, violence, or improving diversity. The program offers student or professionally facilitated programs on healthy relationships and preventing sexual assault, and we can tailor a program or discussion to more specifically meet your needs.

Enclosed you will find the Western Men Against Violence brochure, a copy of the "Men of Western Speak Out" poster, and an information card from the recent "White Ribbon Campaign" to give you a more specific idea of ways men participate in the program. Please do not hesitate to contact me if there is any way I can contribute to your team members' success as athletes, students, and members of this community.

Sincerely,

Brian Pahl, Coordinator

## College Campuses and Universities

Nationally, great strides have been made in creating programs that cater to the needs of women who are attending institutions of higher education. Many of our nation's schools currently have programs that focus on providing a safe and non-discriminatory educational experience for female students. These programs focus on issues such as campus/community collaboration, provision of services to victims of violence, the improvement of education and prevention programs, and judicial affairs training. Advocates for women in the anti-sexual violence movement have noted with great satisfaction that colleges and universities have become increasingly receptive to programs such as these, as in addition to providing important services to and for women, they serve as valuable recruitment tools for schools seeking to be represented as safe, culturally diverse, and welcoming to women.

Throughout Pennsylvania and across the United States, many colleges and universities have made the decision to include males in the anti-sexual violence movement. Many have begun to recognize that creating a safe campus environment involves addressing safety and sexual violence prevention with both men and women. Again, approaching sexual violence from a preventative perspective encourages the inclusion of males! This is not a point that has been lost on schools striving to portray an image that is safe and inclusionary, as even fraternities are being encouraged locally and nationally to work actively to change the campus culture by providing workshops and activities that stress respectful, responsible behavior toward women.

As a result, experts in the relatively progressive field of the inclusion of males in anti-sexual violence initiatives have begun to search for effective strategies for including college-age men. Jackson Katz, Dr. Alan Berkowitz, Dr. Luo Luo Hong, and organizations like Washington DC-based Men Can Stop Rape have been leading the efforts.

Brian Pahl, Coordinator of the Men's Violence Prevention Project at Western Washington University in Washington, is an expert in the field of anti-sexual violence, and the creator of a comprehensive campus project designed to "recruit, train, and support male students, faculty, and staff to take a leadership role in working to end violence against women." Mr. Pahl has given the Pennsylvania Coalition Against Rape permission to use his project and supplementary materials, based on the work of Dr. Alan Berkowitz and Dr. Luo Luo Hong, as a guide with which to approach the process of creating college and university inclusionary men's groups in Pennsylvania.

This section contains a complete overview of the program that was begun in 2000 at Western Washington University. Included is a startup procedure that can be used by those hoping to establish this type of program in Pennsylvania, as well as several resources that have been designed and created to assist in developing new programs. This packet of information has been designed especially for the purpose of creating new male/female collaborations at colleges and universities, and has proven successful in helping to establish sustainable men's groups since 2000.

Pennsylvania is home to more than 210 different colleges and universities which are located variously around the state. Many of these institutions of higher education provide educational services to students at multiple locations. This means that there are literally hundreds of separate opportunities for advocates of the anti-sexual violence movement to easily make contact with potentially tens of thousands of possible perpetrators in order to engage male students, disseminate information, and educate about sexual violence.

As stated, many of Pennsylvania's colleges and universities already have programs that exist for the purpose of making campuses safe and inclusionary. Improved lighting and security, callphones, call-ahead escort services, and mandatory attendance at date rape prevention presentations for incoming freshmen are all examples of college and university efforts undertaken to provide safety for students. Additionally, most colleges and universities have moved with a growing trend toward community collaborations via student volunteer or full-service educational opportunities. It has been proven repeatedly at school after school not only in Pennsylvania but across the United States, that higher education administrators are not only receptive to the idea of encouraging male/female collaborations, but that they also actively encourage such partnerships with hopes of creating safer schools.

## Extending Services to Victimized Males

One of the important goals for Men Against Sexual Violence is to help further the expansion of services available to male victims of sexual assault ranging in age from youth to adult. The hope is that MASV will encourage victims' services providers to make available to men the same types of services that are currently available to female victims of sexual assault, while simultaneously making known to victimized males that these types of services exist.

Available research indicates that male rape happens far more often than most people recognize. Unfortunately, our research has indicated that fewer than half of the victims' services providers in Pennsylvania actively encourage males to avail themselves of the same types of services that are currently available to women (PCAR 2004). In a recent survey conducted by the Pennsylvania Coalition Against Rape, fewer than 24 percent of respondents indicated that they offer gender-specific services to victimized males. This same survey indicated that only six of PCAR's contractors expand their efforts to reach males by making known their services in/to male specific environments. Further, interviews with representatives from victims' services providers in Pennsylvania have indicated that in some areas of the state, indifference and at times even animosity toward men seeking affiliation or assistance is not uncommon.

It is crucial that anti-sexual violence advocates continue to draw attention to the fact that we can all do more to include males in the struggle to end sexual violence. All of us, organizationally and individually, have to encourage collaboration between men and women. We all need to begin to seek out not only those women and girls who have been victimized, but also the men and boys who are struggling to come to terms with their victimization. We need to welcome male volunteers. We need to look into our own communities in order to discover and uncover sexual assault, and to work to make available our services to all victims.

Unfortunately, it may not always be easy to get our services to men. For many historical, social, cultural, and personal reasons, men may not be aware or readily willing to take advantage of services to victims of sexual assault. For men, as it is for women, sexual assault can often be of an incredibly personal nature. Many men find themselves confused and embarrassed following a sexual assault. Fear, guilt, hyper-alertness, depression, anger, panic-attacks, flashbacks, mood swings, and confusion regarding sexuality are all common to male victims of sexual assault. Unfortunately historically, many law enforcement agencies and medical professionals have greeted the problem of male sexual assault dismissively, surmising and postulating that men can not be raped.

