

# "You Da Man: understanding the pressure to "man up" and its impact on young men."

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[www.knowcoercion.com](http://www.knowcoercion.com)  
[www.menendingviolence.com](http://www.menendingviolence.com)  
[www.varapelaws.org](http://www.varapelaws.org)  
[www.paramihija.com](http://www.paramihija.com)  
[www.vahealth.org/injury/sexualviolence](http://www.vahealth.org/injury/sexualviolence)

**This presentation can be  
downloaded here:**

**<http://tinyurl.com/YouDaMan-EngagingMen>**

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## Outline

1. Introduction to the Psychology of Men
2. Social Learning theory
3. Gender Roles
  - Defining masculinity
  - Applying theories
4. Challenges with engaging men
5. Valuing the underserved population in prevention
6. Conceptual Framework of engaging men
7. Comprehensive community approach examples from Virginia.
  - Richmond Urban community
  - Chesterfields Latino community
8. Men Today, Men Tomorrow
9. Planning for the future (small group quick planning to take home exercise)
10. Closing

## **Nature - Nurture**

Essentialists argue that the collections of attitudes, behaviors, and social conditions that we call masculinities are “hard-wired” into males through biology

They view masculinity as static, trans-historical, cross-cultural, and cross-situational. Gender change is either impossible or needs a powerful force to constrain

## **The Problem with Testosterone**

Social Constructionism definitions of masculinity are malleable -- potential to shift with change in ideology, values, social conditions, economics, and historical events.

From Kilmartin, C. T. (2010) *The Masculine Self*

Boys encouraged to control their feelings and conform their behavior to **external standards** like performance in sports.

Girls encouraged to "**look inside**" and think about their feelings.

40 months of age - researchers found no sex differences in children's use of words that describe emotions.

70 months of age - , girls' language contained more emotional terms than boys'.

Parents tend to teach girls about the salience of feelings in the early stages of language acquisition, and they teach boys to attend to other aspects of experience.

From Kilmartin, C. T. (2010) The Masculine Self

## What is Gender

Gender is not sex.

The social pressure to behave and experience the self in concert with what the culture expects for males and females

There is a significant aspect of performance in gender.

Individual responses to cultural pressure are widely variable.

From Kilmartin, C. T. (2010) *The Masculine Self*

## The Gender Role Strain Model

Gender Role Strain is a psychological situation in which gender role demands have negative consequences for the individual or others. A person experiences this strain when gender role demands conflict with his or her naturally occurring tendencies.

Actual or imagined violation of gender roles leads individuals to overconform to them.

Violating gender roles has more severe consequences for males than females.

Certain characteristics prescribed by gender roles are psychologically dysfunctional.

Pleck (1981a) outlined a set of ten propositions defining the Gender Role Strain model.

From Kilmartin, C. T. (2010) *The Masculine Self*



## Pleck (1981a) Ten propositions defining the Gender Role Strain model.

1. Gender roles are operationally defined by gender role stereotypes.
2. Gender roles are contradictory and inconsistent.
3. The proportion of individuals who violate gender roles is high.
4. Violating gender roles leads to social condemnation.
5. Violating gender roles leads to negative psychological consequences.
6. Actual or imagined violation of gender roles leads individuals to over conform to them.
7. Violating gender roles has more severe consequences for males than females.
8. Certain characteristics prescribed by gender roles are psychologically dysfunctional.
9. Each sex experiences gender role strain in its work and family roles.
10. Historical change causes gender role strain.

From Kilmartin, C. T. (2010) *The Masculine Self*

## **Masculine Gender Role Violation Exercises**

Choose a behavior from the list below. Evaluate your thoughts and feelings as well as the reactions of those around you as you perform the behavior.

- 1. Wear colored nail polish to class or some other public place.**
- 2. If you are in a satisfying relationship with a woman, talk at length with some male friends about how much you love your girlfriend and how good she makes you feel (without talking about sex).**
- 3. Tell a male friend how much you value his friendship (without being drunk).**
- 4. Spend a half hour in a conversation with a group of people without interrupting or telling a story.**
- 5. Walk to class carrying your books at your chest instead of at your side.**
- 6. Share an umbrella with another man.**
- 7. Make a comment about the physical attractiveness of some man.**

**How would it feel for you to perform these behaviors? How would others react to you? Would there be a difference in the reactions of men and women? Of older and younger adults? Of people who know you well and people who do not? What does your experience of gender role violation tell you about masculinity, yourself, and the culture?**

From Kilmartin, C. T. (2010) *The Masculine Self*

## Social Learning Perspectives on Masculinity

- Why do relatively few men know how to sew and relatively few women know how to repair cars?
- What influenced their learning?
- This process takes place within a culture and a family environment that defines certain tasks, activities, and self-concepts as gender-specific.
- The basic assumption of social learning theory is that the most important influence on behavior is learning.
- Learning processes: reward, punishment, observation, imitation, and gender-schematic thinking.
- Social learning theory provides a picture of how people are socialized by families, peer groups, schools, and cultures.
- Social learning approaches see gender roles as the product of environmental influences that are wholly subject to change. Essentialists tend to see gender as “the way it is” -- an immutable fact of life and nature.

From Kilmartin, C. T. (2010) *The Masculine Self*

## Describing Masculinities

Personality traits

Activities or behaviors, i.e., what a man does

Prohibited activities, i.e., what a man does not do

Robert Brannon's classic (1985) essay described four major themes of traditional masculinity in the United States:

Antifemininity: "No Sissy Stuff."

Status and Achievement: "The Big Wheel."

Inexpressiveness and Independence: "The Sturdy Oak" or "The Male Machine."

Adventurousness and Aggressiveness: "Give 'Em Hell."

