

**A GUIDE FOR MEN**

# COMPASS



**A GUIDE FOR MEN**

# **COMPASS**



# CONTENTS

<b>Introduction . . . . .</b>	<b>2</b>
<b>Knowing Who You Are . . . . .</b>	<b>6</b>
<b>Knowing Your Emotions . . . . .</b>	<b>10</b>
<b>Respect for Self . . . . .</b>	<b>14</b>
<b>Respect for Others . . . . .</b>	<b>18</b>
<b>Communication . . . . .</b>	<b>22</b>
<b>Conflict Resolution . . . . .</b>	<b>26</b>
<b>Becoming Men . . . . .</b>	<b>30</b>
<b>Resources . . . . .</b>	<b>35</b>
<b>Acknowledgements . . . . .</b>	<b>37</b>





# INTRODUCTION

**COMPASS: A Guide for Men** is a resource for adult male mentors who work with young Alaskan men aged 12 to 18. **COMPASS** presents mentors with opportunities and activities designed to support young men as they explore and identify their values, goals and unique identities. The activities, teachable moments and discussions described in the guide create a safe atmosphere for men and boys to learn about and practice healthy lifestyles. In addition, these strategies are designed to be easily incorporated into the day-to-day interactions that already exist between mentors and youth in team sports, camping, hiking, fishing, hunting and other activities. Ultimately the guide promotes meaningful conversations between men and male youth that promote healthy identities, build positive relationships, and strengthen communities.

## BACKGROUND

Incidents of domestic violence, dating violence, sexual assault, stalking and child sexual abuse in Alaska are widespread and continue to reflect some of the highest per capita rates in the nation. These forms of violence are complex and impact the health and wellness of Alaska's individuals, families and communities. In order to address these forms of violence and erase them from our landscape, Alaskans are working together to support the implementation of prevention programs that are community driven, culturally informed and research based. **COMPASS** is one such tool and is intended as a resource for male mentors working with male youth aged 12 to 18.

ALASKA MEN CHOOSE  
**RESPECT**



*COMPASS* provides male role models an opportunity to redefine masculinity and help young men explore healthier, nonviolent models of manhood. The use of this tool will assist mentors in providing young men with safe, structured and supportive settings to explore concepts of masculinity, healthy relationships and respect. The guide provides mentors with information, tools and activities to connect with young men around topics that impact their relationships, families and communities.

*COMPASS* was developed in response to the requests received by the Alaska Network on Domestic Violence and Sexual Assault and the Council on Domestic Violence and Sexual Assault from coaches, guides, camp leaders, cultural leaders and many others. The requests highlighted the need for a resource that could be used by men in their conversations with youth on the challenges faced by young men in Alaska.

*COMPASS* is a direct result of the work accomplished by volunteers from across the state who stepped forward to look at promising materials, considered the cultural and geographic contexts of Alaska, and worked together to develop and pilot aspects of *COMPASS*. Their efforts resulted in materials with a natural structure that offers stories, discussion starters, reflections, activities and teachable moments in seven key areas: Knowing Who You Are, Knowing Your Emotions, Respect for Self, Respect for Others, Communication, Conflict Resolution and Becoming Men.

## **CREATING A SAFE & RESPECTFUL SPACE**

When developing this guide for mentors and young men, *COMPASS* collaborators worked to develop materials that could generate authentic conversations. Creating a safe and respectful space to explore being men and boys in our society is central to the success of *COMPASS*.

- Creating this open, safe and genuine space starts with honesty within the group. This includes learning from past mistakes that help us grow and develop.
- It is essential to set the tone of the conversations and create guidelines or an agreement so that expectations and respectful interaction is understood.
- Make certain that young men are able to have meaningful roles including setting guidelines and leadership roles.
- Consider yourself a mentor and a facilitator creating the space that is necessary to have open and honest discussions.

## **INTRODUCTION**

## HOW TO USE

Each *COMPASS* user will bring their own knowledge, perspective and experience to make *COMPASS* authentic, meaningful and relatable. By using the *COMPASS* stories, teachable moments, reflections and discussions, *COMPASS* users can explore:

- The perspectives and concerns of young men in their group;
- How to have open and honest conversations with young men;
- Opportunities for discussions and activities to engage young men;
- Reflect on the following topics: identity; becoming men; emotions; self-respect; respect for others/nonviolence; communication; and nonviolently resolving conflicts.

Your own insights and experiences will enhance the stories, teachable moments and activities within *COMPASS*.

**Each topic area or theme offers two areas for preparation:**

### 1. Getting Started and Facilitator Reflections

This section grounds you in the topic and connects you with the core purpose of this topic area. It provides specific objectives and an overview of the topic. The Reflections section connects you to the core purpose, reminds you of your own experiences, and provides space to map out how to best approach the topic with young men involved in your activities.

### 2. Creating Connection with Young Men

These pages provide tools to use directly with young men. Your own experience, the setting and the natural opportunities that arise will determine which components or tools are most important for you to use. In the Stories section, an example story is provided to get your group thinking about the topic. These stories can be replaced by your own or regionally significant stories that convey similar lessons and have similar meaning.



Each topic area or theme offers four areas for teen engagement:

- 1. Talking it Out:** Includes thoughtful questions to explore with young men.
- 2. Teachable Moments:** Provides examples of how to illustrate an important idea through common situations and activities.
- 3. Trying it Out:** Links to the activity cards provided, which offer structured and topically relevant games and activities. These were designed to involve minimal materials and to be carried out in diverse settings.
- 4. Living the Lesson:** Provides examples on how to really live our truth today and everyday as facilitators, role models and guides. None of us can be perfect, but this section provides ideas on how to turn our discussions into actions and healthy ways of relating to one another.

## Resources

This last section provides online resources and additional reading to dig even deeper into the topics of *COMPASS*. We hope to update these resources with suggestions from facilitators and young men across the state in the years to come.

More in-depth information and practice opportunities are available through the companion training and materials. Please visit [www.alaskamenchooserespect.org](http://www.alaskamenchooserespect.org) to get more information.

Ultimately, through these genuine, intentional and strength-based approaches we can support young men to reach their full potential, to strengthen their community and to achieve safe and healthy relationships in their lives.

# INTRODUCTION



# KNOWING WHO YOU ARE

“ When youth have a secure sense of the past, present and future of their culture, it is easier for them to develop and maintain a sense of connectedness to their own future. ”

- Candler and Lalonde

Through this lesson, young men will rediscover themselves by exploring who they are, where they come from and who they want to be.