The truth is that men can be, and often are, the victims of sexual assault. And while men and women suffer many of the same symptoms when dealing with sexual trauma, there are a number of important differences that merit attention by victims' services providers. Some of these, as provided by the *Ohio State University Rape Education and Prevention Program* (1997), include:

- Male survivors tend to question their sexual orientation more often than women who have been raped. Sometimes men will experience an erection or ejaculate during the assault as an involuntary response to physical sensation, intense fear, or pain. This may lead the survivor to question whether or not he somehow wanted to be assaulted, or that perhaps he may be gay.
- As a result of common confusion between rape and sex, it has been shown that many men become homophobic after the assault, falsely equating same sex rape with homosexuality.
- Unlike women, men are never taught to live with the fear of their own vulnerability to sexual assault. When they are raped they may experience a heightened degree of pure shock and surprise, finding it more difficult to understand what they have gone through. Some men will feel that part of their masculinity has been stripped away, that they have been feminized, or that they are somehow less manly because they have been sexually violated.
- Male rapes (especially of adult males) tend to have a higher rate of weapon use, physical injury, and participation by multiple assailants as compared to the rape of women.
- Many men do not have the same access to resources, self help books, support groups, or general recovery aids as do women survivors of rape.
- Given the stigma surrounding male rape, many men suffer in isolation and attempt to deal with their attack and its resulting confusing and painful feelings by themselves.

Further complicating the problem of male sexual assault is that men may not even know that there are any types of services to be had following sexual trauma. Many of Pennsylvania's centers are gender specific with regard to their names, making it too often the case that men either assume that services are only for women, or remain completely unaware that services exist at all. Additionally, community education and outreach programs generally focus on sexual violence against women and children. There may in many communities be no specific outreach that mentions males, or that is directed to those organizations, facilities, or businesses that cater to men. It is for these reasons that we must work to make known our services, to seek out males who have been victims of sexual assault, and to encourage these men to take advantage of the healing that can take place as a result of working through the pain of a sexual assault.

A main problem that confronts this issue is that of where to begin. Where do we find males who have been victimized? And how can we provide services to men who do not come to us? These are questions that have no immediately easy answer. It is for this reason that we must look thoughtfully into our individual communities in order to better extend availability. Important questions to ask are:

1. Who do we currently serve and market our agency to?
2. Who do we currently *not* serve?
3. What do our outreach efforts look like to underserved populations?
4. What barriers exist that obstruct services to males?
5. What strengths can we mobilize in order to reach victimized males?
6. In what areas can we find these individuals?

7. What risk factors can be associated most frequently with victims of sexual assault?
8. What venues do males frequent, and how might we capitalize on this knowledge?
9. How can we attract the type of positive attention that will encourage males to take advantage of the types of services that we offer?
10. With which trusted individuals or groups might we cultivate partnerships or collaborations in order to develop a system in which males are referred to our available services?

Answering these questions can put us on the path to extending services to a traditionally underserved segment of the population. Again, crucial to our success is looking into our own communities in order to create individualized ways to reach all victims.

*Some suggestions to finding male victims...*

- Look to alcohol and drug abuse treatment programs. It is no secret that alcoholism and/or drug abuse can often be a symptom of prior or continuing sexual trauma or abuse. Some successful outreach programs have been established in Pennsylvania as a result of efforts to reach alcoholic or drug-addicted males.\*
- Contact local law enforcement agencies so that you can work closely with parole officers. Some successful outreach programs have been designed around meeting with former inmates, establishing trust through a series of continuing group sessions, and working to examine prior sexual history/abuse.\*
- Contact local incarceration facilities in order to establish clearly defined procedure and policies for the report of prison-related sexual violence. It is crucially important that we begin to consistently extend services to males who have been victimized while incarcerated. Very often, those individuals who have been the victims of sexual assault while in prisons become the most violent perpetrators upon release.
- Visit shelters for the homeless, as these locations can be both opportunities for perpetrators, and also a not uncommon ending point for previously victimized individuals.
- Establish contact with mental and physical health facilities in your area in order to work with doctors and other medical professionals to make known your services to patients who may have been, or may be victims of sexual assault.
- Look to communities with significant homosexual representation. Some studies have shown that occurrences of forcible adult male rape are greatest among the homosexual male community.

- Look to communities with significant gang representation. Rape is a crime that often occurs as a result of need by one or multiple individuals to assert dominance, power, or control over another.
- Look to orphanages, residential youth incarceration facilities, or other halfway house situations that may necessitate large numbers of males living closely together either supervised or loosely supervised.

\*Establishing trust and confidentiality is crucial in these environments, as many males may feel reluctance to look less “macho” in front of others (especially other men).

## Male Sexual Assault

Male survivors of rape will experience a similar range and intensity of trauma as women survivors. For example, both men and women often suffer from Rape Trauma Syndrome or Post Traumatic Stress Syndrome after a sexual assault. Thus, when dealing with men, you should afford them the same respect, empathy, and understanding that are currently offered by our organization to women victims of sexual assault. There are however, important differences between male and female rape survivors. Some of those can include the following:

- Male survivors tend to question their sexual orientation more often than women who have been raped. Sometimes men will experience an erection or ejaculate during their assaults as an involuntary response to physical sensation, intense fear or pain. This may lead the survivor to question whether or not he somehow wanted to be assaulted, or that perhaps he may be gay.
- As a result of common confusion between rape and sex, it has been shown that many men become homophobic after their assault, falsely equating same sex rape with homosexuality.
- Unlike women, men are never taught to live with the fear of their own vulnerability to sexual assault. When they are raped they may experience a heightened degree of pure shock and surprise, finding it more difficult to understand what they have gone through. Some men will feel that part of their masculinity has been stripped away, that they have been feminized, or that they are somehow less manly because they have been sexually violated.
- Male rapes (especially of adult males) tend to have a higher rate of weapon use, physical injury, and participation by multiple assailants as compared to the rape of women.
- Many men do not have the same access to resources, self help books, support groups, or general recovery aids as do women survivors of rape.
- Given the stigma surrounding male rape, many men suffer in isolation and attempt to deal with their attack and its resulting confusing and painful feelings by themselves.



## **Do's and Don'ts in Dealing with Male Rape Survivors**

1. Do...Believe the man who reports a rape experience. Remember he has overcome great obstacles to be able to speak about what happened.
2. Do...Tell him he is not alone, that approximately 1 in 33 men is a rape survivor, or that approximately one in six males is the victim of some sort of sexual violence.
3. Do...Tell him that the rape was not his fault.
4. Do...Listen non-judgmentally. Remember his experience is not any less traumatic because he is a man.