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Antifemininity acts as a powerful enforcer of masculine gender behavior

Male peer groups use antifemininity to police the boundaries of acceptable behavior.

From Kilmartin, C. T. (2010) *The Masculine Self*

# Challenges

**What Men?**

**Do we go to them or they come to us??**

**Meeting who? Where do - faith based, pro marriage and fatherhood fit in?**

**Must men become Pro-feminist to become allies?**

**What is our comfort zone?**

**Do you want to be right or do you want to be effective?**

**Are we working to bring men into the movement or looking to address the “well, meaning man”?**

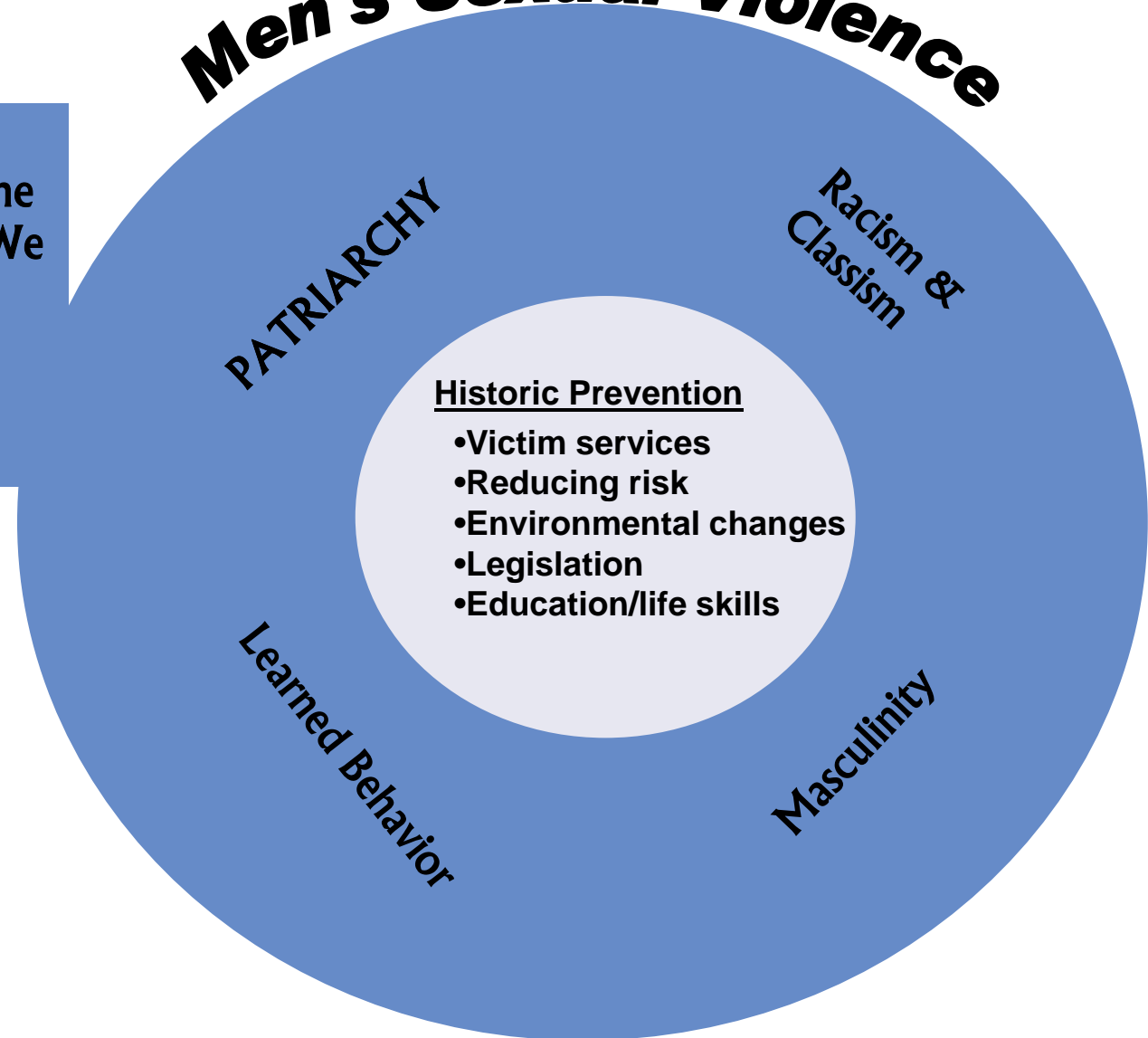
**What happens when it goes wrong? (pssst . . . and it will)**

# FRAMEWORK

- **Men (as all people) are inherently “good” – this is important in how men are approached, inviting them into prevention efforts.**
- **Most men are not violent.**
- **Gender is a construct.**
- **Stereotypical masculinity is linked to violent behavior.**
- **People respond positively when they are respected and heard.**
- **People respond negatively if they are silenced, if their life experiences are not respected and validated.**
- **Meet men where they are at on this issue, not where you think they should be.**
- **Men are a part of the culture and as privileged members of the culture, men have the power to make change (this in no way mean women’s efforts are/have been useless).**

