

Men's Gender Awareness Workshop

[Trainers' Notes: 2.5 Day Design]

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Acknowledgements and Note to Users

This training design and accompanying trainer's notes are based on the workshop entitled "*Integrating the Other Half: Gender Training For Men,*" developed by the author and Anthony Sardien among others at the **Gender Education and Training Network (GETNET)** in Cape Town, South Africa. That design in turn borrowed from three other sources: (1) "*YOUNG MEN'S WORK: Building Skills to Stop Violence,*" developed by Paul Kivel and Allan Creighton at the **Oakland Men's Project** in Oakland, Ca.; (2) "*CREATING HEALTHY RELATIONSHIPS: Gender Training for High School Students,*" developed by Tom Schiff and others at the **Men's Resource Center** in Amherst, Ma.; and **MEN'S LIBERATION WORKSHOPS** developed by Charlie Kreiner and others at the Re-evaluations Counseling Community, Seattle, Wa. The basic program was delivered in more than a dozen men's gender sensitivity workshops throughout South Africa from 1997 to 2000 and in modified form afterwards.

It is believed that the optimum way to conduct the men's workshop is to devote at least 17 1/2 hours over 2 1/2 or more consecutive days in a private setting away from the hassles of daily life. Depending on the situation, it could start in the afternoon or evening on day 1 and followed by 2 full days or end with half day on day 3. Of course, the author realizes that it will often not be possible to deliver the training in that fashion for many reasons. Thus the notes for each activity have been written in a way to allow it to be run separately or as part of a redesigned format that could be reduced, expanded or conducted in shorter segments spread out over a longer period as conditions warrant.

It should be noted that the bulk of the suggestions for how to run the workshops and the key points to emphasize are those of the author and the other facilitators with whom he has worked. They are provided because they have been useful in our workshops and therefore should be a good starting point for you. They should **not** be seen as the only way to make a point or run an activity, however. Rather each person must adapt these materials to fit her/ his style and strengths as a trainer. Thus it is helpful to use personal examples whenever possible and express your own ideas in a manner comfortable to you.

WORKSHOP DESIGN AND NOTES

INTRODUCTION

Goals, Assumptions and Role of the Trainer:

The goals for this workshop fall into three basic groupings. The first is to raise the awareness of men as to the negative aspects of our gender socialization including the crucial point that men are also seriously limited and hurt by following the rules although in a different way from women. Second, it is expected that men will be sensitized as to the destructive aspects of harassing or being violent toward women and therefore curb that type of behavior. Finally, the participants will understand that the process of stepping outside the rules will be lengthy, difficult and require support from others, both men and women; but that, despite these problems, it is expected that they will begin that process at the workshop, including learning how to support each other.

Underlying these goals are several key assumptions. The most important is that ***men are basically good***. To the extent that they behave otherwise it is because society as a whole has succeeded in stripping them of parts of their basic humanity and has forcibly taught them to adopt dominant and sometimes abusive roles. If men resisted, the penalties imposed by society normally intensified. Following from this is the second assumption that ***men can and want to learn to stop all forms of destructive behavior to themselves and others and instead treat everyone in a caring and respectful way***. The crucial component of this process of unlearning is for the men to reflect upon and share their past experience. This will be difficult because it is likely to open the men up to increased isolation and mistreatment from others. Thus the final assumption is that for the process to work, ***men must provide support for each other***.

In order to effectively lead workshops of this kind, it is crucial that the facilitators share these assumptions and that they themselves be engaged in a process of unlearning their gender socialization. That does not mean that you can only be a trainer when you are completely free of this taint. That is something all of us can only aspire to at this point. But it does mean that the facilitators need to model the desired behavior which includes not engaging in put downs of others and displaying pride in being a gender sensitive male. It is also important for participants to feel a kinship with the facilitators and to see other men who are engaged in the struggle and willing to share their own experience, both the difficulties and the triumphs.

How To Use These Notes:

The notes below are divided into the seven sections of the workshop design:

1. **Preliminary Matters**
2. **Gender Socialization**
3. **How Women Are Hurt by the Socialization**
4. **How Men Are Hurt by the Socialization**
5. **Men and Violence**
6. **The Way Forward**
7. **Evaluation and Closing.**

The introduction to a section contains its overall training goal plus a listing of the activities contained therein with approximate time allocations in parentheses. Each of the individual activities is then normally described in more detail using the following format: 1. **Instructions** for conducting it; 2. Miscellaneous **Facilitator Hints** to make it go smoothly; and 3. Key **Teaching Points** to try and draw from it.

In addition to the formal activities, each day plus the workshop itself should end with **“check - ins”** during which the participants are invited to make any comment they wish. Someone may pass. These are crucial activities because they help build group solidarity and give even the quietest participants a chance to speak. They also serve as a gauge for the facilitators as to how the workshop is going. Similarly, days two and three begin with a call for overnight **“reflections”** during which participants are invited to describe something which happened since the group last met.

A key question concerning delivery of the workshop concerns time allocations. The current design is tight, and it is possible that not all of the activities will be completed. If that occurs, it should not be seen as a disaster. Various controversial issues come up at different times in each workshop, and it may be proper to pursue them then and make up the time later. Examples are the role of culture and religion in determining gender roles; women’s role in reinforcing traditional gender behavior and perpetuating their own mistreatment; and attitudes toward homosexuality. Judgment is needed to not let any session continue too long, and facilitators may have to redesign on the spot determining what to cut in order to get back on schedule. The key guiding principle is to judge whether the goals for the workshop are being met; not whether all the activities are conducted.

As you read the Trainer Notes that follow, it is hoped that they are both “user friendly” and provide you with the information you require to successfully deliver men’s gender workshops. Experienced trainers may already know much of the information provided, but your indulgence is requested because the notes were written for persons at various levels of experience. It is important that as you go through the notes that you modify them so as to make them most helpful to you.

FACILITATOR NOTES

Part I:

PRELIMINARY MATTERS

Overall Goal For This Section:

Make the men feel comfortable in the learning group by helping them to get to know each other better, informing them about what the workshop will cover, and creating a safe place for them to discuss gender issues and speak about their personal experience.

Activity Sequence And Time Allocations: Total: 80

- Introductions (45)
- Goals and Program (10)
- Building Safety (25)
 - 1. Fears and Concerns
 - 2. Ground Rules

I A. INTRODUCTIONS

Instructions

- 1) Trainers officially welcome participants and give their names.
- 2) Each person including the trainers introduces himself to the group:
Typical questions are:

v Name

v Something you like that others do not know

v Your full name and a story about it, e.g. how you got it, what it means, nicknames, etc.