But please DO NOT:

1. Do Not...Express discomfort with issues and conversations related to sexuality. This might be one of the foremost areas of concern, and your uneasiness might cause him not to mention it again.
2. Do Not...Panic if he expresses suicidal thoughts. This is common in the aftermath of male rape. Assess the situation as you would for a female – a plan and access to a means. If there is not a need for immediate intervention, he will best be calmed by a conversation where he is able to express what he is feeling, and that is grounded in reality. Point out to him that he is alive and has survived the assault. Make him aware of the fact that he is not alone and that there are other male survivors out there. He needs to know that it is possible to recover from the trauma
3. Do Not...Accuse him of being homophobic. If he indicates hatred or fear of gay males however, at an appropriate time, inform him that most men who rape self identify as heterosexual. To rape is to control, humiliate, degrade the victim; it is not for sexual gratification.

## **Myths and Facts About Male Victims of Rape**

***Myth:* Rape happens because of an uncontrollable desire for sex with an irresistible victim.**

*Fact:* Rape is an act of violence in which sex becomes the weapon used to control and/or harm a victim the rapist perceives as vulnerable.

***Myth:* Men and boys cannot be raped.**

*Fact:* One in six men report having been sexually abused by the time they were 18 (Finkelhor et al., 1990). Anyone from infants to the elderly, regardless of gender, race, religion, socio-economic status, education, physical appearance, marital status, or culture can be raped.

Rapists choose their victims carefully, looking for anything that will make the victim vulnerable and give them the advantage. They isolate their victims from bystanders who could help them, and rely upon shock, surprise, weapons, threats, strength, or positions of authority to counter the victim's ability to resist.

***Myth:* Homosexual males perpetrate most sexual abuse of boys.**

*Fact:* Men who sexually abuse males are usually pedophiles or persons who prefer a child as their sexual partner, not homosexual males (Groth et al., 1989) (Roesler et al., 1994).

***Myth:* A man or boy who experiences sexual arousal or orgasm during the abusive act enjoyed it.**

*Fact:* Males may respond to stimulation even when it is abusive or violent. A man or boy who experiences sexual arousal may feel shame and guilt, but the arousal does not mean that he was willing or enjoyed it (Gartner, 1999).

***Myth:* Boys abused by males are or will become homosexual.**

*Fact:* A boy may question or be confused about his sexual identity and orientation after having been abused by a male, especially if he experienced sexual arousal. But there is no reason to believe that sexual abuse causes homosexuality (Gartner, 1999).

***Myth:* Boys who are sexually abused will grow up to be sexual abusers.**

*Fact:* While the majority of sexual abusers were abused themselves, the majority of sexually abused boys never become perpetrators (Lisak et al., 1996).

***Myth:* If the perpetrator is a female, the boy should consider himself lucky, not abused.**

*Fact:* Our societal norms encourage a boy to deny any negative or traumatic responses to having been “so lucky,” to having earned a “badge of honor.” But, having been coerced or manipulated into sex by an older girl or woman is always abusive and often damaging (Lisak et al., 1996).

# **What to do When the Crisis Hits You**

A Sample Resource for Adult Male Victims of Sexual Violence

**Peter Andrews**

SURVIVOR FIRST AID - A 'self help' guide for victims of abuse

## **Coping with Crisis**

Crisis can hit at many points while you're dealing with and recovering from sexual abuse. It can hit when:

- You begin to realize and remember what happened to you as a boy.
- You begin to talk about what happened, and it begins to 'hit home' how much you've been hurt.
- You start to get other memories you didn't know were there.
- Other things go wrong in your life like relationship break-ups, financial difficulties, or problems at work.
- Things remind you of the abuse.
- Something very scary happens, like you are the victim of an assault. This is scary by itself, and can also be a powerful reminder of the past abuse.

Crisis can be a particular feature of the early stages of remembering and dealing with the abuse. It can feel at this point like everything is in chaos. But crisis is not confined to this stage. Along the way a crisis can be triggered by some of the events described above.

Sometimes things can seem to get worse before they get better as the full extent of the hurt suffered becomes clearer. There's no particular time limit to a crisis. It can be short and dramatic or last for a long time.

## **What happens in a crisis?**

It's hard to imagine it going away, and it's hard to see a way through it. You may feel:

- Like you and you're life are totally disorganized.
- That you can't cope with things as you usually can.
- Tense and panicky most of the time.
- Extremely numb, like you can't feel anything.
- Like you are not safe.

It's usually noticeable that one or more parts of your life are not working right and people around you may have commented upon this. Being abused as a boy can trigger a number of threats for you as a man:

- Starting to get memories can leave you feeling vulnerable.
- If you're having a lot of distress, you may start to feel out of control.
- Remembering and dealing with your abuse can change the way you think about yourself as a man.
- You may feel confused sexually.
- If you're currently in a dangerous situation or have suffered, you might be thinking, 'Why can't I cope with this? I should be able to.'

### **What to do in a crisis**

The process of recovery from abuse can be likened to a river flowing toward the sea. As you flow, you start to feel more in control, happier and more fulfilled. The pain gets less. It's a difficult journey, but one that has been completed many times by many survivors of abuse.

Any rapids you encounter on the way are like a crisis, but floating down this river, the water will often be smooth, and you will simply glide with the flow. Your recovery means:

- Staying alive.
- Getting support.
- Keeping yourself safe.
- Establishing control over distress.
- Beginning to feel your feelings.

If you're in crisis now, try to concentrate on getting support. Abuse tends to occur in secrecy and isolation. It's important to try to break this pattern, and getting support does this. In many ways support means people with very particular qualities, people who will:

- Listen to your feelings.
- Accept and respect you.
- Be reliable and trustworthy.
- Keep your confidence.
- Believe that you have been abused.
- Not 'play down' what happened to you.
- Never blame you for what happened.
- Never side with the person who abused you.

You need a support team. They may be found in your immediate social circle, they don't have to be highly qualified. For instance, a supportive person might make you a meal or a cup of tea, and listen. It's worth going through the people you are involved with, whether personally or professionally, and deciding whether you think they have the qualities mentioned above.

## **YOUR SUPPORT TEAM**

### **Your Partner**

If you're in a serious relationship you may need to weigh how supportive your partner is. Have you told them about the abuse and what you are going through? Did he/she react with understanding and support? If you haven't told him/her yet, how do think they would react if you did? How has he/she reacted when you've shared personal things in the past?