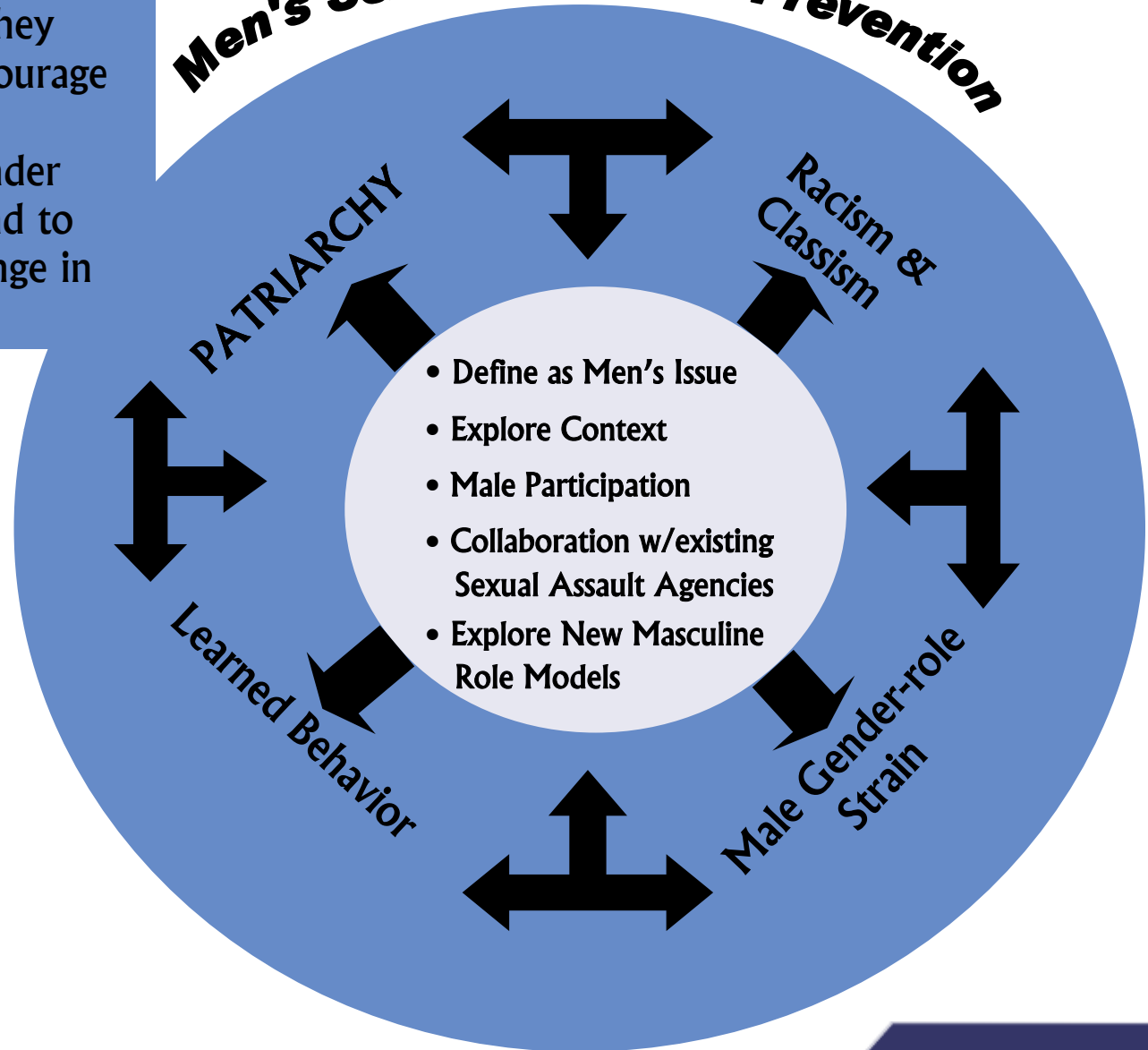
# Men's Sexual Violence

This Model Basically Assumes The World is The Way it is and The Most We Can Do is Help Others Learn to Live with and Reduce Their Risk of Sexual Violence.



Teach Men the Power They Have as Bystanders. Encourage Men to Examine Their Assumptions About Gender Roles and Masculinity and to Become Agents for Change in the Community.

## Men's Sexual Violence Prevention





## Resetting the “Default Options”

1. The person must know that the option exists.

Many people consciously and unconsciously accept gender arrangements as “the way things are” because they have no awareness that things could be different.

2. The person must be motivated to change from the default option.

Talking about gender can point out the important quality-of-life issues involved in adhering to rigid gender beliefs for both the individual and the society.

3. The person must know how to change from the default option.

Gender is a set of social pressures, and it is quite difficult to resist a pressure that one cannot name.

Kilmartin, C. T. Presentation 2008

# Factors that Encourage Violence

- Separation – not connected, can't feel other's pain, no empathy.
- Emotional Restrictiveness.
- External Defensive Style – not socialized to look inside.
- Externalize bad feelings on others.
- Reinforcement of Violent Behavior.
- Violent Role models.
- Drug use.
- Social Expectation – we expect men to be violent.
- Low Masculine Self-Esteem.
- Peer support.

Kilmartin, C. T. Presentation 2008

# Factors that Inhibit Violence

- Empathy.
- Modeling – Teach Early Teach Often.
- Social and Political Systems.
- Therapeutic Intervention.
- Education – on gender and ways of dealing with conflict.
- Withdrawal of Male Peer Support.

Kilmartin, C. T. Presentation 2008

My strength is not for hurting.

So when I wasn't  
sure how she felt,  
**I asked.**

Men can stop rape. [www.MenEndingViolence.com](http://www.MenEndingViolence.com)

**VDH** VIRGINIA DEPARTMENT OF HEALTH  
Protecting You and Your Environment

Our strength is not for hurting.

So when guys disrespect women,  
we say that's **not right.**

Men can stop rape. [www.MenEndingViolence.com](http://www.MenEndingViolence.com)

**VDH** VIRGINIA DEPARTMENT OF HEALTH  
Protecting You and Your Environment

My strength is not for hurting.

So when she wanted me to  
**STOP,**  
I stopped.