## REFLECTION

- What cultural, family and/or religious traditions are important to you? How do these shape who you are?
- How do you find mental, emotional, physical and spiritual balance?
- What are some of your own identities?

There are many positive and negative influences telling us who we should be and how we should act. These include our culture, media, family, values, spirituality, community, struggles, triumphs and all of the individual experiences throughout our lives. Through each new experience we are discovering and rediscovering ourselves.

## STORY

*Like a lot of young men, at 13 years old Jordan was unsure of who he was. His journey of self discovery started when he applied for an apprenticeship to create his own button robe, a traditional piece of Tlingit regalia. To earn his apprenticeship, Jordan wrote a paper describing why he wanted to create a robe and why he should be selected for the opportunity.*

*After being selected, he spent time talking to elders about his clan and history. They encouraged him to create his own design for his robe. With the help of his teacher, he created a wolf design for his family to use for generations to come. Jordan was given a jar of antique mother of pearl buttons that had been saved for years by a family friend to incorporate into his robe. As his robe progressed, new and old materials came together to create something that was unique, just like Jordan.*

*After months of working with the master, Jordan walked away from the experience with both his robe and a newfound sense of who he was. Through the process of creating a traditional garment he learned more about his culture, family and himself. That year he decided that he wanted to become a psychologist so that he could come back to his community and help his people. Jordan is now doing his internship at Providence Hospital in Anchorage, Alaska and will have his P.h.D. in Psychology in August 2014.*

## TALKING IT OUT

- What do you enjoy doing?
  - How does that shape who you are?
  - Do you consider those things part of your culture?
  - What makes these things important to you?
- What traditions would you like to pass on to the next generation?
- What are some of your identities or experiences that have influenced you?
- Do some of your identities give you power?
- How do we make sense of our identities or experiences when figuring out who we are?

## TEACHABLE MOMENTS

- Find opportunities to share your culture, experiences and identities.
- Encourage the youth to be proud of who they are and of their identities.
- Identify other community members who could connect with the youth and invite them to come and share about their identities, cultures and experiences.

KNOWING WHO YOU ARE





## TRYING IT OUT

1. Cross the line
2. If you really knew me
3. Circles of me



## LIVING THE LESSON

- Spend time learning about where you come from and your own identities.
- Support youth to understand their own identities.
- Support youth to develop a positive and healthy sense of their identities (culture, gender, etc.).
- Understand how you directly or indirectly feed into stereotypes.
- Understand how historical trauma and unresolved grief has impacted communities.
- Understand how culture and traditions provide strength and add to our community.
- Integrate cultural practices and leaders into your practices.



KNOWING WHO YOU ARE



# ADDITIONAL RESOURCES

## Online Resources

First Alaskans Institute – Alaska Native Dialogues on Racial Equity

<http://www.firstalaskans.org/index.cfm?section=Alaska-Native-Policy-Center&page=Racial-Equity>

Knowing Who You Are – Expanding Awareness of Racial and Ethnic Identity

<http://www.casey.org/resources/initiatives/KnowingWhoYouAre/>

## Additional Readings

Another Culture/Another World – Father Michael Oleska \*


Yuuyaraq: The Way of the Human Being – Harold Napoleon \*

*\*These materials are available to borrow. For access, please email [alaskamenchooserespect@gmail.com](mailto:alaskamenchooserespect@gmail.com).*

# KNOWING YOUR EMOTIONS

“The way to free your feelings is to simply feel them.”

- Shaeri Richards



Through this lesson, young men will be able to understand the range of emotions that men experience and gain skills to confidently express those emotions.

## REFLECTION

- What emotions are you comfortable expressing?
- Do you think negative emotions can be experienced without negative consequences?
- Why do you think we sometimes choose not to express our emotions?

As role models and mentors we have a chance to help young men identify and safely express their emotions. This includes how to know what they're feeling; how to talk about feelings; and healthy choices for expressing emotions. Knowing our emotions makes us strong, caring, healthy and successful. Emotional balance is one of the four key areas of balance: physical, mental, spiritual and emotional. All of this allows us to have stronger and deeper relationships with family, friends and dating partners.



## STORY

*Emotions can be compared to a small stream. As the days go by there may be debris or mud that builds up in the stream and forms a small dam. When rain falls or water levels rise, the build-up might form a little pool of water, but eventually the stream will no longer be able to hold the pressure that has built up. Once the pressure becomes too much the stream will find a new channel or direction to go, or it might burst the little dam or flood over its banks. Our feelings can be like this and if we don't take responsibility for them, they may build up until they become unpredictable and hazardous, sometimes expressed in the form of emotional or physical violence.*

## TALKING IT OUT

- What have we learned about expressing emotions while growing up?
- How does this free or confine us to the stereotypes of being a man?
- What happens to us when we do not express or work through our emotions?
- What are some ways that we have tried to “turn off” our feelings?
- How does dealing with our feelings, help us in any of our relationships?
- How does being in touch with our feelings help to be a better leader and more successful?

## TEACHABLE MOMENTS

- Consider discussing emotions when there is conflict among members of your group. Even when we look confident, most of us may fear failure or rejection, or feel unsure of ourselves in many situations.
- Check in with youth about how they are feeling and make it a regular part of conversations and activities.
- When someone speaks and acts appropriately during a difficult situation, give recognition and be specific about what expressed emotions and mannerisms they used.
- If you take a young man out hunting, talk about why it is important to understand your emotions and feelings about competition amongst peers and relationships with the animals.
- If a young man is expressing self-doubt in working towards a goal, or being unable to truly express their feelings, help them identify what they are actually feeling and why.





## TRYING IT OUT

1. Recognizing emotions
2. Sticks and stones
3. Strength and weakness roundabout
4. Feeling roundup

## LIVING THE LESSON

- Be aware of the range of emotions that exist and how you feel when experiencing different emotions.
- Provide opportunities to share stories about how understanding your feelings helped you to become better at something (parent, coach, hunter or friend).
- Move beyond the initial feelings expressed to explore what lies underneath the feelings.
- Model safe and thoughtful ways of expressing and resolving feelings.
- Support those around you who are expressing their feelings.
- Encourage young men to take responsibility for their feelings and how they express them.