If you've told your partner already and they are supportive, you could consider the following options:

- Tell him/her you're in a crisis and need their support.
- Ask your partner for what you need. Remember that he/she has his/her own needs too.
- Be clear with him/her about anything you're not prepared to negotiate.

If you haven't told your partner yet, but you think they have the qualities to make a good supporter:

- Seriously consider telling him/her.
- Ask him/her for some practical support.

There may be times when your partner is not supportive and engages in the following behaviors:

- Physically hurts or assaults you.
- Verbally abuses you.

If this is the case, then please try to get away from this relationship. Here are some ideas that might help:

- Start from the position that you deserve to have healthy, supportive people around you.
- Get some space between yourself and your partner.
- If you're in danger of being physically harmed (assaulted or sexually abused again), get out of the situation.
- Consult a lawyer about your legal rights.

Remember that you can never rely on the hope that your partner will change if he or she is abusive. He/she may promise to change, but your safety can only be assured by actions you take yourself. You can take advice and consult with those you trust. Being safe is necessary if you're to get through the crisis and move towards recovery. You are not to blame for your abuse.

### **Family**

There are a number of pitfalls to be aware of:

Your abuser may still be around. If he or she is, you'll have to weigh up very carefully what contact you want. Having contact with your abuser may trigger distress at any time. This could be even worse if you feel in crisis.

Now is not the time for family disclosures and confrontations in order to get more support. Such confrontations need careful planning and do not necessarily result in your getting what you want. To try it while you're feeling in crisis is very risky.

You may have someone you can confide in as part of your support team. As well as them needing to be a good supporter, consider the following:

Do they already know about the abuse? Are they supportive? Have they shown that they are on your side, and do not have the sort of divided loyalties which could make them 'leak' things out to the family and your abuser. In a crisis this could cause you the sort of extra stress you don't need.

Are you able to see them separately from the family? It may not help you handle your crisis if you have to go into a stressful family environment to get support.

## **Friends**

Most of the options mentioned for partners are equally relevant when choosing which friends to include as part of your support team. When asking them for help you could consider whether they would be prepared to:

- Receive phone calls when you are distressed, including at night.
- Listen if you need to talk about the abuse and your feelings.
- Accompany you when you need support, to doctor appointments, shopping etc.

Like your partner, friends will have their personal needs too. So, some negotiation will have to take place about what they can offer. You may be thinking that all this asking for help sounds very weak and that, as a man, you should be able to cope. Try to remember:

- It's a sign of courage not weakness. The journey you're embarking on is very difficult and some teamwork will help you get to where you want to go.
- You don't have to ask everyone for help. To help you through times of crisis, choose one or two special friends who you are close to and trust.

## **Professional Helpers**

There are a number of different types of professional helpers:

- Counselors and psychotherapists.

- Doctors and psychiatrists.
- Social workers.
- Community psychiatric nurses.

One question you may be asking is - should I get individual counseling or therapy? A good counselor or therapist can be a great help on your journey. Some survivors have found them a life line while others manage OK without them.

Check out the following:

- Has the counselor ever worked with survivors of sexual abuse?
- Have they worked with men abused as boys?
- What training have they had?
- Who are they accountable to, e.g. a supervisor or professional body?

Always choose a counselor or therapist carefully and be prepared to shop around until you are satisfied. Unfortunately, while most counselors and therapists are safe, there are some who have abused clients sexually, emotionally, or financially.

### **Other Types of Support**

Supportive people are an important part of your crisis support team. Consider if any of the following are important for you:

- Do you have any activities or hobbies that help you blow off steam? It might be watching TV, jogging, listening to music, or playing games on a computer.
- Are there any objects you find particularly comforting? Sometimes people have good luck charms or objects associated with good times. These can be comforting to have around in a crisis.
- Do you have any spiritual or religious beliefs? These can be anything ranging from strong political beliefs to being part of an organized religion. Such beliefs can be great sources of comfort in times of crisis.
- Pets can also be a source of comfort. A loving dog or cat can give a lot of support and acceptance, and may even sense that you're having a painful time.

### **Staying Alive**

You did not deserve to be abused, and you do not deserve any of the suffering that has gone with it. You deserve a fulfilling, happy life. Suicide is a taboo subject. People don't usually want to talk about it, but many men who've suffered sexual abuse as boys think about it, plan it, and some even attempt it. Childhood abuse can have so many harmful effects it's no wonder many men think about killing themselves. If you're one of them, see if any of the following seems true for you:

- You feel very depressed, like there's no point in living.
- You may feel like you're no use to anyone.
- The future might seem completely hopeless.



- You may feel like the only way to blot out the pain is to end it all.
- You may not want to die, but you want peace, where there's no more pain.

Suicidal feelings can occur at different stages of recovery. Sometimes it happens when you start remembering the abuse and are trying to come to terms with what happened. It is at this point that you may experience a lot of emotional pain and chaos. Then, as you start recovering, you may feel despair thinking of the long road that lies ahead. But the feelings of pain and chaos can often come back later on if you uncover new memories, or even when you achieve what seems like a positive breakthrough.

### **What to do if you feel like killing yourself.**

#### **Don't do it! You deserve to live.**

- Get help and support. Talk to the people you trust about how you're feeling.
- Consider talking to your doctor. Suicidal feelings can be related to depression.
- Decide what structure you need to stay safe. Do you need to be around someone all the time? Do you need to be able to contact someone by phone 24 hours per day?
- Try to avoid using alcohol or non-prescribed drugs. If you're already feeling low, these will only make you feel worse.
- Try to make an agreement with someone about what you'll do if you start to feel suicidal.
- Make a list of reasons for living.
- Try to imagine a future where the pain has been reduced or where the pain has subsided.
- If you're in therapy, counseling, or a support group, try to make a plan with them about what you'll do between sessions, and make a commitment to come to the next session.
- If you're in the process of exploring your abuse in therapy, counseling, or a group, decide whether you need to take a break and concentrate on just staying safe.