Men can stop rape. [www.MenEndingViolence.com](http://www.MenEndingViolence.com)

**VDH** VIRGINIA DEPARTMENT OF HEALTH  
Protecting You and Your Environment

**AND NOW, THE ACTUAL WORK**

# Engaging Men and Boys in the Prevention of Sexual, Domestic, and Teen Dating Violence

\$1,500 Funding Opportunity - 2011

## Goal

To increase male serving agencies' capacity to address sexual, domestic, and teen dating violence on a community-wide and individual basis in the Commonwealth of Virginia.

## Objectives

1. To increase participation of males working to end men's violence against women in Virginia communities.
2. To increase communities understanding of the dynamics of sexual and intimate partner violence and the valuable role men can have in the prevention.

# Engaging Men and Boys in the Prevention of Sexual, Domestic, and Teen Dating Violence

2011 Funding Opportunity

## Funded Activities

Each agency that received funding hosted a White Ribbon Campaign (WRC) community event . A minimum of 85 males must participate in the event for agencies to receive funding.

Agencies had to choose one of the following four activities to implement. Curricula and materials were provided.

1. National Fatherhood Initiative's Understanding Domestic Violence curriculum module ([www.fatherhood.org](http://www.fatherhood.org)) implemented with two different men's groups.
2. Implement four activities from Zone One of the Choose Respect Playbook (<http://www.cdc.gov/chooserespect>)
3. Present A Call to Men's "Breaking Out of The Man Box" materials to four groups of males in the community ([www.acalltomen.com](http://www.acalltomen.com)). A minimum of 40 males must be reached.
4. Submit your own innovative activity to engage men and/or boys in ending violence against women: i.e. create a peer-centered presentation and/or performance group, host a community Poetry Slams, etc. A minimum of 60 males must be reached.

# Engaging Urban, Black and Latino Adolescent Males in the Prevention of Teen Dating Violence

\$4,000 Funding Opportunity - 2011

## Goals

1. Increase the capacity of the Richmond urban, black communities and Chesterfield's Latino communities to effectively promote the involvement of adolescent males in the prevention of violence against women and girls in ways that reflect their community needs and values.
2. Promote male gender-based, culturally-specific, positive messages that reinforce norms, attitudes and behaviors that support respectful, non-violent relationships with women and girls to youth and adult males in urban, black and Latino communities of the Richmond region.



## Objectives

1. To increase participation of males working to end men's violence against women.
2. To increase communities' understanding of the dynamics of sexual and intimate partner violence and the valuable role men can have in the prevention of this violence.
3. To increase agency staff's knowledge and skills to address teen dating violence.

## Funded Activities

- Host a White Ribbon Campaign community event . A minimum of 85 males must participate in the event.
- Host one "Family Day" or "El Día de la Familia" to promote healthy, respectful relationships. A minimum of 100 people must attend.
- Agencies will meet a total of 10 times with a group of adolescent males, implementing healthy dating curricula covered in the required day long training on 3/19/2011. These groups of young men should play a vital role in the planning of the WRC and "Family Day" or "El Día de la Familia."
- Agencies will assist VDH in the creation of radio PSA's with direct input from young men in healthy relationships groups.
- Agencies will review current internal policies on issues related to sexual and domestic violence and implement improvements where needed. (An example might be that all staff must complete a free, one hour training online about healthy teen dating, such as "Dating Matters")
- Project staff must complete the Dating Matters online training.

# Engaging Men and Boys in the Prevention of Sexual, Domestic, and Teen Dating Violence

2011 Funding Opportunity

## Funded Activities

Each agency that received funding hosted a White Ribbon Campaign (WRC) community event . A minimum of 85 males must participate in the event for agencies to receive funding.

Agencies had to choose one of the following four activities to implement. Curricula and materials were provided.

1. National Fatherhood Initiative's Understanding Domestic Violence curriculum module ([www.fatherhood.org](http://www.fatherhood.org)) implemented with two different men's groups.
2. Implement four activities from Zone One of the Choose Respect Playbook (<http://www.cdc.gov/chooserespect>)
3. Present A Call to Men's "Breaking Out of The Man Box" materials to four groups of males in the community ([www.acalltomen.com](http://www.acalltomen.com)). A minimum of 40 males must be reached.
4. Submit your own innovative activity to engage men and/or boys in ending violence against women: i.e. create a peer-centered presentation and/or performance group, host a community Poetry Slams, etc. A minimum of 60 males must be reached.

**Engaging Men and Boys in the Prevention of Sexual, Domestic, and Teen Dating Violence  
2011 Funding Opportunity**

The Division of Prevention & Health Promotion at the Virginia Department of Health announces a funding opportunity to engage adolescent males in an effort to end men's violence against women. This funding will be awarded in the amount of \$1,500 to a total of eight agencies. Eligible agencies include those that provide a comprehensive, strength-based perspective serving adult and adolescent males. The following agencies are encouraged to apply: fatherhood programs, Boy Scout troops, after school programs, schools, colleges, Boys and Girls Clubs, community centers, faith-based organizations etc.

**Goal**

To increase male serving agencies' capacity to address sexual, domestic, and teen dating violence on a community-wide and individual basis in the Commonwealth of Virginia.

**Background**

National youth surveys report that:

- About one in four teens reports verbal, physical, emotional, or sexual violence each year.
- About one in five teens reports being a victim of emotional abuse.
- One in four teens in a relationship (25%) say they have been called names, harassed, or put down by their partner through cellphones and texting.
- About one in five high school girls has been physically or sexually abused by a dating partner.

Those who have been abused are more likely to binge drink, be depressed, get into fights, commit suicide, report current sexual activity, get lower grades, have low self-esteem, abuse their future dating partners, and become pregnant. While most men and boys are not violent, most men and boys fail to see the valuable role they have in ending this violence.