# ADDITIONAL RESOURCES

## Online Resources

Collaborative for Academic, Social and Emotional Learning

<http://casel.org/why-it-matters/what-is-sel/>

I Know Mine: Alaska-Based Site for Teens on Emotional Health, Grieving and Suicide

<http://www.iknowmine.org/for-youth/your-emotions#sthash.QJf0U4QR.dpbs>

## Additional Reading

*Building Emotional Intelligence: Techniques to Cultivate Inner Strength in Children* – Linda Lantieri and Daniel Goleman (2008)

*How Children Succeed: Grit, Curiosity and the Hidden Power of Character* – Paul Tough

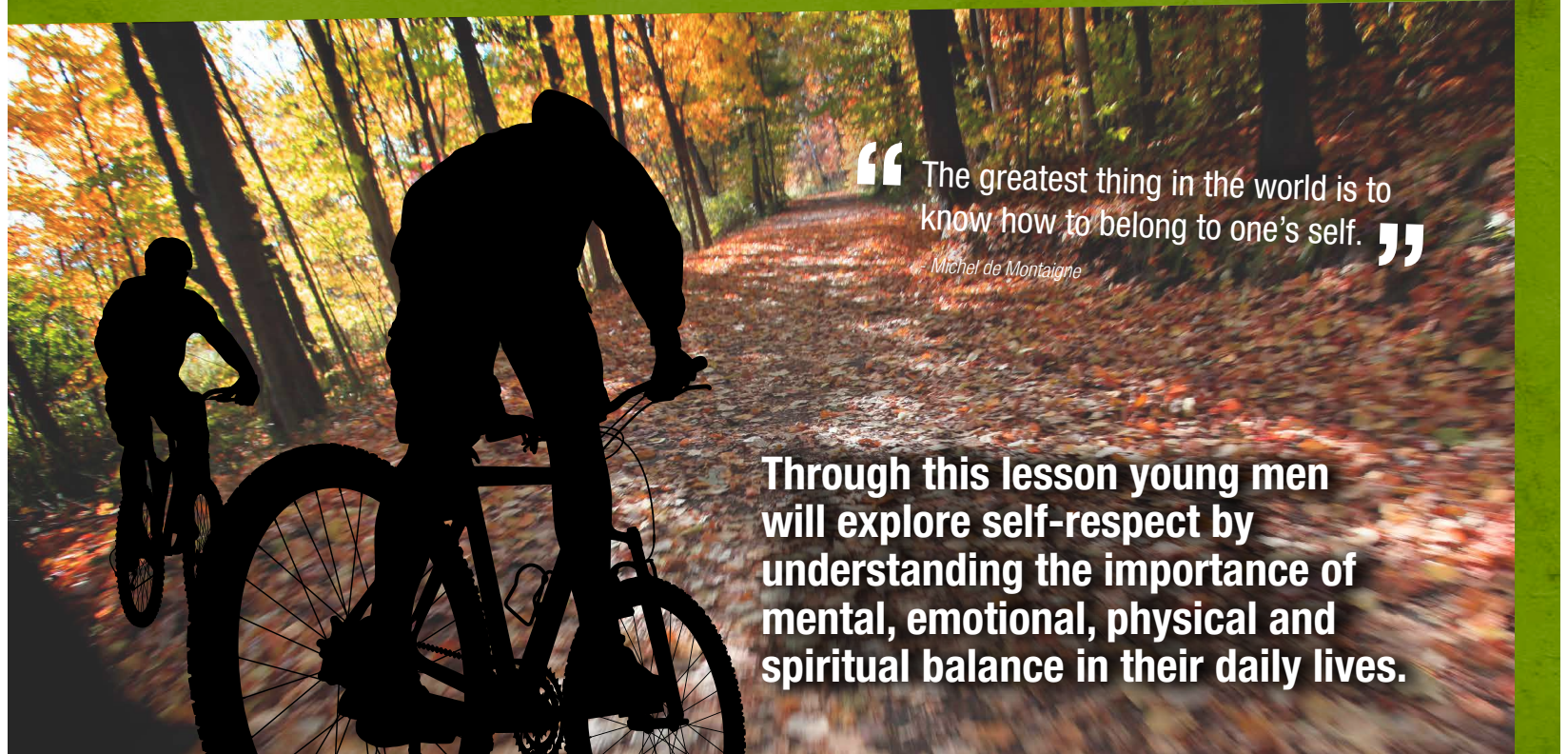
*Men's Work* – Paul Kivel\*

*The Gift of Fear* – Gavin De Becker \*

*\*These materials are available to borrow. For access, please email [alaskamenchooserespect@gmail.com](mailto:alaskamenchooserespect@gmail.com).*



# RESPECT FOR SELF

A photograph of two cyclists riding through a forest. The cyclists are in silhouette, riding away from the viewer on a path covered with fallen autumn leaves. The trees on either side have vibrant orange and yellow foliage. The scene is captured with a slight motion blur, suggesting movement.

“ The greatest thing in the world is to know how to belong to one's self. ”

*Michel de Montaigne*

**Through this lesson young men will explore self-respect by understanding the importance of mental, emotional, physical and spiritual balance in their daily lives.**

## REFLECTION

- How do you take care of your whole self? (mental, emotional, physical, spiritual)
- What gives you a sense of purpose? How do you live up to the standards you set for yourself?
- What supports or challenges you to live up to your own standards?
- How can you encourage or motivate young men without using shame?

Self-respect is about knowing your values and truly accepting who you are. It comes from finding mental, emotional, physical and spiritual balance. It is about how we live our lives each day; how we find meaning. Only we can define and complete ourselves by setting boundaries, asking for what we want and need, and taking care of ourselves. Self-respect is something that we all deserve.



# STORY

*Self-respect is ours and ours alone. But, when weakened, it can easily be undone.*

*Self-respect is a quality we should all cherish. It should be nurtured and made to flourish.*

*Self-respect is one of life's basic, human needs. It's what drives us and helps us to succeed.*

*Self-respect creates ambition, motivation and drive. It's a key ingredient in making us thrive.*

*Self-respect inspires us to achieve our goals. It gives us strength and feeds our very souls.*

*Self-respect is a chief factor in a successful life. It strengthens us when faced with pain and strife.*

*Self-respect sharpens our judgment. It builds our confidence and is often apparent.*

*Self-respect can, often, inspire the same in others. It's the reason we may all have our druthers.*

*Self-respect can, sometimes, be misunderstood. It should reflect, in us, all that is good.*

*Self-respect should always be admired. For, it is a trait, not easily acquired.*