### **Keeping Yourself Safe.**

There are many aspects to keeping yourself safe. One is taking care of your body and not hurting yourself. Men who've suffered sexual abuse as boys sometimes self harm by:

- Cutting themselves
- Burning themselves
- Getting involved in fights
- Abusing alcohol or drugs
- Getting into dangerous situations
- Taking risks with physical safety
- Getting involved with people who abuse them

### **Caught in a cycle of hurting yourself?**

- Tell someone you trust about it. Use your support system. Sharing feelings with trustworthy people breaks the cycle of shame.
- Do something about physical stress. It's important to learn new ways that aren't harmful to yourself.
- Control the pace at which you address abuse issues. Give some thought to when it feels safe for you to read books on recovery from abuse.
- Think up some safe ways to express anger and rage. For example, hard exercise, running, swimming, punching something that can't hurt your hand such as a punch bag (wear boxing gloves), or some big, thick pillows. If you're not physically fit though, don't push yourself too hard.

Your anger and rage may include fantasies of revenge against your abuser. This is understandable. It's important to talk about this to those who are supporting you. You have every right to these feelings, but in order to keep safe, don't act on them.

Avoid alcohol and non-prescription drugs as they impair thinking and make it more likely you'll put yourself in a situation where there's danger. Try to take care of the basics of physical health such as eating, sleeping, and exercising. Explore ways of caring and nurturing your body through hot baths with oils, and eating your favorite foods.

As a boy, you may not have had control over who touched your body. Now you can say who is allowed to touch you, and where they are allowed to touch. Take some time to consider what touches you want and what touches you don't want. Tell those around you what you expect.

If you're in a pattern of cutting, burning or harming your body, try to identify when it occurs. If you can identify when you're likely to harm yourself, you may be able to come up with a plan to avoid it, like doing some relaxing or physical exercise. The idea is to find ways of expressing and coping with the way you feel inside without harming yourself. If you continue to do it despite your best efforts, try not to criticize yourself. Self-criticism is just another way of hurting yourself.

If you cut or burn yourself, you may consider going to the hospital. If it's a deep cut, which needs stitching, you may have to go. Remember, hospital staffs have not always been supportive or understanding of people who harm themselves. You deserve good medical care.

If you're finding it hard to control the way you're cutting, burning, or harming yourself, you could consider carrying a first aid kit. This might consist of plasters, bandages, butterfly stitches, antiseptic ointment and cotton wool - all things you can buy at a pharmacy. While you're tackling the difficult task of learning new ways, you may as well minimize the damage your body suffers. Try to remember that you don't have to punish yourself now in order to recover. Remember the pain of the little boy inside you who was abused - he's suffered enough.

**YOU ARE NOT TO BLAME FOR THE ABUSE.**

## **Finding a way through addiction.**

There are many ways of dealing with the distressing after-effects of childhood sexual abuse. One way is to become addicted. Being addicted to something means being out of control in your use of it. You can become addicted to many things: Alcohol, drugs, sex, masturbation, gambling, strenuous exercise, overworking, overeating, taking risks, violence.

It's important to understand that addictions serve many valuable short-term functions:

- They help to blot out the pain of the abuse.
- They can temporarily reduce tension.
- They might help you feel good (briefly).
- They might help control distressing symptoms like flashbacks or lack of sleep.

Unfortunately, with addiction, there's always a price to pay:

- Your physical health might suffer.
- You might suffer financially.
- You might lose time at work, or even your job.
- Under the influence, you might be more likely to get yourself into situations where you might get hurt or hurt others.
- If you're having thoughts of harming yourself, you might be more likely to do it if you're under the influence.

## **What to do if you think you're addicted.**

It may seem obvious, but make the decision that you want to deal with it.

- Talk through the decision with someone you trust.
- Seriously consider professional help. Getting over addiction is very difficult. In the case of alcohol or drugs, it can even involve going somewhere to 'dry out'.
- Reach out to people around you who you can trust. When you break an addiction you can feel very distressed. It's important to be able to talk.
- Make sure you're doing something positive about flashbacks, panic attacks, or sleep problems. When you break an addiction, these symptoms can really hit you.
- If you've not found ways to handle them, you might be tempted to go straight back to the addiction.
- Always remember that you did what you did to survive. Try to improve your great resourcefulness in surviving. Hold onto this thought if you feel guilty or ashamed about the ways you've coped.

## **Reducing Physical Tension.**

You may find that you feel tense a lot of the time. You may feel edgy or jumpy. You may find that things may startle you easily. When you have time to yourself, you may feel "shaky" and find yourself unable to relax. This isn't that surprising. As a child, you

may have had the experience of feeling continuously scared. You may have been always on the lookout for the abuser's next move. Your body may have constantly expected danger to be just around the corner. When this happens in childhood, the body becomes tense and learns to stay tense, even as an adult. After all, you may not have been given the opportunity to learn how to relax - it may simply not have been safe to let your guard down.

It's important to learn to relax now. This is because:

- Long-term tension isn't good for your physical health.
- If we can't relax by ourselves, we sometimes turn to other ways of “relaxing” like alcohol or drugs, which can cause even more problems than the tension we are trying to get rid of.

Remember that learning to reduce physical tension isn't easy and won't happen overnight. Some techniques suit some people, but not others. Experiment and find out what works for you.

Here are some suggestions to reduce physical tension.

- Do something physical.
- Set time aside for rest.
- Laugh! Watch TV or spend time with friends.
- Take long, slow breaths.
- Slow down!
- Avoid putting yourself under pressure by working to deadlines.
- Do things that you know you enjoy.

### **Coping with Sleep Difficulties.**

Men who were abused as boys often experience problems with sleep. These problems can take many forms, including:

- Nightmares about the abuse. Waking up in a panic.
- Inability to get to sleep.
- Finding that the slightest noise or disturbance wakes you.
- Finding that having sex triggers memories of the abuse.

Here are some general hints about sleep, rest and bedtime:

- Make sure the place you're going to rest is physically comfortable. Use whatever relaxation works for you.
- Establish some regular habits - a new bedtime ritual.
- Avoid emotional literature or issues just before bedtime.
- Try to get into the habit of exercising during the day.
- Avoid coffee and tea in the evening - they are stimulants and keep you awake.
- Avoid alcohol and non-prescription drugs.

Problems with sleep can also be a symptom of depression. If you're depressed, your doctor may prescribe anti depressants for you to lift your mood and to help you sleep.