(Note: Adapt question two for different groups, e.g. job title and duties for members of an organization; class and major for college students, etc))

Facilitator Hints

- 1) This activity may not take 45 minutes and all of the activities in this section may not take 1 hours and 20 minutes. They are given that much time on the assumption the workshop will start late on the first day.

- 2) A trainer should probably introduce himself first in order to model the type of response you seek since those who follow often speak about as long as the previous speakers.
- 3) The story of someone's name can reveal a lot about that person, thus the trainer should try to model an interesting story so others will follow suit.
- 4) Post the questions on newsprint. Also feel free to use other introductory questions that you think will be revealing and fun. Remember the goal is to put folks at ease and help them get to know something about the others that they probably don't know.

I B. PRESENTING THE GOALS AND AGENDA

Instructions

1) Read and explain the workshop goals:

- *Raise awareness of how both men and women are harmed and dehumanized by our gender socialization and begin the process of undoing that harm.*
- *Raise awareness of how sexism currently operates to privilege men and oppress women, including the perpetration of sexual harassment and violence.*
- *Plan for how men can:*
 - a. *Begin changing their personal behavior; and*
 - b. *Support other men and women in building a non-sexist society.*

2) Summarize the agenda going into detail just on that day's activities.

Facilitator Hints

- 1) Post the Goals and Agenda on newsprint (In abbreviated form) so that they can be seen while you speak. Emphasize that this workshop relies on experiential learning, i.e. the participants will reflect on their own lives and present their own thinking. The facilitators will share their lives and thinking also, but are not there as experts. The idea is to learn from each other.
- 2) Note that the first goal is to "raise awareness" which is the initial step in a process of change. Ultimately, attitudes and behaviors need to change, especially stopping the violence, but this will only occur over time. The overall

journey will be long and difficult. Thus, the final goal is to make plans for how we can change including how we can provide support to each other.

- 3) Since the titles of the activities will not mean much to the participants, the review of the Agenda should mainly cover the topic headings. In that regard, the workshop's structure is simple: It looks initially at the traditional gender socialization we all received and then the consequences that socialization has for women and then for men. Since there are no women present, their voices are heard through a video. Special attention is then given to stopping the violence. In the final section, the men will begin to plan for how to break the cycle of destructive behavior our socialization has set in place.

I C. CREATING A SAFE PLACE (55)

Instructions

A. Ground Rules (20)

1) Ask participants to create a list of "ground rules" for behavior that would both make the workshop go smoothly and also make it a safe place for them to discuss personal experiences. Once the list is complete, ask if there is agreement to abide by these ground rules at the workshop. Post the list prominently.

B. Hopes & Fears (Or Expectations & Concerns) (35)

2) Ask participants to answer the following questions on a piece of paper:

- (a) *What are your hopes (expectations) for this workshop and*
- (b) *What fears (concerns), do you have concerning what might happen here?*

3) Collect the responses, mix them up and then redistribute them to be read anonymously by another participant.

4) After all responses are read, the facilitators should clear up any misconceptions about what the workshop will cover and how it will be conducted.

Facilitator Hints

1) This is a crucial part of a workshop with men. Although they will never admit it, safety is likely to be their most important concern at the outset of the workshop because much of their experience has involved the threat of either being ridiculed or hurt physically by others. These feelings will likely come out as bravado or disrespecting other group members.

2) Regarding potential **Ground Rules**, if participants are reluctant to make suggestions, one of the facilitators can start with an obvious one such as *punctuality, especially after breaks*.

3) Key ground rules that should be included (even if suggested by a facilitator) are:

- a. **Confidentiality** i.e., not revealing what someone did or said at the workshop to someone not there in such a way that the speaker can be identified.
- b. **Treat each other with respect.** This one is obvious but crucial for men. They can just “agree to disagree” without being disrespectful.
- c. **Attend all sessions.** The workshop design and group solidarity build over time and both the individual and group suffer when someone is absent.
- d. **‘Share air time’**, i.e., allow others to speak after you have made your point. (Allows facilitators to cut off someone who is dominating discussions.)

4) It is possible for the discussion of **Hopes and Fears** to be sidetracked onto issues unrelated to the workshop so the facilitators should step in and cut off such discussions. If a concern cannot be alleviated at that time, put it on hold and raise it later if it is still a problem.

5) Normally participants shape their expectations to fit within the goals previously presented. However, if someone raises a topic or outcome that will not be covered in the workshop, participants should be told this.

6) There have been three fears or concerns that have been raised most often in men’s only workshops. The best explanation we have developed for each is provided:

a. **The absence of women:** This can be justified by explaining initially that it is men’s responsibility to begin this work on our own, i.e. we should not expect women to teach us how to become non-sexist. (This is similar to workshops on racism when white people often expect the people of color to teach them how not to be racist.) Second, experience has shown that men are likely to deal more honestly with sexism, at least initially, in the safer atmosphere of a men’s only group. Finally, in mixed gender groups, the workshop may be sidetracked by the anger some woman have toward men. This can make the male participants defensive and resistant to thinking about change while also reducing the time available to constructive discussion.

b. Fear of attacks on religion or culture:

Here it can be explained that both of these will be respected; the workshop does not seek to undermine anyone's heritage. Nevertheless, you can stress that culture and religion have always evolved and will not be treated as if their proscriptions are immutable. In addition, the problems to be discussed in this workshop are universal and not confined to any one cultural or religious group.

c. The workshop will either attack males or, just the opposite, seek to defend their privilege:

Here it can be explained that rather than doing either of these, the workshop will look at how men are also hurt by the current system and will seek ways to free both genders from the constraints of their socialization. In that way, women will no longer be oppressed and all persons will be encouraged to reach their full potential.

Part II:

GENDER SOCIALIZATION

Friday: **19:00 to 20:45**

Overall Goal For This Section:

To raise awareness that both boys and girls experience rigid socialization that forces them to adopt roles that are often hurtful and dehumanizing.

Activity Sequence and Time Allocations: Total: **105**

Act Like A Lady/Man Box (**45 TO 60**)

Critical Incidents in my Life (**1**) (**45 TO 60**)

II A. ACT LIKE A LADY/MAN/ BOX (45 TO 60)

Instructions

1. Divide the participants evenly into two groups.

A. Ask the participants in group 1 to think about all the times they were told to "act like a man" and then ask them to answer the following questions:

What was a "real man" supposed to do?

What were you never supposed to do?

[Give them time to think and then tell them to call out their answers in the form of a “brainstorm” (Defined below.) *List responses on separate sheets of newsprint for each question.* After the list seems complete, draw a box around the responses and tell them this is the “**Act Like A Man**” box.]