**Objectives**

1. To increase participation of males working to end men's violence against women in Virginia communities.
2. To increase communities understanding of the dynamics of sexual and intimate partner violence and the valuable role men can have in the prevention.

**Funded Activities**

- Each agency that receives funding will host a White Ribbon Campaign (WRC) community event by 4/30/2011. The WRC ([www.whiteribbon.ca](http://www.whiteribbon.ca)) provides men (and women) an opportunity to show their support for ending men's violence against women. Men are invited to pledge that they will never commit, condone, or remain silent about men's violence against women. The pledge signing is often the key community-wide event to raise awareness of sexual and intimate partner violence. A minimum of 85 males must participate in the event.
- Agencies must then choose one of the following four activities to implement and complete by 8/31/2011. Curricula and materials will be provided to funded agencies.
  1. National Fatherhood Initiative's Understanding Domestic Violence curriculum module ([www.fatherhood.org](http://www.fatherhood.org)) implemented with two different men's groups.
  2. Implement four activities from Zone One of the Choose Respect Playbook ([http://www.cdc.gov/chooserespect/materials\\_and\\_resources/playbook/index.html](http://www.cdc.gov/chooserespect/materials_and_resources/playbook/index.html)).
  3. Present A Call to Men's "Breaking Out of The Man Box" materials to four groups of males in the community ([www.acalltomen.com](http://www.acalltomen.com)). A minimum of 40 males must be reached.
  4. Submit your own innovative activity to engage men and/or boys in ending violence against women: i.e. create a peer-centered

presentation and/or performance group, host a community Poetry Slams, etc. A minimum of 60 males must be reached.

**Requirements**

1. The application must be received by 6:00 pm, March 4, 2011. Late applications will not be accepted.
2. Applications must be submitted electronically to [robert.franklin@vdh.virginia.gov](mailto:robert.franklin@vdh.virginia.gov).
3. The application should be 3-5 pages.
4. Projects will be completed, invoiced, and final reports submitted by August 31, 2011. The WRC must be completed by April 30, 2011.
5. It is anticipated that awards will be made by March 11, 2011.
6. These Virginia Department of Health funds may not be used for food.

**Application**

1. Provide a cover letter clearly identifying the agency and contact person that is requesting the funding. Contact information must include: name, agency, mailing address, phone, and email.
2. Identify the agency with a brief description of the services provided, community engagement, and target audiences.
3. Provide a plan for implementing the WRC and provide names of any partnering agencies in the community.
4. Identify which of the other four activities your agency will implement, along with implementation plans and time line for the activity.
5. Include a plan for evaluating the proposed project, include specific measurable outcomes, such as number of people reached.
6. Indicate agreement to submit required reports at the end of each funded activity.

**Payment**

\$750.00 will be approved for payment following completion of WRC and submission of report describing the campaign, and submission of agency invoice to VDH. A minimum of 85 males must participate in the event. \$750.00 will be approved for payment following completion of selected activity and submission of report describing the outcomes of the activity, and submission of agency invoice to VDH.

**Scoring of the Proposal**

The proposal will be judged on

Implementation plan for WRC (defined target audience and specific measurable outcomes)	35%
Implementation plan of other selected activity (defined target audience and specific measurable outcomes)	35%
Agency capacity to complete projects and ability to reach male audiences.	15%
Innovativeness of proposal	10%
Project evaluation plan	5%

**Questions and Submission**

Robert L. Franklin  
Male Outreach Coordinator for Sexual Violence Prevention  
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## Engaging Urban, Black and Latino Adolescent Males in the Prevention of Teen Dating Violence

The Division of Prevention & Health Promotion at the Virginia Department of Health announces a funding opportunity to engage adolescent males in ending men's violence against women. This funding will be awarded in the amount of \$4,000 to five agencies. Eligible agencies include those that provide a strength-based perspective on the social development of youth. The focus is specifically directed toward those serving urban, black adolescent males in the City of Richmond and Latino adolescent males in Chesterfield County. The following agencies are encouraged to apply: after-school programs, schools, Boys and Girls Clubs, community centers, faith-based organizations, etc.

### Goals

1. Increase the capacity of the Richmond urban, black communities and Chesterfield's Latino communities to effectively promote the involvement of adolescent males in the prevention of violence against women and girls in ways that reflect their community needs and values; and
2. Promote male gender-based, culturally-specific, positive messages that reinforce norms, attitudes and behaviors that support respectful, non-violent relationships with women and girls to youth and adult males in urban, black and Latino communities of the Richmond region.

### Background

A recent survey of Virginia youth found that 19% of black students reported experiencing physical dating abuse each year, a number almost twice the national average. About one in four teens reported verbal, physical, emotional or sexual abuse each year. Virginia also reported that 24% of Latino women having a live birth were physically abused by their partner during the last 12 months prior to pregnancy; that percentage is over four times higher than rates for both whites and blacks (Virginia PRAMS Study, 2007). The reported high rates of abuse are consistent with a national study of urban, black and Latino females seeking family planning services which found that over half of those teens had experienced intimate partner violence (either physical or emotional/psychological abuse or threatening behavior) and were at a greater risk for sexually transmitted diseases and pregnancy (Journal of Interpersonal Violence Online, 2008). While most adolescent boys are not violent, most fail to see, or are ever told, the valuable role they have in ending this violence.

### Objectives

1. To increase participation of males working to end men's violence against women.
2. To increase communities' understanding of the dynamics of sexual and intimate partner violence

and the valuable role men can have in the prevention of this violence.