## **Nightmares**

Men who have been abused as boys often experience distressing nightmares. These might include:

- Direct recreations of the abuse
- Children being harmed or killed
- Scenes of death and violence
- Being chased or otherwise assaulted
- Being humiliated or put in a powerless position

The emotion attached to the nightmare is often one of absolute terror. Some people suggest that you can take charge of your nightmare. In other words, turn the tables on whoever is attacking or abusing you during the nightmare. While this may be possible in some cases it's certainly not true for everyone. Don't give yourself a hard time if this isn't true for you.

### **If you wake up in a Panic.**

- Be kind to yourself immediately afterwards.
- Decide whether you need to be on your own right now.
- It can be good to talk about how you are feeling.
- If you are on your own, is there anyone you can call to talk it through?
- Be gentle with yourself for the rest of the day.

Nightmares are a part of the process of recovery - an unpleasant part. It takes courage and strength to experience them and reach out for support.

### **Self-help for Controlling Panic and Sudden Distress**

- Make sure you have someone you can talk to.
- Try not to fight against it as you may just get more tense.
- Try to avoid situations of overwhelming anxiety.
- Avoid alcohol and non-prescribed drugs.
- Avoid quick decisions. Wait until you calm down.
- Avoid driving until you've calmed down.
- Don't hurt yourself or anyone else.
- Avoid caffeine. It's a stimulant and may make you feel more hyped up.
- Develop a plan with your doctor about how you may use your medication to help.
- Try to become aware as early as you can that you're experiencing a panic attack, flashback, sudden memory, or strange sensation.
- Calm yourself. Breath slowly and deeply.

- Check out reality. Plant your feet firmly on the ground and hang onto something - like the arms of a chair. Anything to get the message that the abuse is not happening now.
- Decide what to do next. You could leave the situation, change the situation, continue what you're doing slowly, breathing deeply, reassuring yourself, and trying to relax.
- Afterwards, try to work out what happened.
- Expect to feel vulnerable afterwards.
- Remember that all of this is part of recovery.

## **Beginning to Feel**

For survivors, feelings can seem like problems. Even pleasurable feelings like love and sex can be connected to painful thoughts. In a crisis, you may be experiencing distress, such as flashbacks, sudden memories and suicidal thoughts. It's understandable if all you want to do is to stop feeling all together.

Not feeling is a habit formed in childhood. It's easy to see why, as a boy, you may have worked out that your best way of surviving was not to have feelings:

- When you were abused, it was too scary to cope with. Your mind had to do something to help you through it, so it spaced out.
- If your abuse involved a great deal of physical pain, or if you were physically abused as well, your brain may have gone numb to protect you from the pain.

After the abuse, you had to find a way to carry on. It's very hard to face up to the fact that those who should have loved and protected you actually abused you or failed to prevent it. You may even have had to go on living with them afterwards. This is a difficult position to be in. Your mind went numb or "spaced out" to protect you from feeling how bad it was.

When you look at it this way, going numb is revealed as a very useful way of surviving. You did well to use it and to survive, but there comes a point when it's no longer as useful. As a man, not feeling can be a handicap - one faced by many men, even those who haven't been sexually abused as boys. This is because, in our society, men are not really brought up to have many emotions. It's usually OK for them to get angry, but emotions like fear, sadness and vulnerability are not thought to be manly. Boys don't cry, as the saying goes. Many men space out from emotions because they've been taught as boys that it's wrong to show them. On top of this, you've had to contend with the pain of your abuse.

There are a number of problems with not being in touch with your feelings as a man:

- Feelings provide a lot of information. Recovery from abuse involves taking in new information and experiencing lots of feelings. Your feelings will tell you how you're doing, what issues are around for you and what progress you're making.

- Feeling numb and spacing out do not help you when you have to make choices, decisions and plans. You can not do this when you're numb because your head is somewhere else.

Recovery is all about choices, decisions and plans. You will need to make lots of them: Who should be in my support team? How do I get myself safe? Which relaxation methods work for me? Being numb can stop you from concentrating on sorting out your crisis and recovering.

If you're around people who aren't safe, or if your surroundings aren't safe, your feelings will help you assess the danger. Then you can do something about it. If you feel numb, you're more likely to put yourself in danger, or to stay in abusive relationships when you should get out.

If you're cut off from your emotions, it's hard to get close to people and to let them in. Dealing with crisis and recovery involves reaching out to supportive people. To do this you need to be able to establish close relationships.

If you can't establish supportive relationships, you may become isolated. This may feel the same as when you were a boy. Recovery is very hard in isolation.

If you space out to deal with painful feelings, that doesn't mean the feelings disappear. They may emerge later, sometimes explosively. Feelings of rage may appear, leading to violence. Feelings of shame may appear, leading to self-harm. It's not OK to hurt yourself, and it's not OK to hurt anyone else.

Changing habits, beginning to feel after years of not feeling, is hard work, particularly when, as a boy, there were such good reasons for not wanting to feel. But there are good reasons now to change. Here are some ideas that may help:

- As with sudden memories and flashbacks, try to identify the triggers that occur before you go numb.
- Try to become aware of going numb as you're doing it. This is a first step in getting some control.
- If you decide that you're not going to space out, then some ways to get in touch with your feelings are: Focus on your body. Sometimes, feelings emerge as a pain or sensation in the body. Breathe slowly and deeply. We tend to restrict our breathing and hold ourselves tightly when we don't want to feel. Deep breathing also helps deal with panic. Afterwards, try to identify what you've felt. If you can't put a name to it, you could draw it or paint it, or mold a model of it in plaster or clay. Anything which gets the feeling out into the open is helpful.

Remember, you still have the option of continuing to space out or go numb if you want to. You don't have to feel everything. This might be overwhelming, particularly in a crisis. You can choose to go numb if it doesn't feel safe to have your feelings, or if you haven't got the energy. You might make this choice if:

- You're trying to cope with addiction. Having your feelings might be overwhelming and drive you back to addiction.
- You're in a pattern of hurting yourself. Spacing out might be an alternative to hurting yourself. However, be careful with this. If your pattern of self-harm involves hurting yourself as a way of jolting you out of numbness, then you'll need to find a way of coping other than spacing out or going numb.
- You think that having your feelings could lead to rage, which could result in violence.
- Always try to tell a member of your support team about the feelings you've had.

The important thing is to get some control and start to feel your feelings. Getting control helps you to take charge of the crisis. Beginning to feel takes you through the crisis and into recovery.