Then ask them a third question: What happened to boys who did not follow these rules?

[On a separate sheet of newsprint, *record their answers* to this question.]

B. Ask the participants in group 2 to think about the girls and women in their lives and to answer and how they were taught to act in order to be called “A Lady.”

What was a “lady” supposed to do?

What was a “lady” never supposed to do?

To start them off, ask the participants to think about what their sisters or girl cousins were told about how they were supposed to act. Draw a box around their responses and say this is the “**Act Like a Lady**” box.

Then ask the third question: What happened to girls who did not follow the rules?

[On a separate sheet of newsprint, *record their answers* to this question.]

2. Bring the groups back together and ask each to post and present their reports. Ask for clarifying question only. Then lead a discussion of the material on the newsprint:

Have participants look at the material on the newsprint and ask them both open-ended and more specific questions. For example, you can begin with: “*What have you learned from creating these boxes?*” or *How do roles differ? If the discussion lags, you can ask more specific questions such as: “Which gender is encouraged to take the lead in situations? Who is supposed to serve others needs? Who is supposed to initiate in relationships? Who has more freedom? etc. Do not forget the crucial last question: What do the responses to the third question tell us?* (See Teaching Point 4 below.)

Facilitator Hints

- 1) This exercise is done as a “brainstorm” which means there are no right or wrong answers; each person’s experience is valid and should appear on the newsprint. Answers need not apply to everyone. Discussion is limited since agreement is not necessary.

- 2) During the brainstorm, you may need to prompt the group about certain key areas of experience if they seem to be leaving them out, e.g.
Who initiates in relationships and who is supposed to be a virgin at marriage?
Who are encouraged to be leaders, to be educated?
Who is supposed to drink and smoke?
- 3) The boxes should include some variation of these rules, among others:

A “Real Man”

- Must be strong, invulnerable
 - Is the leader, makes decisions
 - Protects others
 - Is the main provider for the family
 - Is the initiator in relationships and/or sex
- Not Do:
- Cry, or show emotions other than anger
 - Play with dolls or do household chores

A “Lady”

- Is generally submissive or passive in relation to men
 - Is responsible for housework and child care
 - Can show her emotions
 - Look attractive and thin to attract a man for marriage
- Not Do
- Have sex before marriage
 - Be too assertive

- 4) You may also have to prompt to get responses to the question about consequences to those who don't follow the rules. Thus you can ask: **“would they have lots of friends or would they be punished or ridiculed?”** Once they mention the latter, be sure to *list the specific names* they would be called. Key responses are that those who do not conform are isolated, ridiculed, called names, and severely punished or beaten. Boys are called **“sissy, mama’s boy, and faggot.”** Girls are **“bitches, whores, and tom boys.”**
- 5) **The time allotted here for the discussion should be flexible.** If the participants are raising key issues, let the activity run for an hour. Make sure, however, that there is at least 5 minutes to discuss the last question re acting outside the box. (See the point below about roles not being freely chosen.)

Teaching Points

1) TRADITIONAL ROLES PLACE MEN IN THE DOMINANT POSITION, WOMEN THE SUBSERVIENT.

This is generally obvious but should be stated.

2) WORST THING A BOY CAN BE IS A GIRL.

This is true because then he is “not a man.” As a result, boys can not play certain games, wear girl’s clothes, express their emotions, do household chores, etc. If he does, he is seen as weak and unmanly.

3) RULES CUT ACROSS CULTURES AND RELIGIONS.

Although how a rule is expressed may differ from one culture or religion to another, the pattern is the same for all groups.

4) GENDER ROLES ARE NOT FREELY CHOSEN.

This learning is a **key** one for the men and comes from the answers to the third question. It says in effect that men adopt the role of being dominant and controlling, sometimes including the mistreatment of women, not because that is who they inherently are but rather to avoid being seriously mistreated themselves. Thus, boys who did not follow the rules are ostracized, ridiculed and sometimes beaten by adults (parents, relatives, teachers, coaches, etc.) or bullied by their peers. As a result, men need not feel guilty for conforming to the proscribed roles. It should be stressed, however, that **it is our responsibility** as adult aware men to change all behavior both in ourselves and other men which oppresses other people, especially women.

II B. CRITICAL INCIDENTS IN OUR LIVES #1 (45 TO 60)

Instructions

1) Pair each participant with someone he does not know well and ask each to tell a story in response to the question below.

While one participant is telling his story, the other is to listen delightedly and not comment. Each person should have about three minutes. Facilitators keep track of time and say when it is time to switch.

Describe a "critical incident" early in your life in which you learned how a man is supposed to act. What happened and what effect did the incident have on you?

2) Ask for a few volunteers to tell their stories to the whole group.

3) Lead a discussion:

First ask how it *felt* to do this activity; seek feelings not thoughts. Then ask what they learned from the stories. Make connections to the rules in the *Act Like A Man* box.

4) Repeat the above sequence in response to the following question:

Describe an incident in which you saw girls being treated differently from boys. Think of sisters, cousins, or friends. What did you learn from this?

Be sure to make connections to the *Act Like A Lady* box.

Facilitator Hints

- 1) This exercise is to elicit individual stories to supplement the general rules that came out of the previous one. This discussion can be allowed to run over especially if the prior one did not. But in some instances, the activity may take only 30 minutes.
- 2) If it does not come up on its own, begin to raise questions about the pressures conforming to the rules puts on men. What are the expectations they must meet? (This is a preview of the next day's activities re how men are hurt by conforming to the rules.)

Part III:

HOW WOMEN ARE HURT BY THE SOCIALIZATION

Overall Goal For This Section:

To raise awareness and provide information as to how women are oppressed and treated as lesser beings than men in most societies including the United States.

Activity Sequence and Time Allocations: Total: **90**

- A. Review the "Act like a Lady" Box
- B. Video: "Killing Us Softly 3"
- C. Roles and Activities

III A. REVIEW THE “ACT LIKE A LADY” BOX

Instructions:

State the goal set out above and then highlight some of the key rules about what girls are supposed to do and not do. Ask participants to keep those rules in mind as they watch the video and go through the “Roles and Activities” exercise.

III B. VIDEO: “Killing Us Softly 3”

Instructions:

1) Introduce the video:

Tell them it was produced by the Media Education Foundation in Northampton, Massachusetts and that its immediate purpose is to demonstrate how women are portrayed by the media. Those images both reinforce the stereotypes we learn as children and create expectations for how women are to look and behave.

2) Show the video.