3. To increase agency staff's knowledge and skills to address teen dating violence.

### Funded Activities

- All funded agencies will participate in a planning committee, coordinated by VDH, which will meet once a month to plan and share progress on meeting the goals of this project.
- Each agency that receives funding will host a White Ribbon Campaign (WRC) community event by 10/31/2011. The WRC ([www.whiteribbon.ca](http://www.whiteribbon.ca)) provides men (and women) an opportunity to show their support for ending men's violence against women. Men are invited to pledge that they will never commit, condone, or remain silent about men's violence against women. The pledge signing is often the key community-wide event to raise awareness of sexual and intimate partner violence. A minimum of 85 males must participate in the event.
- Each agency that receives funding will host one "Family Day" or "El Día de la Familia Hispana" to promote healthy, respectful relationships. A minimum of 100 people must attend.
- Agencies will meet a total of 10 times with a group of adolescent males, implementing healthy dating curricula covered in the required day long training on 3/19/2011. These groups of young men should play a vital role in the planning of the WRC and "Family Day" or "El Día de la Familia Hispana."
- Agencies will assist VDH in the creation of radio PSA's with direct input from young men in healthy relationships groups (see above).
- Funded agencies will review current internal policies on issues related to sexual and domestic violence and implement improvements where needed. (An example might be that all staff must complete a free, one hour training online about healthy teen dating, such as "Dating Matters")

### Requirements

1. To apply for these funds, agencies must attend a one day training on Saturday March 19, 2011. Applicants are encouraged to have a completed rough draft of the proposal by the training date. Please register here: [http://www.surveymonkey.com/s/Richmond\\_Male\\_Funding](http://www.surveymonkey.com/s/Richmond_Male_Funding).
2. The application must be received by 6:00 pm, March 25, 2011. Late applications will not be accepted.
3. Applications must be submitted electronically to [robert.franklin@vdh.virginia.gov](mailto:robert.franklin@vdh.virginia.gov).
4. The application should be between five and seven pages.
5. Projects will be completed, invoiced, and final reports submitted by October 28, 2011.
6. It is anticipated that awards will be made by April 11, 2011.
7. These Virginia Department of Health funds may not be used for food.

### Application

1. Provide a cover letter clearly identifying the agency and contact person that is requesting the funding. **Contact information must include: name, agency, mailing address, phone, and email.**
2. Identify the agency with a brief description of previous or current services provided, community engagement, and experience working with adolescent males.
3. Provide a plan for implementing the WRC and the Family Day/ El Día de la Familia Hispana.
4. Answer the following questions:
  - a. How is this project important to the adolescent males in your community?
  - b. How would this project benefit your community?
  - c. How would you recruit young men for this project?
  - d. Who would you involve in planning, promoting, and implementing your project?
  - e. How would you know if this project accomplished the desired outcomes? What ideas do you have for evaluating this projects success?
5. Indicate agreement to submit required reports at the end of each funded activity.

### Payment

- \$1,000.00 will be approved for payment following completion of WRC, submission of report describing the campaign, and submission of invoice to VDH. A minimum of 85 males must participate in the event.

- \$1,000.00 will be approved for payment following completion of "Family Day" or "El Día de la Familia Hispana," submission of report describing the campaign, and submission of invoice to VDH. A minimum of 100 people must attend.
- \$1,500.00 will be approved for payment following completion of 10 multisession meetings on healthy relationships with the same group of youth, submission of report describing the outcomes of the activity, and submission of invoice to VDH.
- \$250.00 will be approved for payment following attendance at all monthly planning meetings and submission of invoice to VDH.
- \$250.00 will be approved for payment following review of agency policies and/or procedures and appropriate implementation of new policies and/or procedures on sexual and domestic violence and submission of invoice to VDH.

### Scoring of the Proposal

The proposal will be judged on

Implementation plan for WRC and "Family Day" or "El Día de la Familia Hispana." (defined target audience and specific measurable outcomes)	30%
Agency response to application question 4. a through 4. e	45%
Agency history of work with this population and capacity to complete projects	10%
Innovation of proposal	10%
Project evaluation plan	5%

### Questions and Submission

Robert L. Franklin  
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**Added additional requirement that program staff had to complete Dating Matters online training.**

## Safe Dates Review

- Session 1: Defining caring relationships
- Session 2: Defining dating abuse
- Session 3: Why do people abuse?
- Session 4: How to help friends
- Session 5: Helping friends
- Session 6: Overcoming gender stereotypes
- Session 7: How we feel? How we deal?
- Session 8: Equal power through communication
- Session 9: Preventing sexual assault
- Session 10: Reviewing the Safe Dates Program

Program includes a play and poster contest

# Outcomes of Projects



# Men Today, Men Tomorrow

A project of the Idaho Coalition Against Sexual & Domestic Violence



**Idaho  
Coalition**  
Against Sexual &  
Domestic Violence





## *MT2 Values and Principles*

*Survivor voices must guide anti-violence efforts and be honored in all decisions.*

- Honor and Respect
- Empathy not Sympathy

## *Problems and Challenges*

*Survivor voices must guide anti-violence efforts and be honored in all decisions.*

- Survivors working with perpetrators

## *MT2 Values and Principles*

*To end men's violence against women, men must accept leadership from those who understand that violence most: women.*

- Most violence against women is perpetrated by men
- Historical perspective of the movement

## *Problems and Challenges*

*To end men's violence against women, men must take leadership from those who understand that violence most: women.*

- Which women?
- Are women always right? Men?
- Men are socialized as leaders

# SHARED LEADERSHIP

“Don't walk in front of me; I may not follow. Don't walk behind me; I may not lead. Just walk beside me and be my friend.”

~Albert Camus

## *MT2 Values and Principles*

*To address men's violence against women, one must also address sexism, racism, homophobia, classism, and other oppressions.*

- Violence is rooted in inequality
- All groups experience violence differently
- Address privilege
  - Gender, ethnicity, orientation, class, ability, etc.