RJLewis

# TALKING IT OUT

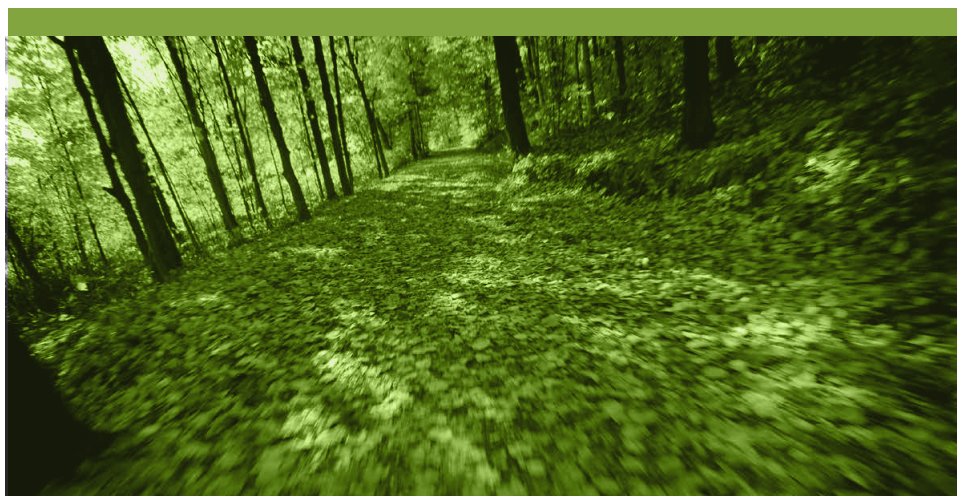
- What does self-respect mean to you?
- What makes you feel like you belong? What gives you a sense of purpose?
- What things do you do that you feel good about or are proud of?
- How do you take care of your whole self? (mental, emotional, physical, spiritual)
- What boundaries do you set to keep yourself happy and healthy?
- How do you talk to and view yourself?
- How do your decisions and actions reflect the standards you have set for yourself?

RESPECT FOR SELF



## TRYING IT OUT

1. Respect and disrespect
2. Inner self portrait
3. My balance
4. Building ourselves up



## TEACHABLE MOMENTS

- Support young men during difficult times when failure, rejection or defeat occurs. Encourage him and let him know that despite the circumstances, you care about him and support him. Help him learn from his mistakes and failures and understand that this is part of learning and growing.
- Help reinforce boundaries that youth set with each other; share examples of boundaries you have and how that helps keep you balanced.
- If you see that the young men you are working with seem overwhelmed, remind them to take care of themselves and share examples of how.
- If you notice that a young man is putting himself down, help him recognize the negative self-talk and ask him to come up with something he does well.



RESPECT FOR SELF

## LIVING THE LESSON

- Role model setting physical and emotional boundaries and let others know when they are not respecting them.
- Set goals to help achieve balance.
- Be active in your school, communities and families.
- Engage in activities that you enjoy.
- Set aside time for yourself and actively take care of yourself physically and emotionally.
- Set short-term and long-term goals and actively make steps toward achieving them.
- Spend time getting to know where you come from. Learn about and celebrate your history and culture.



# ADDITIONAL RESOURCES

## Online Resources

An Exercise in Taking a Fearless Inventory

<http://www.positivelypositive.com/2012/06/08/an-exercise-in-taking-a-fearless-inventory/>

Seven Keys to Discovering Your Life's Purpose

<http://www.positivelypositive.com/2012/07/06/seven-keys-to-discovering-your-lifes-purpose/>

## Additional Reading

*Creative Imagery: How to Visualize with All Five Senses* – William Fezler\*

*Success for Teens: Real Teens Talk about Using the Slight Edge*\*

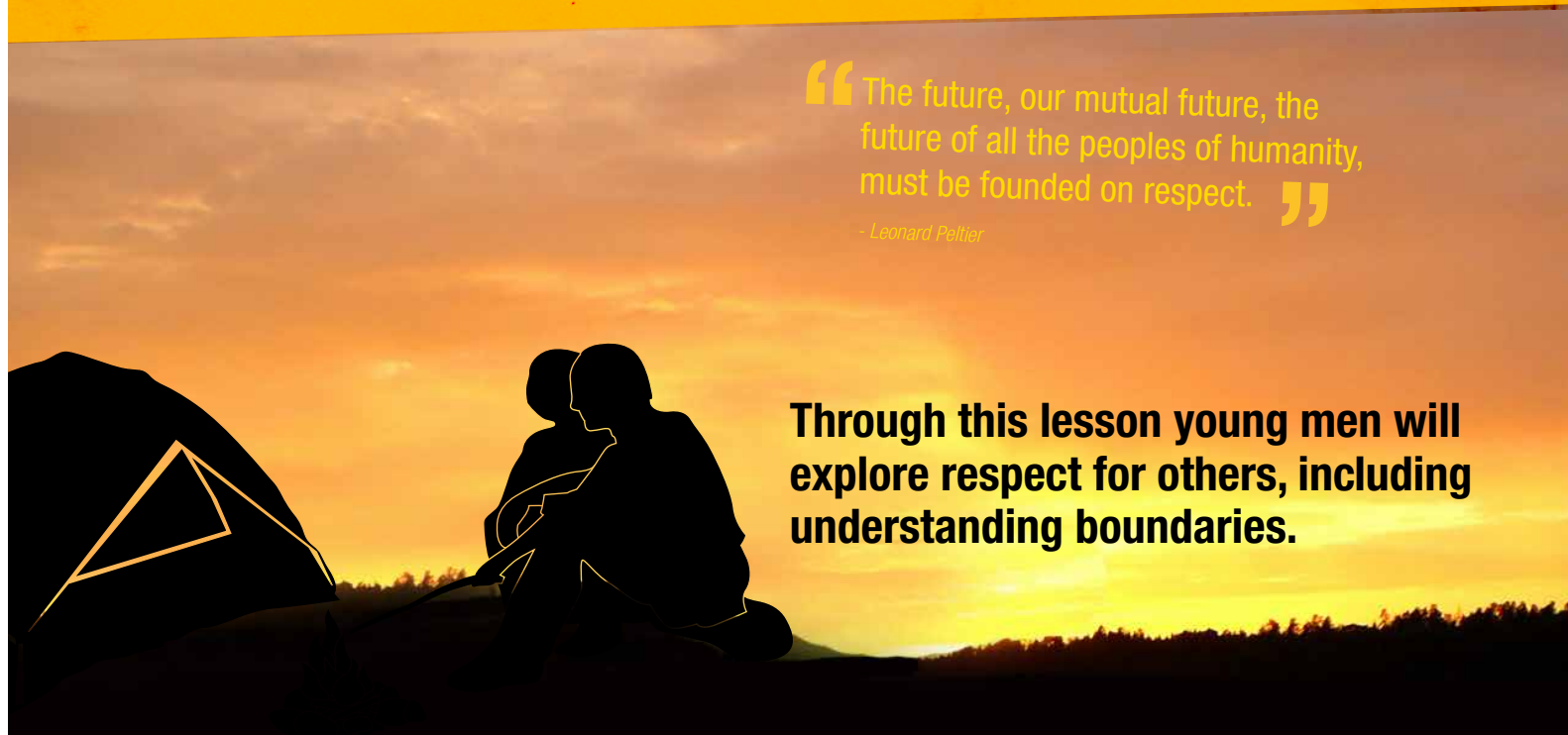
*Teens Can Make it Happen* – Stedman Graham\*

*\*These materials are available to borrow. For access, please email [alaskamenchooserespect@gmail.com](mailto:alaskamenchooserespect@gmail.com).*

# RESPECT FOR OTHERS

“The future, our mutual future, the future of all the peoples of humanity, must be founded on respect.”