3) Lead a discussion:

You may want to put the men in pairs for 5 minutes prior to the discussion to give everyone a chance to briefly vent. Then open the discussion asking what feelings came up as they watched the video. You can then ask more directed questions insuring that each of the following areas is touched upon:

- *The requirement that women spend significant time and money on being thin and attractive;*
- *The fact that certain careers are cut off to them, others are primarily for them, and they are paid less than men for equivalent work; and*
- *Overwhelmingly, they are victims of rape and domestic violence, yet they are often made to feel responsible for the attacks on them.*

Facilitator Hints

Most of the discussion points are obvious from the video. It may be useful to head off discussion of the other forms of oppression that are shown in the video such as sexual orientation. Just let participants know that we must focus on gender for time considerations, not because the others are not important

Teaching Points:

1) MEN ARE PRIVILEGED.

Men need to understand how they get special treatment based solely on their gender. Examples are the fact that men get higher salaries for the same work and that men do not have to fear physical assault and therefore have greater freedom of movement. Most men are not which is typical of many of the privileges they receive.

2) CULTURE AND RELIGION ARE NOT STATIC.

This is a sensitive subject, which brings up strong feelings in some participants. It is important **not** to make them feel defensive, but that does not mean you should avoid trying to get the men to begin questioning the validity of practices that bolster the continued oppression of women. The best way to do this when a participant tries to justify a position such as “*the man must be the head of the family because that is what the bible says*” is to ask if others agree. It is likely that some, if not many participants will disagree, and comments from them are the best way to begin the speaker’s internal questioning process. You also can repeat the point made above in the notes for the *Hopes and Fears* activity that cultural and religious practices have always evolved throughout history.

3) MEN ARE NOT TO BLAME FOR SEXISM.

Men are the primary architects of the current patriarchal system, so in that sense they are the oppressors of women. Yet, as stressed in the notes to the “*Act Like a Man*” exercise, men do not freely choose to behave as they do so it does not make sense to blame them. (Similarly, as described below, even though women participate in the perpetuation of sexism, they too should not be blamed.) Thus, although it seems vague, the fault must be assigned to the “system” which socializes all of us to act in certain ways.

4) WOMEN EXPERIENCE ‘INTERNALIZED OPPRESSION.’

Internalized oppression is a term used to describe how members of an oppressed group maintain their own low status because they have come to believe all the myths and lies told about them. In a racial context, this idea is similar to the teachings of Malcom X and other Black Consciousness leaders who said that the liberation of blacks must begin with them rejecting the belief that they were not equal to whites. Women have been conditioned to believe, for example, that their worth depends on their physical appearance and their ability to attract a good husband so they spend money on cosmetics, enter beauty contests and treat other women as rivals. Similarly, they believe their sons and husbands should conform to the male stereotypes, so they pressure them not to cry or otherwise act like a wimp. Such behavior is **NOT** proof that women want to remain in a subservient position, a common argument from those who feel threatened by change. Rather, they behave in those ways because they have internalized the stereotypes of women that prevail in the dominant culture.

III C. ROLES AND ACTIVITIES EXERCISE (25)

Instructions

1) **Hand out Roles and Activities exercise sheet and tell participants they have 2 minutes to complete it.** (See Appendix)

The task should be done based on first thoughts, not a considered opinion.

2) **Ask for how many ticked off men or women for KEY items.**

You don't need to review them all.

3) **Lead a discussion:**

Ask the reasons why various items were ticked as they were.

Facilitator Hints

This is a straightforward exercise that can be completed quickly. Key pairs on the two lists are “*Chef*” & “*Cooking*” and “*Tailor*” & “*Sewing*”, and on the Roles list, “*Doctor & Nurse*” and “*Elementary School Teacher & Professor.*”

Teaching Points

- 1) The key learning is that **if work is done outside the home for pay, it is associated with men.** The same work when unpaid and done at home is associated with women.
- 2) A related point is that **women's work, even if paid, is seen as less prestigious and therefore receives less compensation,** e.g., secretaries, primary school teachers, domestic workers, nurses, etc. Also these jobs are usually supportive of others rather than being the one in charge such as a supervisor or doctor. Similarly women teach in grade schools; men are the university professors.

PART IV

HOW MEN ARE HURT BY THE SOCIALIZATION

10: 40 to 12:00 & 14:00 to 16:45

Overall Goal For This Section:

Raise awareness that men also are seriously harmed by their socialization and therefore that they have much to gain by ending sexism and bringing about true gender equality.

Activity Sequence and Time Allocations: Total: 3:15

Review the “Act like a Man” Box	(5)
Likes and Difficulties Being A Man	(45)
Father / Son Role Play	(25)
Critical Incidents in my Life #2	(55)
Video: “Tough Guise” Part 1	(30)
Men’s stand Up #1	(40)
Costs and Benefits	(45)

IV A. REVIEW THE “ACT LIKE A MAN” BOX

Instructions:

Go over the goal for this section and then highlight the key rules about what men are supposed to do and not do such as having to be strong; the provider and protector; always be in charge, etc.

IV B. LIKES AND DIFFICULTIES BEING A MAN (45)

Instructions:

1) **Divide the young men into two groups with instructions to brainstorm answers to the two questions below. They should record their answers on newsprint and select someone to report to the group.**

A) Looking at your life today, what do you like most about being a man?

B) In contrast, what is hard for you as a man; for example, what are the pressures you feel or expectations that are hard to meet

2) **Have each group presents its report to the other.**

3) **Lead a discussion of the group reports.**

First allow time for questions about either report. Then ask for what the men observe on the lists.

Facilitator Hints

1) While you are not formally facilitating these groups, you should observe them to insure they are on task. In some instances, you may have to prompt the groups with questions if they seem stuck or do not understand what they are being

asked. For example, in relation to #2, you can ask: “*Who lives longer, men or women? Why?*” “*Do you think it will be easy to always have to earn the money, know how to fix everything or solve any problem?*” or “*Do you like having to be the initiator in sexual relationships?*”

- 2) In the discussion you can ask questions like: “*Did anything surprise you doing this exercise?*” or “*Which question was easier to answer in your group? Why?*” Concerning what the participants like about being men, if no one makes the point, ask why they think they listed certain things. For at least some of the responses, the answer should be because they were socialized to like them or were told boys like them. Also, ask if any of the items represent privileges they have as men. These would be things like “*freedom of movement*” or “*control over money.*” Then ask if there is there any reason why only men should have these?

Teaching Points

1) MEN LIVE UNDER INTENSE PRESSURE.