# *Problems and Challenges*

*To address men's violence against women, one must first address sexism, racism, homophobia, classism, and other oppressions.*

- Too many issues?
- Existing privilege in organizations and programs

# ROOTS OF VIOLENCE

"Violence is anything that denies human integrity and leads to hopelessness and helplessness."

~Martin Luther King Jr.



## *MT2 Values and Principles*

*Men involved in anti-violence efforts must first challenge their own attitudes and behaviors which contribute to oppression.*

- Men Stopping Violence - “We are the work.”

# *Problems and Challenges*

*Men who are involved in anti-violence efforts must first challenge their own attitudes and behaviors which may contribute to oppression.*

- Self Care: “I thought you said not to take my work home with me.”
- Challenging social norms

# “WE ARE THE WORK”

“Men’s violence against women  
will not end until men decide that  
it will”

~Ted Bunch, A Call to Men

## Idaho Select Basketball

- Spring and Summer Seasons
- 8<sup>th</sup> grade through 12<sup>th</sup> grade
- Four 90 minute sessions
  1. Leadership
  2. Men's Violence Against Women
  3. Goal Setting
  4. NutritionJournal Reflections
- Coaching Boys into Men Playbook, supplemental
  - Weekly sessions with coaches
- Volunteering and Fund Raising
  - Walk a Mile in Her Shoes
  - Robert Wood Johnson Start Strong Healthy Relationships
  - BAM Jam 3 on 3 Basketball Tourney



# Conditions which contribute to men's violence against women in Sports Culture

## Professional Sports

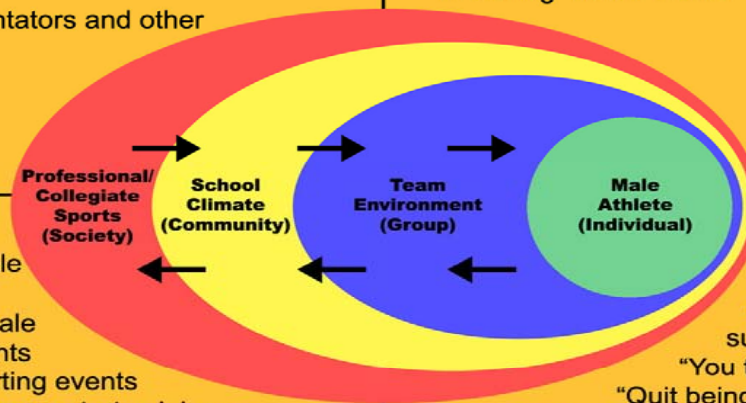
- ❖ Objectification of women in sports ads and promotions
- ❖ Objectification of female athletes
- ❖ Promotion of violence through sports
- ❖ Violent (sometimes sexual) language used to describe achievements ("he killed it" "crushed it" "we go raped")
- ❖ Violence against women labeled as "scandals" and brushed aside
- ❖ Sexist language and jokes by commentators and other media voices

## Male Athlete

- ❖ The belief that only men are real athletes
- ❖ Assuming that your date "owes you" because you paid for dinner
- ❖ Seeing women as sexual objects
- ❖ Telling sexist jokes (or laughing at them)
- ❖ Calling a woman (or a man) the "B" word
- ❖ Checking out" a woman or whistling at her
- ❖ Pushing "a little harder" when a woman says "no"

## School Climate

- ❖ Male sports are promoted above female sports
- ❖ Cheerleaders, dancers, and other female supporters are objectified at sport events
- ❖ Female athletes are objectified at sporting events
- ❖ Male athletes and other students, who perpetrate violence against women and other forms of sexism are not held accountable
- ❖ Coaches, teachers, principals, and other staff and faculty who perpetrate violence against women and other forms of sexism are not held accountable
- ❖ Violence against women and other forms of sexism are hidden or only addressed privately
- ❖ The belief that violence against women "just doesn't happen here"



## Team Environment

- ❖ Players are motivated, by each other and their coaches, with sexist language such as:
  - "You throw like a girl"
  - "Quit being such a pansy"
  - "My girlfriend tackles harder"
  - "Real men don't cry"
- ❖ Locker room talk includes men bragging about their sexual exploits
- ❖ Players are encouraged to look at women as objects or to treat them as such
- ❖ Male sports teams believe they are superior to their female counterparts



# Engaging Male Athletes

Pre-Game(Adult Influencer Meeting)