- Leonard Peltier



Through this lesson young men will explore respect for others, including understanding boundaries.

## REFLECTION

- Who are the people in your life that you respect?
- How do you show respect to people around you?
- How do you show respect to those who have opinions that differ from yours?
- What are the objects/things you respect? Why?

Respect means recognizing the humanity and value of each person regardless of differences. Differences may include what you can see on the outside; how they dress, how they talk, their mannerisms, but also what is not seen; how people feel, different ideas and worldviews.



## STORY

### My Life is My Sun Dance

*The future, our mutual future, the future of all humanity, must be founded on respect. Let respect be both the catchword and the watchword of the new millennium we are now all entering together. Just as we want others to respect us, so we need to show respect to others.*

*We are in this together—the rich, the poor, the red, the white, the black, the brown and the yellow. We are all one family of humankind. We share responsibility for our Mother Earth and for all those who live and breathe upon her.*

*I believe our work will be unfinished until not one human being is hungry or battered, not a single person forced to die in war, not one innocent languishes imprisoned, and no one is persecuted for his or her beliefs.*

*I believe in the good of mankind. I believe that the good can prevail, but only with great effort. And that effort is ours, each of ours, yours and mine.*

Leonard Peltier



## RESPECT FOR OTHERS

## TALKING IT OUT

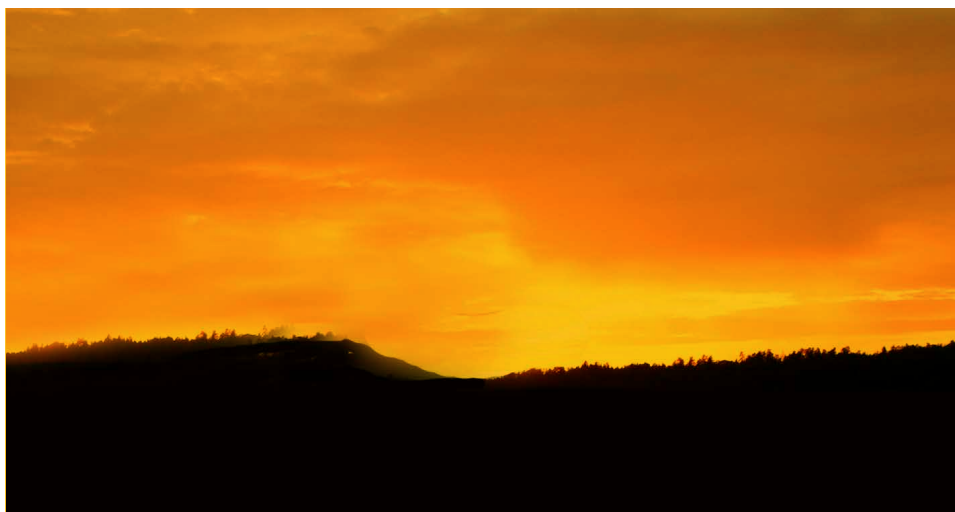
- Is respect an action, a thing or an idea?
- What are two memories of people treating you with respect and disrespect? How did they effect you?
- What are two memories you have of treating someone else with respect and disrespect? What do you think were the effects on them? How did you feel during and after?
- How can you disagree with someone and still show you respect them?
- How do you show respect in relationships (family, friends, dating)?
- What does respect look like in a dating or sexual relationship?

## TEACHABLE MOMENTS

- **Acknowledge that you are also here to learn. By showing that you respect their experiences and knowledge, they will be more willing to do the same for you.**
- **Celebrate and encourage respect when you see it happening.**
- **Encourage youth to be aware of their surroundings. If you are out hunting, fishing or berry picking, ask questions to provoke reflection of your impact on the land.**

## TRYING IT OUT

1. Personal space
2. Boundaries
3. Positive focus



## LIVING THE LESSON

- If you are unsure of a person's boundaries, ask them.
- Pay attention to non-verbal cues when interacting with others.
- Be aware of the effect you have on your surroundings. What do you leave behind? (i.e. clean area, good feelings, etc.)
- Embrace that people have views and perspectives that differ from your own and that this is a gift.
- Treat others the way you want to be treated.



RESPECT FOR OTHERS



# ADDITIONAL RESOURCES

## Online Resources

Bridges of Respect Builds Bridges Between People, Animals and the Environment

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

Let's Talk Respect Handout/Activity

[http://vetoviolence.cdc.gov/datingmatters/ChooseRespectZone1\\_Youth/Lets-Talk-Respect.pdf](http://vetoviolence.cdc.gov/datingmatters/ChooseRespectZone1_Youth/Lets-Talk-Respect.pdf)

Website for Teens on Relationships

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

Social Media Information and Respect

[thatsnotcool.com](http://thatsnotcool.com)

*Game Over: Gender, Race & Violence in Video Games* (DVD) – Media Education Foundation\*

## Additional Reading

*Above All, Be Kind* – Zoe Weil\*

*Helping Teens Stop Violence, Build Community and Stand for Justice* – Allan Creighton and Paul Kivel\*

*\*These materials are available to borrow. For access, please email [alaskamenchooserespect@gmail.com](mailto:alaskamenchooserespect@gmail.com).*

# COMMUNICATION



“ The way we communicate with others and with ourselves ultimately determines the quality of our lives. ”

- Anthony Robins

**Through this lesson young men will consider the key pieces to effective communication.**

## REFLECTION

- How do you communicate your belief in and respect for youth and others?
- Are you aware of how you communicate with others?
- What does your body language say when you are communicating with others?
- Do you communicate differently with your co-workers, friends and family? Why?