For some men, looking at “*what’s hard about being a man*” is the first time they have realized the burden they carry every day. Also they realize that many of these pressures are the converse of the things they like about being men. Thus you should be able to point to items on the two lists that are close to being the opposites of each other. For example, they may like “*being in control;*” yet list as a pressure “*having to always make all the decisions.*” Similarly, they like being looked up to as the provider and protector but feel pressured to make enough money or to be soldiers who are expected to die for their country. Or they may like “*having sex with lots of women*” or “*being able to choose a partner for a relationship*” but dislike the pressure of “*sexual performance.*”

2). MEN MUST MEET OTHER PEOPLE’S EXPECTATIONS.

You can also point out that these pressures are really expectations others have for us, not necessarily reflections of our own beliefs and desires. Hence, we may not be true to ourselves. Similarly, when we do not live up to expectations, we have to lie or make excuses and then pretend that we are not upset about failing.

IV C. CRITICAL INCIDENTS IN MY LIFE #2

Instructions

- 1) **Pair each participant with someone he does not know well and ask each to tell a story in response to the question below.**

The rules remain about re the listener not commenting. Each person should again have about three minutes.

Describe a time when you competed for something and won: in a game or fight; for a grade or job; for a girlfriend, etc. Be sure to include:

- a. how you felt before, during and after the competition; and*
- b. what you did afterwards.*

2) Ask for a few volunteers to briefly tell their stories to the whole group.

As they are doing so, **record their feelings and what they did afterwards on separate lists on newsprint.** Then ask other to add to those two lists *without* telling their own stories, just elicit feelings and what they did afterwards and list them on the newsprint.

3) Lead a short discussion of what they learned from these stories.

4) Repeat the above sequence in response to the same question but this time it is a competition they lost.

Again remind them to include:

- a. how they felt before, during and after the competition; and*
- b. what they did afterwards.*

5) Again ask for a few volunteers to tell their stories to the whole group.

As the stories are being told, record their feelings and what they did afterwards on a separate newsprint. Again ask others to add to those two lists *without* telling their own stories, just elicit feelings and what they did afterwards and list those on the newsprint.

6) Lead a discussion of what they learned from these stories. It is important to focus on the fact that they had strong feelings. These sometimes include pressure and anxiety prior and during the competition; either elation or disappointment and feelings of failure afterwards

Facilitator Hints

- 1) This is a tricky session to facilitate mechanically. Prior to asking for volunteers to tell their stories, you should prepare two pages of newsprint, one entitled "**Feelings**" (Before, During, After); the other "**What did afterwards.**" The newsprints are then filled in as the stories are being told. Typical examples include: (1) Feelings: Before and During - "*excited, nervous, confident, tense*"; After - Winners: "*proud, happy, excited*"; Losers "*angry, humiliated*", "*hurt*," "*depressed*", "*cheated*", "*jealous.*" (2) What did afterwards: Winners – "*Celebrated, went drinking*", Losers - "*did nothing*," "*gave up and went home to be by myself*," "*got drunk*", "*got into a fight*" or "*hit someone*".

Teaching Points

- 1) This activity demonstrates beyond any doubt that men constantly have feelings and that often these are very strong. The problem is that **WE ARE NOT ALLOWED TO EXPRESS OR EVEN ACKNOWLEDGE THEM**. You can point to why these difficulties occur by relating their behaviours to the rules in the “**Act Like a Man Box**.”
- 2) The exercise also indicates some of the difficult aspects of being a man because **MEN ARE ALWAYS EXPECTED TO WIN AND ARE NOT TAUGHT HOW TO COPE WITH DISAPPOINTMENT**. As a result, no matter how much we succeed, **WE NEVER FEEL LIKE WE ARE GOOD ENOUGH**.
- 3) Generally, men do not have had a constructive way to deal with their feelings and will likely either “**DROP OUT**” by giving up or spending time by alone (the ultimate form of “dropping out” is committing suicide which men do at 3 -4 times the rate of women); “**NUMB OUT**” by taking drugs or alcohol to hide the pain; or “**PUNCH OUT**” by hurting themselves or others.
- 4) Some of the experiences after losing in a competition may be positive such as deciding to analyse why you lost and applying yourself harder the next time. This should be acknowledged. Also, the exercise is not saying competition is always bad; it can push us to perform at our peak and can be fun. The problem is the premium put on winning and how those who do not win are ridiculed.

IV D. Video: “Tough Guise” Part 1

Instructions:

1) **Introduce the video:**

Tell them it was also produced by the *Media Education Foundation* in Northampton, Massachusetts and that Part 1 goes over much of the ground already covered about the way men are socialized and how the propensity for violence in some men is influenced by images in the media and other parts of the mass culture. Those images both reinforce the stereotypes we learn as children and create expectations for how men are to look and behave.

2) **Show the video.**

3) **Lead a discussion:**

You may want to put the men in pairs for 5 minutes prior to the discussion to give everyone a chance to briefly vent. Then open the discussion asking for reactions and especially what feelings came up as they watched the video. You can then ask more directed questions to bring out some of the teaching points listed below:

Facilitator Hints

As with the prior video, the key discussion points are pretty obvious. It may be useful to allow discussion of cultural differences since the video points them out so prominently but this should not be allowed to go on too long. Rather, it is important to emphasize the first teaching point below.

Teaching Points:

- 1) Although the images and some of the ways masculinity is expressed look different in different cultures, the key is how much the **messages are the same underneath**.
- 2) Most importantly, **men's socialization requires them to demonstrate strength and invulnerability** as depicted on TV, in movies and in the action figures.
- 3) **Men constantly feel the need men feel to prove their masculinity** and that becoming violent is one key way to do so. (Cite to the example of the school shootings.)

IV E. MEN'S STAND UP

Instructions

Part A

- 1) **Have the men sit in a tight circle and tell them that two series of questions will be read. If their answer would be "yes", they stand, look around and sit down. There will be a short discussion between the sets of questions**

The first set of questions are:

1. *Someone has told you to "act like a man" (Or words to that effect.)*
2. *You have been called a name like faggot, sissy, or mama's boy.*
3. *You have been hit by your father or some older person.*
4. *You have been physically injured and hid the pain, or kept it to yourself.*
5. *You were in a fight because you felt you had to prove you were a man.*
6. *You stopped yourself from showing affection, hugging, or touching another man because of how it might look.*
7. *You have been so mad or hurt that you did something reckless such as drive a car at a high speed, throw something, or punch a hard object.*
8. *You have drunk alcohol or taken drugs because you felt lonely or inadequate.*
9. *You have you thought about suicide.*

- 2) **Lead a discussion that focuses first on what it FELT like to take part in this activity. If there's time, ask what it says about us as "men."**

Facilitator Hints

- 1) The goal of this exercise is to allow the men to acknowledge some of the hurtful events they have experienced or behaviors they normally ignore. It also gives them a chance to see that others have had similar experiences that result from our socialization as men.
- 2) Possible discussion questions include: *“How did it feel to acknowledge some of these things publicly? Had you ever done so before? How did it feel to see that others had had the similar experiences?”* If time allows, you can ask what this exercise taught them about the pressures of **“acting like a man.”**
- 3) Try not to let the participants “intellectualize” the discussion by talking about such things as men’s behavior in general or why certain statements were included. Again insist on them expressing how it felt personally to take part in this exercise.