1. School Administrators
2. Coaches & Athletic Director
3. Response to Intervention Team members

# Engaging Male Athletes

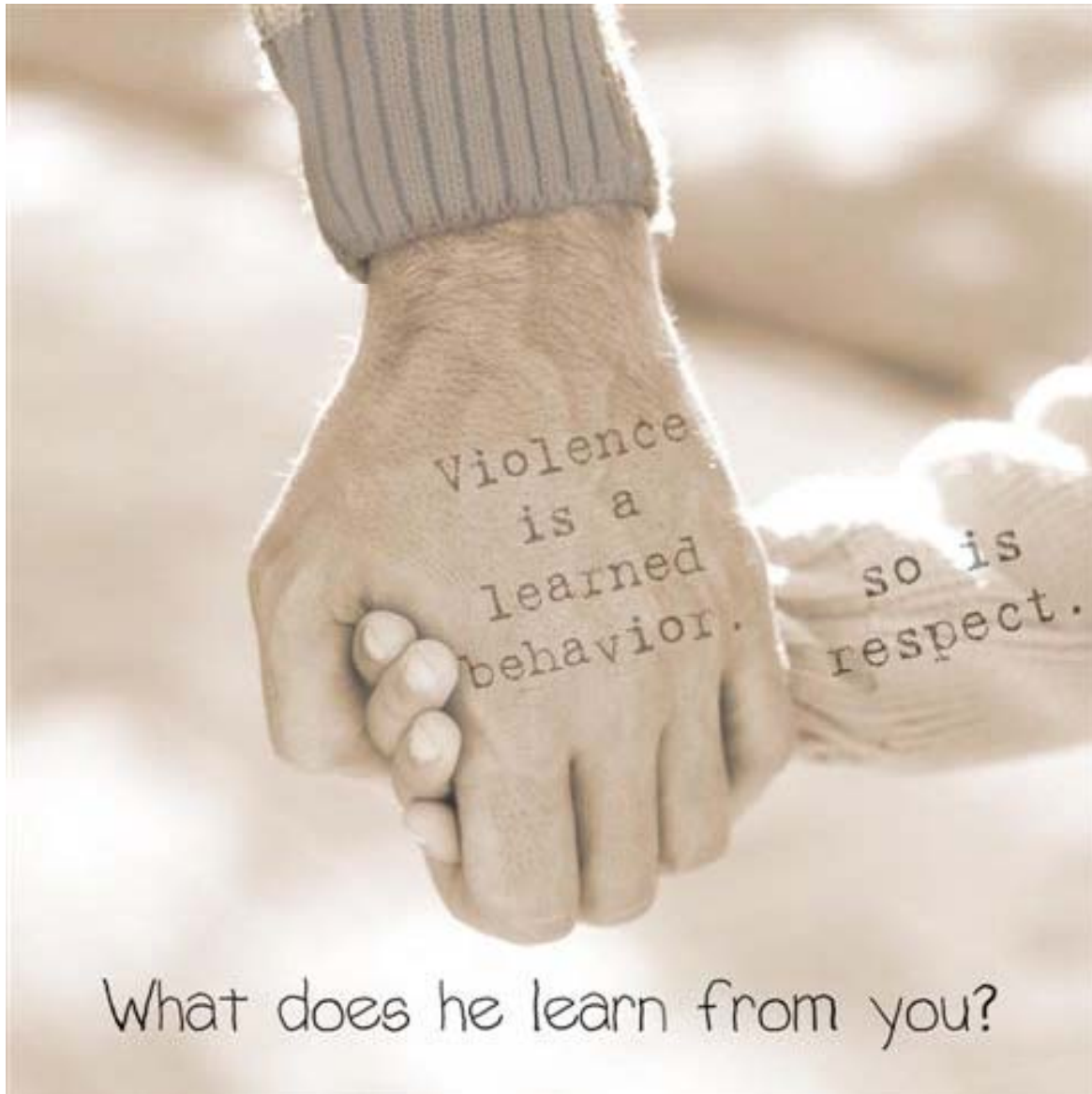
- Overview of men's violence against women
- The continuum of violence and sexism
- The role of male athletes in ending men's violence
- Project options
  - Templates for morning announcements to encourage participation
  - Social marketing campaigns to build support in the school climate
- Connecting to national resources
  - Positive Coaches Association
  - Coaching Boys into Men
  - Coach for America

# Engaging Male Athletes

Two Sessions (90 minutes each)

- Healthy relationship and communication skills
- Bystander intervention strategies to stop sexist and violent behavior
- Leadership skills to promote respect and equality for women
- Opportunities for community involvement, such as fundraisers for local domestic violence shelters.





my friend is a

**GREAT GUY.**

but I saw him

**PUSHING  
HIMSELF**

on a

**DRUNK  
WOMAN.**

i like the guy,

**BUT I SPOKE UP!**

**End men's violence against women!**

learn more @ [www.mentodayidaho.org](http://www.mentodayidaho.org)



**VDH** VIRGINIA  
DEPARTMENT  
OF HEALTH  
*Protecting You and Your Environment*



i like the guy,  
**BUT WE NEED  
TO TALK!**

my friend is a

**GREAT GUY.**

but when a

**WOMAN  
SAYS "NO"**

he

**KEEPS  
PUSHING.**

**End men's violence against women!**

learn more @ [www.mentodayidaho.org](http://www.mentodayidaho.org)



Watch your thoughts;  
They become your words.

Watch your words;  
They become actions.

Watch your actions;  
They become habits.

Watch your habits;  
They become character.

Watch your character;  
It becomes your destiny.

-Frank Outlaw

## Resources, Programs, and Tools

Reaching Men: Strategies for Preventing Sexist Attitudes, Behaviors and Violence, Rus Ervin Funk. [www.Mensworkinc.com](http://www.Mensworkinc.com)

Men Can Stop Rape

Men's Violence Against Women: Theory, Research, and Activism, Christopher Kilmartin and Julie Allison.

The Macho Paradox, Why Some Men Hurt Women and How All Men Can Help, Jackson Katz

MVP

RESPONSE ABILITY: The Complete Guide to Bystander Intervention, by Alan Berkowitz, Ph.D.

Coaching Boys Into Men

Tool Kit for Working with Men and Boys

## Links to Programs

<http://toolkit.endabuse.org/Home>

<http://www.nsvrc.org>

<http://www.mencanstoprape.org/index.htm>

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

<http://www.jacksonkatz.com/mvp.html>

<http://www.whiteribbon.ca/>

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

<http://www.vawnet.org>

<http://www.coachescorner.org/> - Coaching Boys into Men

Websites on men's anti-violence work

<http://www.xyonline.net>

Articles on men, violence, etc.

<http://www.xyonline.net/category/article-content/violence>

Academic references on men's anti-violence work

<http://mensbiblio.xyonline.net>

[www.menendingviolence.com](http://www.menendingviolence.com)