Through intentional and unintentional spoken words, visual cues, signals, behaviors and actions, we share information, messages, ideas and feelings. Communication is a key part of our relationships with family, friends, dating partners and others. And while some conversations are easy, others are more difficult and uncomfortable — it is the most difficult conversations that are the most important.



## STORY

*I can handle your telling me  
What I did or didn't do.  
And I can handle your interpretations  
But please don't mix the two.*

*If you want to confuse any issue,  
I can tell you how to do it:  
Mix together what I do  
With how you react to it.*

*Tell me that you're disappointed  
With the unfinished chores you see,  
But calling me "irresponsible"  
Is no way to motivate me.*

*And tell that you're feeling hurt  
When I say "no" to your advances,  
But calling me a frigid man  
Won't increase your chances.*

*Yes I can handle your telling me  
What I did or didn't do,  
And I can handle your interpretations  
But please don't mix the two.*

Marshall Rosenberg

## TALKING IT OUT

- How is communicating in a dating relationship different from the way you communicate with your family or friends?
- What are different situations or experiences with a dating partner that are important to talk about but might be uncomfortable? What makes these conversations awkward?
- What are the ways people communicate without using words? What do we see?
- Think of a time you communicated an issue and you did a good job. How did you feel during the conversation? How did the other person respond? What was the outcome?
- Think of a time you communicated an issue and it did not go well. How did you feel during the conversation? How did the other person respond? What was the outcome?

## TEACHABLE MOMENTS

- If you see that someone is on their phone while others are trying to talk, reinforce that active listening means putting away other distractions.
- When you are having discussions and others are not listening or paying attention, use I-statements to express how that makes you feel.

COMMUNICATION



## TRYING IT OUT

1. Misinterpreted messages
2. Active listening
3. I-statements



## LIVING THE LESSON

- When listening to others, listen to understand.
- Choose respectful words when talking with others.
- Identify how you feel, what you want to get across and how to communicate that to others.
- Use I-statements when confronting someone who has upset you.
- Pay attention to your body language.
- Be mindful of your tone of voice.





# ADDITIONAL RESOURCES

## Online Resources

Communication Skills for Healthy Relationships

[http://www.wfm.noaa.gov/pdfs/DealingWithConflict\\_Handout1.pdf](http://www.wfm.noaa.gov/pdfs/DealingWithConflict_Handout1.pdf)

Communicating Consent

<http://whereisyourline.org/2010/07/talking-about-consent-isnt-awkward-its-sexy/>

Love is Respect – How Can We Communicate Better?

<http://www.loveisrespect.org/dating-basics/healthy-relationships/how-can-i-communicate-better>

## Additional Reading

*Communication: Making Connections* – William J. Seiler and Melissa L. Beall\*

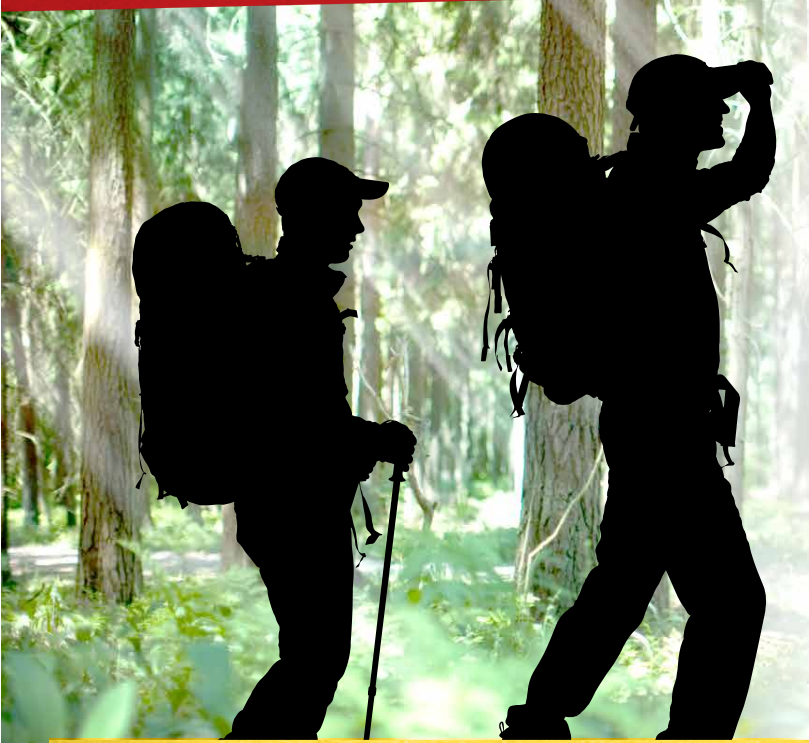
*Man Talk* – Michael Kaufman \*

*Nonviolent Communication: A Language of Life* – Marshall B. Rosenberg, Ph.D. \*

*The Power of Positive Confrontation* – Barbara Pachter\*

*\*These materials are available to borrow. For access, please email [alaskamenchooserespect@gmail.com](mailto:alaskamenchooserespect@gmail.com).*

# CONFLICT RESOLUTION

A photograph showing the silhouettes of two hikers in a forest. The hiker on the left is wearing a cap and holding a trekking pole. The hiker on the right is wearing a helmet and has their hand on their forehead, looking towards the right. Both are carrying large backpacks. The background is a bright, sunlit forest with many trees.

“ If war is the violent resolution of conflict, then peace is not the absence of conflict, but rather, the ability to resolve conflict without violence. ”

- Anthony Robins

**Through this lesson young men will build skills to settle conflicts successfully.**

## REFLECTION

- How do you handle the conflicts in your own life?
- What techniques do you use to cool-down conflict situations?
- What conflict resolution skills do you admire in others you know?
- In which situations is it best to remove yourself from a conflict situation?

Conflict is actually a normal part of life. Some people think conflict means fighting or arguing. But when there is conflict there are many ways to find a solution and can be an opportunity to understand another's point of view and make decisions that work for everyone. This will help our relationships with family, friends, dating partners, colleagues, or any time you are working as a team.