## Securing Financial Resources

As advocates for victims of sexual violence, we regularly face a wide variety of barriers that stand in the way of our effectiveness. Public opinion and social understanding, gender-related culture issues, and even physical time and staffing restrictions present obstacles that we each struggle to overcome when working to put an end to sexual violence. In March of 2004, the Pennsylvania Coalition Against Rape distributed a survey to each of its 52 victims' services providers in order to better gauge then extant local efforts to include Men Against Sexual Violence around the state. The survey results gathered at this time identified, among others, that time, staffing, and financial resource shortcomings were at the top of the list of barriers to implementing MASV locally.

Time and staffing are difficult issues that may only be addressed through very creative utilization of volunteers, allies and partners. The effort put into solving those problems may be extremely beneficial because it may also solve the problem of limited financial resources. Men who commit to ending sexual violence may themselves become resources as they learn to take a stand with other likeminded men, serve as role models and mentors, and volunteer to take on responsibilities as board members, public speakers, and service providers. Most importantly, they will talk to others about MASV and the MASV movement, and will invite others to join in supporting the agency.

The purpose of this section is to provide you with some helpful tools that may be used in order to begin to break down financial barriers that may be limiting willingness to undertake MASV efforts. Included is an overview of an approach or strategy entitled "Six Degrees of Connection." "Six Degrees of Connection" was created for PCAR and has proven successful in securing funds for new projects and initiatives. The included strategy is broken down into six separate steps or "degrees" that guide the reader in a step by step approach to making financial connections. This easy-to-use six-step process walks you through fundraising from initial contact all the way through to success. It is our hope that "Six Degrees of Connection" will help you to establish financial relationships with individuals and organizations that can be mutually beneficial. It is in this way that MASV hopes to better serve victimized males and to include men of all types in our common fight to end sexual violence.

# **“Six Degrees of Connection”**

Or

## How to work your way into Corporate America

*Brad Gebhart*

### **Purpose:**

The purpose of this presentation is to help you learn how to get your foot into corporate America's door. Perseverance is the key to success in this arena. Resolve is the biggest asset you have in making the right connection for your cause. The following steps will help you realize that whether it seems like it or not, you are on the right track. The driving principal behind the “Six Degrees of Connection” shows that each of us is only six steps away from the person with whom we need to speak or interact in order to meet our goals. This means that it takes only six easy steps to get from “Where do I begin?” to meeting with the person who can make your issue his/her priority.

### **Degrees**

#### ***First Degree-Initial Contact***

During the initial contact phase, you are simply gathering any information about the company you are trying to contact. This could be a suggestion from a friend, a phone number out of the yellow pages or a review of Internet resources. What you need is nothing more than a phone number to get the process started. Your goal is to speak with someone. It is recommended by this presenter that you do not send a ‘blind’ letter. Letters are appropriate follow ups to conversations but should not be the initial contact.

- The Internet is a good way of prospecting. You can get a very good idea of what a company will fund, what programs they prefer and where the contact is located from a website. You can use this information to tailor your conversation when you are making your initial contacts.

#### ***Second Degree-Request for Information***

During the request for information phase, your main goal is to ask for guidance to the area of the company that you feel would best meet your goals. Depending on your purpose, it may be the training department, human resources, public relations, marketing, or grants department. At this point you are just trying to find anyone in the company who might have an interest or understanding of your purpose for calling.

- Do not immediately assume that you need to speak with the “decision maker”. Look instead for the “action driver”. This is the person who will drive the action you are looking for, has access to the “decision maker” and knows the policies and procedures within the company to make things happen for you. Therefore, do not automatically ask for the person in charge of the company. Even in a small company the top person may not be the one who can facilitate your efforts.

### ***Third Degree-Detour Phase***

The detour phase is when most prospecting individuals give up and move on. This is the time when perseverance pays off. Usually, when making a cold call, the person answering the phone will not know exactly who you should speak with. They may accidentally misdirect you or, not knowing who you should be in contact with, direct you to someone who has nothing to do with your issue or cause. This is not a problem. You will more than likely be transferred to someone in the company who may have worked with someone else in the company who does your type of work. For example, if you are trying to get materials placed in the cafeteria the person you are “detoured” to may remember that the Human Resources department put on a health fair in the cafeteria last month and materials were handed out at that time. Once again this detour is a useful road to follow.

- Your mission at this point is to be a polite detective. You want to let the person you speak with know of your issue, explain why you are calling and move on. Politeness is key because even if we are not speaking to the “action driver” you never get a second chance to make a first impression.

### ***Fourth Degree-Recognition Phase***

By this point in your investigation you have connected to someone in the organization who understands and recognizes what or who you are looking for. If you are lucky, this may be the final stop in your search. You may have found the “action driver.” However in large companies, you are more likely to have been connected with the right department but not the right person. Again this is a time to be polite, explain why you are calling, and that your goal is to be connected with someone who can be helpful to your end.

- This phase is the satisfying phase because you will have found the person who acknowledges that the company does work with organizations such as yours, and who knows with whom to put you in contact. This is the degree in the process that rejuvenates the process.

### ***Fifth Degree-Success Phase***

By the fifth degree you are more than likely talking to someone in the right department. At this point your goal is to speak with the person who handles your particular issue.

- The person you speak with can be your best ally at this point in the process. They will repeat what you say to the person you need to meet with. Keep your objectives simple and clear. Knowing that the person will be relaying information to the “action driver” you need to keep the message concise. Too much information and the person will pass along misinformation. This could obscure the purpose of your call and hinder your ability to get an appointment. Explain why you are calling, why you want to speak to the “action driver” and what is in it for them.

### ***Sixth Degree-Bingo Phase***

The bingo phase is when you finally have the correct department and are speaking to the “action driver.” This is the person who handles the types of issues you are presenting, or who deals with the activities you are trying to promote. The goal is to explain your issue succinctly, highlighting the need but also telling the “action driver” what is in it for them. You want to make their participation in your activity as effortless for them as possible. This is your issue, it is your call and you are inviting them to participate in your message. Unless they are already committed to the issue as much as you are, they do not want to expend extra hours they may not have on one additional item. Initially you will have to do more for them than they for you. Once the issue becomes their own, once they have ownership, they will automatically take on more responsibility.

- At this point you have made the correct contact. If the company with whom you speaking is within an amenable distance, try and get a face-to-face meeting. The in-person meeting will allow you to bring samples, prepare a presentation and develop the personal relationship that is the most important part of the business relationship. Set the course together on how your issue is important to their business, and you will have established the beginnings of a profitable relationship.