Teaching Points

Because of statement 6, the issue of **homosexuality** may come up here. It is best not to discuss that issue at length, however. In order to limit discussion, you can simply separate the question of the personal acceptance or approval of such a lifestyle from the one of discrimination or mistreatment of homosexuals. The former is a moral decision that people make for themselves. The latter is a human rights issue and involves whether it is ever ok to discriminate.

IV F. COSTS AND BENEFITS

Instructions

- 1) **Ask the group to brainstorm answers to the following questions as a way of summarizing the ways men are hurt by their socialization.**

Based on your experience plus what you have learned in the workshop, what do you see as the major “costs” to men for conforming to their proscribed gender roles?

How would men benefit from not conforming to their proscribed gender roles?

- 2) **Lead a brief discussion of what the key changes are and why it is important that we make them.**

Facilitator Hints

- 1) The key here is to make sure that the group actually understands the questions. The first looks at the heavy price we pay in order to have our so-called ‘privileges’ such as *poorer health and shorter lives; feelings of constant pressure to perform; depression when we don’t feel like we measure up, etc.*
- 2) Sometimes the group gets confused and lists what they think men will lose if they treat women equally such as “*decision making power*” or “*leadership positions.*” This should be corrected quickly.
- 3) With regard to both questions, you may have to prompt the group. Thus for question one, you can ask: “*How is men’s health affected?*” “*Why do men die younger?*” “*How close do men usually get to their children?*” For question two, you can ask: “*How would your family life change?*” “*How would your health be affected?*” “*Would we gain something from women?*”
- 4) The discussion can be short because the issue of change will be probed in greater depth later.

Part V:

Men and Violence

Overall Goal For This Section:

Increase sensitivity to issues of sexual harassment and violence against girls and women to the effect that participants will be less likely to engage in such behavior and will work to stop such behavior in others.

Activity Sequence and Time Allocations:

Total: 3:20

“Tough Guise” (Part 2)	(30)
Abuse and Respect	(20)
Forced Choice	(20)
Critical Incidents in my Life (3)	(40)
Men’s Stand-Up (2)	(30)

V. A “Tough Guise” (Part 2)

Instructions:

1) Re-introduce the video:

Tell them that Part 2 overlaps somewhat with part 1 but that it focuses more on actual incidents of violence in society.

2) Show the video.

3) Lead a discussion:

You may again want to put the men in pairs for 5 minutes prior to the discussion to give everyone a chance to briefly vent. Then open the discussion asking for reactions and especially what feelings came up as they watched the video. You can then ask more directed questions to bring out some of the teaching points listed below:

Facilitator Hints

Same instructions as before. Key discussion points are again pretty obvious and involve the role of sports in masculine culture, the way sex is connected to violence, and the role alcohol plays in all of this.

Teaching Points:

1) The way sports culture markets violence as a means to increase attendance and viewers and how this increases the amount of violent behavior elsewhere in society.

2) How sexual dominance becomes a key way to establish one’s masculinity and the tragic impact this has on women.

3) How men’s use of alcohol, often to numb the pain, has the additional effect of cutting them off from their basic humanity which allows them to act in cruel and inhuman ways.

4) The tragic effects that result from men being told that they must appear invulnerable.

V. B Abuse and Respect

Instructions:

1) Explain that this exercise is designed to develop definitions for the words “abuse” and “respect” in relationships. Begin by asking for examples of abusive behavior.

Note that the list should include forms of mental, emotional, and verbal abuse in addition to physical.

2) **Ask which of these examples affects their lives the most and circle those. Then ask which ones would affect women the most and circle those in another color.**

3) **Ask for examples of respectful behaviors and list these on a separate sheet.**

4) **Ask which examples of respect they do not get enough of and circle these. Then ask what they believe women would list and circle those in another color.**

4) **Lead a discussion of what was learned from this exercise.** Before it ends be sure to ask the key question: *“who defines what is abuse?”* (See “teaching point 1)

Facilitator Hints

- 1) The list of abusive behaviors should be specific such as: *“put downs,” “embarrassing someone in public,” “manipulating someone’s feelings,” “pressuring someone to do something they don’t want to,” “shouting,” “threatening,” “ignoring,” “spitting,” “making vulgar comments,” “unwanted touching,” “slapping, kicking, choking,” “unwanted sexual touching or rape.”* The list for respectful behaviors would mainly be the opposites of the abusive ones.
- 2) When you ask in step 2 above for the types of abuse which most affect women, you may have to ask for additions to the original list which the young men think would be included by women. Examples might be *“not be allowed to go out”* or *“being whistled at or pinched by boys.”*

Teaching Points:

- 1) A key learning is that the **TARGET DEFINES WHAT IS ABUSE**. As an example, ask them to think about an incident when they were abused as a child by an adult. While the adult probably thought she or he was simply teaching you a lesson, how did it feel to you?
- 2) There may be controversy over what is meant by respect because male socialization seems to define it as something you earn from people by showing you are tough or more powerful than them. Ask, however, whether you are really gaining respect or are you just making people fear you? Is there a distinction between the two?
- 3) True respect has nothing to do with domination but rather is how every human deserves to be treated. You can discuss how President Obama treats people as an example.

V. C Forced Choice

Instructions

1. To deepen the prior discussion, you can add the following exercise if there is time. Read the statements below one at a time and ask those who agree to go to one side of the room; those who disagree to the other.

1.

2. Ask one person from each group to state why he is on that side and then open the matter to discussion. Repeat the process for each statement.

- *“Some girls like boys to abuse them. It shows he loves her.”*
- *“Abuse of guys is sometimes good because it makes us tougher.”*
- *“Guys are just naturally going abuse each other and girls. It’s who we are.”*

Facilitator Hints

1) Given that this exercise comes fairly late, there may not be many people advocating an affirmative position. If that happens, ask them whether they would have answered the same way prior to this workshop? Assuming some say they would have, discuss what has changed.

2) On the other hand, opinions may still be split, and some people may get defensive trying to justify their positions. If that occurs, facilitators should rely as much as possible on other participants to make the points below rather than getting involved in an argument themselves. Hopefully your role will be to support and reinforce what others have said.