## STORY

*An old Cherokee is teaching his grandson about life.*

*"A fight is going on inside me," he said to the boy.*

*"It is a terrible fight and it is between two wolves. One is evil — he is anger, envy, sorrow, regret, greed, arrogance, self-pity, guilt, resentment, inferiority, lies, false pride, superiority and ego." He continued, "The other is good — he is joy, peace, love, hope, serenity, humility, kindness, benevolence, empathy, generosity, truth, compassion and faith. The same fight is going on inside you — and inside every other person, too."*

*The grandson thought about it for a minute and then asked his grandfather, "Which wolf will win?"*

*The old Cherokee simply replied, "The one you feed."*

## TALKING IT OUT

- What do people do when they get angry? How does this affect others? Does it help to solve the problem? What do you think are the best ways to handle anger?
- Who do you know that seems to resolve conflicts really well? What does it look like? Sound like? Feel like?
- When you have a problem with a friend or another student, what are your tools for resolving conflict? How are you influenced by the expectations of those around you?
- What do you think are the best tips to give about resolving conflict without emotional or physical violence or manipulation?
- Do you handle conflict differently with family, friends or dating partners? If so, how?

## TEACHABLE MOMENTS

- If you think someone is angry or if they say they are angry — acknowledge the anger and ask questions to get to the root of the problem.
- When the youth are upset, encourage them to take time to cool off and then come back and address the issue.
- When doing activities with the young men, pay attention to competing demands among the group and point out how those conflicts are resolved.
- When you hear about a conflict, take time to talk about it.
- Highlight conflicts that were resolved positively.

# CONFLICT RESOLUTION



## TRYING IT OUT

1. What color is conflict?
2. I represent conflict
3. Web of conflict



## LIVING THE LESSON

- When things are feeling intense, learn how to take space and bring it down a notch.
- Talk to the person directly.
- Recognize when conflict is escalating.
- Watch your assumptions. Get the facts so you can understand where others are coming from.
- Listen. Each side needs a chance to express themselves.
- Use I-statements. Begin your statements with “I”, not “You”.
- Apologize if you have done something wrong or hurt someone. Don’t be afraid to take responsibility for your mistakes.
- Stay focused in the present. When you are not holding on to old hurts and resentments, you can recognize the reality of a current situation and view it as a new opportunity for resolving old feelings about conflicts. This may mean forgiving past mistakes.





# ADDITIONAL RESOURCES

## Online Resources

Conflict Resolution for Healthy and Unhealthy Relationships

[http://www.loveisrespect.org/pdf/Conflict\\_Resolution.pdf](http://www.loveisrespect.org/pdf/Conflict_Resolution.pdf)

Overview of Various Conflict Resolution Skills

<http://www.crnhq.org/pages.php?plD=10>

## Additional Reading

*Peer Power: Becoming an Effective Peer Helper and Conflict Mediator* – Judith A. Tindall\*

*The Evolution of Cooperation* – Robert Axelrod\*

*\*These materials are available to borrow. For access, please email [alaskamenchooserespect@gmail.com](mailto:alaskamenchooserespect@gmail.com).*

# BECOMING MEN



“For most people born male in this culture, we do not have a choice whether we will become men. We do, though, have a choice about what kind of men we will become. And that makes all the difference.”

— Patrick Lemmon

Through this lesson we want to create a space for young men to safely explore what it truly means to be a healthy human being, and how society places unrealistic expectations on men, young and old.

## REFLECTION

- What does being a man mean to you?
- What men were your role models growing up? Why?
- Who are the young men who now look to you as a role model?
- What does society tell you about being a man?

Transitioning from young men and boys into adult men is deeply influenced by how we define manhood and masculinity. Messages young men and boys receive can be in conflict with what it truly means to be a strong, healthy man. As adult men and role models, we can help young men to recognize the unrealistic pressure and expectations that create “the man box”.



# STORY

## The Warrior and the Old Man

*The old man was sitting quietly in his lodge, suddenly the door to his lodge opened and a large figure stepped in.*

*A great shadow was cast against the wall. "Old man, I have come to listen to your words. This is what I was told to do. Why? I do not know. So what can you tell me? Speak. I have much to do."*

*The old man looked to the direction of the loud voice. "Yes, warrior, you ask what I, an old man, can say to you. I do not know. I will ask questions instead. The answers that you give will be yours. And with that, the old man lifted his hand and touched his heart.*

*"When you come into your lodge, do you strike fear into your children, into your woman, or do they know they have nothing to fear from you? Is your heart exposed to your loved ones?"*

*"Can you softly sing a song of love to your children and say to that child and to the mother of your child, 'I love you?' Will your thoughts be of your people, or will it be for yourself only?"*

*"Can you see the strength and beauty of the woman, especially as she travels another sunrise to sunset? Who gave you life? And who but Earth Mother allows you to walk each day upon her?"*

*"May the day come when some young man like yourself comes to listen to you."*

*"Yes, I too was a young warrior. Only when I could lift my children, hold my children gently, stand with dignity for my children to witness, respect the strength and beauty of our women, and tell my children, my wife, my people, and myself, 'I love you,' that was the day I became more than a warrior . . . I became a MAN!"*

*As the young warrior turned to go, he caught the eye of the old man, who had a wise and distant look in his eyes, and he felt that the old man saw into him and beyond him. The young warrior swiftly dropped his eyes and said quietly, "Thank you, grandfather," and left the lodge more slowly than when he entered.*

BECOMING MEN



## TALKING IT OUT

- What does equality look like in a dating relationship? What can we do to promote equality in our relationships?
- Who are the men that you look up to as role models?
- What about them makes them role models for you?
- What does it mean to be a man/guy?
- Where do you get messages about manhood?
- Is there a difference in the media's idea of manhood and reality?



## TEACHABLE MOMENTS

- Challenge name calling or emotional teasing/intimidation for any reason.
- Positively reward expressions of healthy masculinity.
- Challenge the idea of telling men and boys to “Man Up” when they are not willing to take a risk.
- If you hear someone brag about their sexual experiences, explain that these experiences are private and that they need to value their partner's privacy and be respectful.



BECOMING MEN



## TRYING IT OUT

1. Man box
2. Gender stereotypes
3. Masculinities



## LIVING THE LESSON

- Model strength that is based on compassion, caring, emotional openness and responsibility, NOT strength based on domination, control or violence.
- Find opportunities to support gender equality and equitable relationships.
- Choose to be a man among men: a man who defines his strength through respect, love, caring for others and the environment.
- Communicate that intimidation and name calling often has nothing to do with being a man and acts as a way to intimidate men to stay in the man box.