### **Conclusion**

In six easy steps you have gone from having an idea of who you want to contact to sitting down with the person in that company who will help drive your goals and objectives down the road to success. In six easy steps you, will have gained a new partner in your cause. With a little perseverance you can enlist the support of almost any person or company who may have an interest in your issue.

## Educational Tools For College and University Campuses

Many tools exist for your Men Against Violence group to use in educating the campus about men's roles in ending men's violence. This is by no means an exhaustive list.

For reviews of the following, read: Berkowitz, A.D. "Fostering Men's Responsibility for Preventing Sexual Assault." In P.A. Schewe, (ed.) *Preventing Violence In Relationships*. Washington, D.C.: American Psychological Association, 2002.

- Mentors In Violence Prevention – A Program of Northeastern University's Center for the Study of Sport in Society. Phone: 617-373-4025 or on the web at <http://www.sportinsociety.org/mvp.html>.
- The Men's Program – The National Organization of Men's Outreach for Rape Education. Contact: John Foubert. Phone: 757-221-2322 or on the web at <http://www.nomorerape.org/>.
- Fraternity Violence Education Project – Video: Men's Work: Fraternity Men Stopping Violence Against Women. Contact: Deborah Mahlstedt. Phone: 610-436-3525 or via e-mail [dmahlstedt@wcupa.edu](mailto:dmahlstedt@wcupa.edu).
- Men Can Stop Rape – consulting and training. Phone: 202-265-6530 or on the web at <http://www.mencanstoprape.org>.

### Other Educational Tools

- Media Education Foundation has a number of videos, some come with teaching guides, that are up to date and well produced. Phone: 800-897-0089 or on the web at <http://www.mediaed.org>.
- Women Make Movies [www.wmm.org](http://www.wmm.org)

The following texts include educational outlines or exercises that can be incorporated into training and presentations done for men.

- Berkowitz, Alan D. (ed.) *Men and Rape: Theory, Research and Prevention Programs in Higher Education*. San Francisco: Jossey-Bass, 1994.
- Funk, Russ. *Stopping Rape: A Challenge for Men*. Philadelphia: New Society Publishers, 1993.
- Hong, Luoluo. *Redefining Babes Booze and Brawls: Men Against Violence – Towards a New Masculinity*. Dissertation.Com, 1998.
- Kilmartin, Christopher. *Sexual Assault in Context: Teaching College Men About Gender*. Holmes Beach, FL: Learning Publications, Inc, 2001.
- Kivel, Paul. *Men's Work: How to Stop the Violence That Tears Our Lives Apart*. Center City, Minn.: Hazleden, 1992.

For ideas of what other campus programs are using, contact them through internet listservs.

**SAPC:** Discussion List for sexual assault educators and counselors on campus – Can be found at <https://list.mail.virginia.edu/mailman/listinfo/sapc>.

**Men Against Violence Yahoo Group:** Website and e-mail list for anyone working to end men's violence. Emphasis on men working internationally on college campuses and in the community. Files available for download and extensive links section. Find it at <http://groups.yahoo.com/group/menagainstviolence/>.

**BACCHUS and GAMMA Mailing List:** The BACCHUS and GAMMA Peer Education Network is an international association of college and university based peer education programs focusing on alcohol abuse prevention and other related student health and safety issues. Find it at <http://www.bacchusgamma.org/listserve.asp>.

## Internet Resources

College and University Groups (in alphabetical order): This is not an exhaustive list

- Dartmouth College Men's Project  
<http://www.dartmouth.edu/~cwg/mens.html>
- Haverford College Men Against Sexism and Rape  
<http://www.students.haverford.edulmasar/>
- Rochester Institute of Technology Men Against Violence  
[http://www.rit.edu/~306www/womens/MAV/mav\\_home.html](http://www.rit.edu/~306www/womens/MAV/mav_home.html)
- University of California, Davis Men Acting Against Rape  
<http://asucd.ucdavis.edulorganizations/other/mar/index.htm>
- University of Minnesota Men Against Rape and Sexism  
<http://www.tc.umn.edu/~mars/home.html>
- University of North Texas Men Against Violence  
<http://orgs.unt.edu/mav/>
- University of Rochester Men Against Sexual Assault  
<http://www.sa.rochester.edulmasal>
- Western Washington University Men Against Violence  
<http://www.wwu.edu/~wmav>

Other Organizations and Websites Emphasizing Men's Role in Ending Men's Violence:

- Family Violence Prevention Fund  
[www.fvpf.org](http://www.fvpf.org)
- Men Can Stop Rape  
<http://www.mencanstoprape.org>
- Men Stopping Rape, Inc. Madison, WI  
<http://www.danenet.wicip.org/msr/>
- Men Stopping Violence  
<http://www.menstoppingviolence.org/>
- Men's Resource Center Western Massachusetts  
<http://www.mensresourcecenter.org>
- Pennsylvania Coalition Against Rape - Men Against Sexual Violence

<http://www.menagainstsexualviolence.org/>

- United States Department of Education - Violence Prevention in Higher Education

<http://www.edc.org/hec/violence/>

- xy: men, masculinities, and gender politics: Extensive bibliographies, web links, articles, and academic works on men, violence, the anti-violence men's movement

<http://www.xyonline.net/>



## Other Suggested Reading:

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Scarce M. *Male on Male Rape: The Hidden Toll of Stigma and Shame*. New York, NY: Insight. 1997.

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Beneke, Timothy. *Men on Rape: What They Have to Say About Sexual Violence*. New York: St. Martin's Press, 1982.

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### **Links for Additional Resources**

Pennsylvania Coalition Against Rape

[www.pcar.org](http://www.pcar.org)

National Sexual Violence Resource Center

[www.nsvrc.org](http://www.nsvrc.org)

Men Against Sexual Violence does not endorse the following links and is not responsible for any content on these sites.

Men Can Stop Rape  
[www.mencanstoprape.org](http://www.mencanstoprape.org)

NOMAS  
National Organization for Men Against Sexism  
[www.nomas.org](http://www.nomas.org)

Jackson Katz  
Advocate for gender violence prevention  
[www.jacksonkatz.com](http://www.jacksonkatz.com)

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