Teaching Points

Key points relating to the statements there include:

1. The first statement involves the issue of women’s **“internalized oppression”** that was discussed yesterday in relation to “Killing Us Softly.” While some women may say such things, that does not make it accurate.

2. **ABUSE IS NEVER ACCEPTABLE** and it does not make guys tougher. Rather it forces them to hide their pain and control their emotions, which can be very unhealthy as we saw yesterday.

3. We are socialized to believe we should control women. (See the **“Act Like a Man”** box.) **MEN ARE NOT BORN ABUSERS OF WOMEN.**

V. D Critical Incidents 3

1) **Tell the men to get comfortable and close their eyes. They will now have a few minutes to think about an incident guided the directions you will read. Let them know in advance that they will not have to talk about anything they choose not to. Briefly pause after each “*” in order to give the young men time to think.**

Remember one time when you were the victim of some kind of violence perpetrated by someone who was stronger than you or had a weapon. You may have been physically hurt or simply felt threatened. What were the particulars? How did you feel at the time?* What did you do about it?* And what is one way that this experience still affects you today?**

2) **Ask for a few volunteers to tell their stories to the whole group.**

They need not include any particulars they feel uncomfortable revealing. They should describe their feelings and how they are affected today.

3) **Lead a brief discussion of what this information reveals about men.**

4) **Give the same instructions about visualizing with their eyes closed as you read the following:**

Remember one time when you witnessed an incident of violence against a woman. (If you can't think of one, remember a time when you learned about such an incident.) What happened? How did it make you feel?* How do you feel about it today?* How do you think the incident affected the woman?* The man?* How do such incidents affect a relationship?**

5) **Ask for a few volunteers to tell their stories to the whole group.**

Again, they need not include any particulars they feel uncomfortable revealing. They should describe their feelings both at the time and today as well as how they believe the woman was affected.

6) **Lead a brief discussion of the destructive effect such incidents have on all parties involved, on any children in the family and on the relationship.** Be sure the discussion touches upon how was the man was acting inside the “Act Like a Man” box and how he was he trying to keep the woman in the “Act Like a Lady” box?

Facilitator Hints

1) The first goal here is to encourage men to interrupt incidents of violence against women by building empathy for its targets. Further, the young men need to understand

how the violence affects both the target and the perpetrator and their relationship and that of others around them.

2) It is possible to follow the same pattern as in the earlier “critical incidents” exercises of having the participants tell the stories to each other. The format was changed for variety and because of the sensitive nature of the stories. If the group is close, either format should work.

Teaching points

1) It is important that the participants understand how the man’s psyche is damaged by hurting someone else. Ask them to think about the perpetrator’s self-esteem after beating up a woman or child.

2) It is equally important to connect the violent behavior back to the rules in both the “Act Like a Man” and the “Act Like a Lady” boxes.

V. E. Men’s Stand Up (Part B)

1) Use the same format as in the earlier Stand Up as you read the following statements:

- 1. In either a work or social situation, have you ever interrupted a woman by talking loudly or forcefully or ignored what she was saying because you thought it wasn’t important?*
- 2. Have you ever stared at a woman’s breasts or whistled at, yelled at, or touched her as she went by?*
- 3. Have you ever called a woman “bitch, slut or whore” or similar words?*
- 4. Have you ever threatened to hurt a woman, break something of hers or hurt yourself if she didn’t do what you wanted her to do?*
- 5. Have you ever hurt a woman emotionally?*
- 6. Have you ever hurt a woman physically?*
- 7. Have you ever forced a woman to have sex with you when she didn’t want to?*

2) Lead a discussion focus on what it FELT like to take part in this exercise.

Facilitator Hints

1) The goal of this part of the exercise is to allow the men to acknowledge some of the ways they may have personally mistreated women and that violence includes more than just physically hurting them. Again it also gives them a chance to see that others have had similar experiences that result from our socialization.

- 2) Possible discussion questions include: *“How did it feel to acknowledge some of these things publicly? Had you ever done so before? Did anyone feel like he was confessing or asking forgiveness? If time allows, you can ask what this exercise taught them about the pressures of “acting like a man.”*

Part VI.

THE WAY FORWARD

Overall Goal For This Section:

To create a vision for change and then actually begin that process with each other's support.

Activity Sequence and Time Allocations: Total:

“Tough Guise” (Part 3)	(20)
Acting Outside the Box	(20)
Personal Change	(80)
Obstacles	
Planning	
Consultations	
Reports	
Building Support	(30)

VI A. Video “Tough Guise” (Part 3)

Instructions:

1) Re-introduce the video:

Tell them that Part 3 looks out how men need to show their vulnerability and provides examples of prominent me doing so.

2) Show the video.

3) Lead a discussion:

This discussion should focus on positive images of men. You can ask if they had personally known of these examples and if yes, how they had reacted. If not, what did they think about them now? You can also ask for more examples describing either public figures or men in their lives. You can foreshadow the “Obstacles” exercise in the next section by asking *“what’s hard about personally acting this way?”*

Facilitator Hints

Mainly try to keep the discussion focused on men's ability to change and the desirability of doing so. One way is to acknowledge and celebrate positive male role models in our lives and throughout history

Teaching Points:

- 1) The video demonstrates that change is both possible and desirable and that there already are allies out there. There also are allies in this room.
- 2) A key vignette in the video is the scene from "Good Will Hunting" when the therapist (Robin Williams) says to the protagonist (Matt Damon) "*It's not your fault; it's not your fault.*" In effect he is echoing what we learned from asking the last question in the opening exercise about *what happens if you don't follow the rules?* Since you will be victimized yourself, men are not at fault for following the rules initially. However, now as aware adults they can choose a different path.

VI B. ACTING OUTSIDE THE BOX (20)

Instructions:

- 1) **Ask the young men to write on a piece of paper the two or three characteristics they think would be most important for a gender sensitive man to have.**

Explain that we need a vision for change as a first step in that process.

- 2) **Go around the group asking each participant for one characteristic and record them on newsprint. Continue this process until all suggestions have been recorded.**

- 3) **Take down the newsprint containing the "Act Like a Man Box" and rip each sheet in half. Then pass the sheets around and ask the participants to continue ripping up those sheets until they feel they are done.**

Explain that we are doing this ritual to symbolize the change from one set of rules for men to another. Tell them they can keep one scrap as a souvenir if they wish.

Facilitator Hints

- 1) Make sure the data from the "*Act Like a Man*" newsprint had been saved somewhere else for a possible written report before beginning the ripping process.