## ADDITIONAL RESOURCES

### Online Resources

Masculinity U: “The New Movement to ReThink Masculinity”

<http://masculinityu.com/>

Voice Male Magazine

<http://voicemalemagazine.org/>

Future’s Without Violence –Working with Young Men

<http://toolkit.futureswithoutviolence.org/GetToWork/Workwithyoungmen/HowBoys.html>

*Tough Guise* (DVD) – Jackson Katz\*

*Breaking Out of the Man Box* (DVD) – A Call to Men\*

### Additional Reading

*Boys Will Be Men* – Paul Kivel\*

*Breaking Out of the Man Box* – Anthony Porter\*

*The Seven P’s of Men’s Violence* – Michael Kaufman

<http://www.feminish.com/wp-content/uploads/2012/08/kaufman-7-ps-of-mens-violence.pdf>

*Real Boys: Rescuing Our Sons from the Myths of Boyhood* (1998) – Pollack, W. \*

*\*These materials are available to borrow. For access, please email [alaskamenchooserespect@gmail.com](mailto:alaskamenchooserespect@gmail.com).*



## RESOURCES

### Alaska-based Organizations Working to End Violence

Alaska Network on Domestic Violence & Sexual Assault - [www.andvsa.org](http://www.andvsa.org)

Council on Domestic Violence & Sexual Assault - [www.dps.state.ak.us/CDVSA/](http://www.dps.state.ak.us/CDVSA/)

Choose Respect – Alaskans Ending the Epidemic of Domestic Violence & Sexual Assault  
[gov.alaska.gov/parnell/priorities/choose-respect.html](http://gov.alaska.gov/parnell/priorities/choose-respect.html)

### Alaska-based Programs Promoting Respect

Alaska Men Choose Respect - [www.alaskamenchooserespect.com](http://www.alaskamenchooserespect.com)

Stand Up Speak Up Alaska - [www.standupspeakupalaska.org](http://www.standupspeakupalaska.org)

## GETTING HELP

### National Resources Available to Youth

National Teen Dating Violence Hotline ..... 1-866-331-9474

Gay, Lesbian, Bisexual and Transgender (GLBT) Youth Support Line ..... 1-800-850-8078

National Suicide Prevention Lifeline ..... 1-800-273-TALK

National Child Abuse Hotline ..... 1-800-4-A-CHILD (2-24453)

National Suicide Hotline ..... 1-800-SUICIDE (784-2433)

Rape, Abuse and Incest National Network ..... 1-800-656-HOPE (4673)

Talk with Teen Peer Advocates 24/7 ..... 1-866-331-9474

Text: text “love is” to 77054 | Chat: [www.loveisrespect.org](http://www.loveisrespect.org)

## LOCAL DV/SA PROGRAMS

### 24-Hour Crisis Lines

ANCHORAGE	Abused Women's Aid in Crisis .....	(907) 272-0100
	Standing Together Against Rape .....	(907) 276-7273
		1-800-478-8999
BARROW	Arctic Women in Crisis .....	(907) 852-0274
		1-800-478-0267
BETHEL	Tundra Women's Coalition .....	(907) 543-3456
		1-800-478-7799
CORDOVA	Cordova Family Resource Center .....	(907) 424-4357
CRAIG	Helping Ourselves Prevent Emergencies .....	(907) 826-4673
DILLINGHAM	Safe and Fear Free Environment .....	(907) 842-2316
		1-800-478-2316
FAIRBANKS	Interior Alaska Center or Non-Violent Living: .....	(907) 452-7273
		1-800-478-7273
HOMER	South Peninsula Haven House .....	1-800-478-7712
JUNEAU	Aiding Women in Abuse and Rape Emergencies .....	(907) 586-1090
		1-800-478-1090
KENAI	Leeshore Center .....	(907) 283-7257
KETCHIKAN	Women in Safe Homes .....	(907) 225-9474
KODIAK	Kodiak Women's Resource and Crisis Center .....	(907) 486-3625
KOTZEBUE	Maniilaq Family Center .....	(907) 442-3969
		1-888-478-3969
NOME	Bering Sea Women's Group .....	(907) 443-5444
		1-800-570-5444
PALMER	Alaska Family Services .....	(907) 746-4080
PETERSBURG	Working Against Violence for Everyone .....	(907) 518-0555
SEWARD	SeaView Community Services .....	(907) 224-3027
SITKA	Sitkans Against Family Violence .....	(907) 747-6511
		1-800-478-6511
UNALASKA	Unalaskans Standing Against Family Violence .....	(907) 581-1500
		1-800-478-7238
VALDEZ	Advocates for Victims of Violence .....	(907) 835-2980

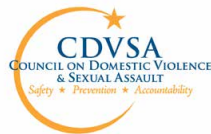


## ACKNOWLEDGEMENTS

A special thanks to everyone who helped develop *COMPASS: A Guide for Men*

Mark Calvert, *Aiding Women in Abuse and Rape Emergencies, Juneau AK*  
 Nick Campolettano, *Sitka AK*  
 Cheryl DeWitt, *Women In Safe Homes, Ketchikan AK*  
 Lori Grassgreen, *Alaska Network on Domestic Violence and Sexual Assault*  
 Brandon Haskins, *Sitka Counseling and Prevention, Sitka AK*  
 Allan Hayton, *Arctic Village AK*  
 Patrick Lemmon, *Violence Prevention Consultant, Portland OR*  
 Kami Moore, *Alaska Network on Domestic Violence and Sexual Assault*  
 Ati Nasiah, *Aiding Women in Abuse and Rape Emergencies, Juneau AK*  
 Ann Rausch, *Council on Domestic Violence and Sexual Assault*  
 Sonya Skan, *Ketchikan Indian Community, Ketchikan AK*  
 Julia Smith, *Sitkans Against Family Violence, Sitka AK*  
 Brian Sparks, *Sitkans Against Family Violence, Sitka AK*  
*Standing Together Against Rape, Anchorage AK*  
 Gene Tagaban, *Native Wellness Institute, Juneau AK*  
 Tom Taylor, *Four Feathers Consulting, Copper Center AK*  
*Tundra Women's Coalition, Bethel AK*  
 Peter Williams, *Sitka AK*

Funding for COMPASS: A Guide for Men comes from:



This project is supported by grant number 2011-WM-AX-K008 awarded by the Office on Violence Against Women, U.S. Department of Justice, and the Centers for Disease Control and Prevention, Rape Prevention Education Program. Points of view are those of the authors and do not necessarily represent the official position or policies of the U.S. Department of Justice or the Centers for Disease Control and Prevention.

This project is part of Alaska Men Choose Respect working in partnership with Governor Parnell's Choose Respect Initiative. Points of view are those of the authors and do not necessarily represent the official position or policies of the State of Alaska or Governor Parnell.

Second edition, printed 2014



ALASKA MEN CHOOSE  
**RESPECT**