- 2) Many of the characteristics will be similar to each other so try to combine them where possible. In general, try to record suggestions in the participant's words; but if a wording is awkward or unclear, you can suggest an alternative and ask if it is acceptable to the presenter.
- 3) If you think there is a gap in the vision after the participants' lists are finished, the facilitators can make **one** their own suggestions. Some key ones which might be left out are: *shows his emotions; able to ask for help; likes to nurture children; talks about personal matters with other men; and intervenes to stop violence.*

VI C. PLANNING FOR PERSONAL CHANGE

Instructions:

- 1) The first question to ask is "*what are the obstacles we as men will face as we begin to change?*" Conduct the exercise as a brainstorm similar to creating the new rules for being a "real man" That is give them a minute to list their ideas and go around getting one suggestion per person until the list is exhausted. Post the list and tell the participants they need to keep the obstacles in mind as they do the rest of this exercise.
- 2) Explain that each of the participants will now develop a plan to make some significant change in their lives around gender following these steps:
 1. ***Describe the change you want to make.*** It should be important but also something that is realistic and not overly ambitious. Thus they probably cannot stop getting angry or ending all violence around them but they could begin to talk to other men in their lives about what they've learned in order to get them thinking about change, create a support group with other men to talk about personal matters, parent differently so as to not reinforce stereotypes in their children, work to reduce violence around them in some specific way, etc.
 2. ***Write all the reasons why you want to change this behavior.*** This is important because they need to use these reasons to motivate themselves when get tough.
 3. ***List what the key obstacles will be to achieving your goal.*** They need to think about these in advance so they can include elements of their plan to help overcome them.
 4. ***List who you can turn to for support.*** This is also a crucial step since they are bound to face obstacles such as ridicule from those threatened by change. Indeed, putting a support mechanism in place should probably be the first step in

the plan. Support could come from the other people here, friends, siblings, parents, a religious leader or teacher.

5. Specifically describe the steps you will take and when you will complete them. For example, if someone wants to parent differently, the first step could possibly be to do some reading to find information on how to do this. Also, you will probably need to discuss the matter with other family members, especially your spouse, and explain why you want to do this. Then you can try to obtain resources that will help you and possibly set up role plays with friends of how you want to act and talk differently with your children. And of course you have to plan how and when you will complete these steps.

5. Establish a plan for measuring success. Any plan needs a review process to check to see if you are being successful. For example, over three months you can keep track of messages you communicated differently to your children or list discussions you have had on gender stereotyping and see if you met your targets for such discussions.

- 2) Give the men time to work on their own developing their individual plans.
- 3) Next have the participants meet in groups of three or four to read their plans and get suggestions from others on how to make their plans would be more workable.
- 4) In the large groups have each participant present the change he wants to bring about and the reason he chose that change. The rest of the plan is not read.
- 5) If time allows after the plans are read, ask each person what he thinks will be the hardest obstacle to overcome in completing it.

These are likely to be ridicule from others such as parents or friends, or his own internal fear of being isolated or ridiculed. Other possibilities are cultural and religious traditions. Remind them that the existence of these obstacles is the reason they need to develop a support network that we will begin to do in the next activity.

Facilitator Hints

- 1) This is a pretty straightforward session. Just make sure the instructions are understood for each of the steps of the planning process and that they are posted on newsprint so that they can be seen while the men are working. While they are planning, you can float among participants to offer assistance as needed. Make sure they deal with the obstacles.
- 2) After everyone has reported about his plan, offer an appreciation for the important and courageous work they have agreed to undertake.

VI D. BUILDING SUPPORT

Instructions:

1) Ask the young men to think about some man in his life whom he admires and who has come through for him at some one time or another. Then ask them to think about how that man came through for him and his most admirable qualities. Tell them they should reflect on those qualities as they engage in this activity.

2) Break the group into pairs and ask them to discuss these questions with their partners for. three minutes each:

1) What kind of support do you need from others in this group in order to bring about the changes you want to make including treating women with more respect?

2) What is hard about asking for this support? Giving this support to others?

3) Ask for brief reports of what was discussed and list the kinds of support needed on newsprint. Next open the floor to general discussion and have them talk about how they can support each other.

Facilitator Hints

- 1) This is another straightforward session designed to help the participants develop ways to support each other in stepping outside of their socialization. Hopefully the listing of the kinds of support they will need and the difficulties they will have in asking for it will make it more likely that the support will be forthcoming. The facilitators should pay close
- 2) attention to what is said in order to help plan future meetings of the group, if possible.

Part VII

CLOSING

Activity Sequence and Time Allocations: Total: 45

Evaluation.	(15)
Appreciation Circle and Final Check - in	(30)

VII A. EVALUATION (15)

Instructions:

- 1) Administer the evaluation and give the men time to complete it.

VII B. APPRECIATION CIRCLE AND FINAL CHECK - IN (30)

Instructions:

- 1) Have everyone stand in a tight circle and provide one personal statement of appreciation to the person on his right. Go around the circle until everyone has been appreciated.
- 2) Conduct a final check-in as on previous days.

Facilitator Hints

- 1) In the appreciation circle, make sure the man giving the appreciation faces the man receiving it and refers to him either by name or by “you.” Thus if he starts to say something like: “I have always liked Roger....”; you should gently correct him to say: “I have always liked you.” You can note that treating each other this way can be a characteristic of the “new man.”
- 2) If time allows, this can be expanded to have participants receive an appreciation from every man present. Give each person a turn standing in the center of the circle with his eyes closed. Then have a person on the outside put a hand on his shoulder and give his appreciation. Rotate until everyone has appreciated him, and then ask another man to stand in the center.

3) A facilitator will normally have the final say appreciating the participants for their honesty, commitment and courage.

Appendix

ROLES & ACTIVITIES FOR MEN & WOMEN

This is not a test about gender awareness. It is not a test at all. It is just an instrument to gauge our first thoughts about various roles and activities. If you associate the item listed in your mind with men, circle the letter “M”; if you associate it with women, circle “W”. Do not ponder your answer -- your first thoughts are what we want. You will have two minutes to complete the task.

ROLES

1. Chef	M	W
2. Doctor	M	W
3. Primary school teacher	M	W
4. Chauffeur	M	W
5. Janitor	M	W
6. Tailor	M	W
7. Nurse	M	W
8. Secretary	M	W
9. Farmer	M	W
10. Professor	M	W

ACTIVITIES

1. Cleaning	M	W
2. Carrying heavy things	M	W
3. Planting a garden	M	W
4. Talking	M	W
5. Cooking	M	W
6. Drive children around	M	W
7. Operate machinery	M	W
8. Sewing	M	W
9. Preaching	M	W
10. Sailing a boat	M	W

Adapted from the Oxfam Gender Training Manual