

LIVERESPECT



COACHING HEALTHY & RESPECTFUL MANHOOD

**PROGRAM AND CERTIFICATION
PROCESS GUIDE**

A CALL TO MEN

The Next Generation of Manhood





MESSAGE TO COACHES, EDUCATORS, AND MENTORS

“ As a coach, educator, or mentor, you are a role model with great influence over the lives of young men and the way they view the world. The ability to shape the minds and beliefs of the young men we serve is an awesome responsibility. This is a position of honor. Join A CALL TO MEN in shifting social norms that negatively impact our culture and promote a more healthy and respectful manhood. ”

—James Brown, Network Broadcaster, CBS Sports and News

As a coach and mentor, you hold a unique place in kids' lives.

You are an influencer and a role model. You are a teacher. You are an example of what it means to be a leader. You are an example of what it means to be a responsible man or woman. Kids will remember you long after they leave you.

So what does it mean to be a man? A lot of what kids learn about manhood is based on society's expectations and stereotypes about the roles of men and women—or gender socialization. Boys are taught how a man should behave or act based on social norms. Unfortunately, for some boys, this learned behavior leads to negative treatment of girls and women. As a concerned member of the community, you have the opportunity to help guide boys and encourage them to become respectful young men who value girls and women.

A CALL TO MEN, a nonprofit organization, has created the **LIVERESPECT** program to help mentors educate and encourage middle and high school boys to examine their attitudes and beliefs about masculinity. We recognize that the underlying causes of violence and discrimination against women and girls are rooted in the ways females have been traditionally viewed and treated in our society. Although historically it has been almost entirely women who have been at the forefront of addressing this issue, we think it is essential that men get involved and play a primary role in the solution.

The goal of the **LIVERESPECT** program is to provide educators and mentors with tools to help raise awareness about gender stereotyping and prevent the use of violence and abuse, while teaching nonviolent and respectful behavior. By implementing the lessons and modeling positive behavior, you can help boys better understand how to form healthy, respectful relationships with women and girls and give them the tools and strategies to do so.

While the program is designed for use with boys, coaches, mentors, or educators of either gender can implement the lessons.



FACTS AND STATS

Research shows that men and boys who adhere to rigid, traditional notions of gender roles and masculinity are more likely to report having used violence against a partner. Gender-based violence is a big problem in the United States:

- A 2013 study of high school students found that about 1 in 5 teenage girls and 1 in 10 teenage boys who dated during the previous 12 months experienced some form of physical or sexual dating violence.¹
- In 2010, approximately 1,180 women were killed by an intimate partner.² That averages to 3 each day.
- More than 1 in 3 women have experienced rape, physical violence, and/or stalking by an intimate partner.³
- Nearly half of all women have experienced psychological aggression by an intimate partner.³
- Women ages 18 to 34 experience the highest rate of intimate partner violence.⁴

¹ <http://archpedi.jamanetwork.com/article.aspx?articleid=2173573>

² <http://www.bjs.gov/content/pub/pdf/ipvav9311.pdf>

³ http://www.cdc.gov/violenceprevention/pdf/nisvs_report2010-a.pdf

⁴ <http://www.bjs.gov/content/pub/pdf/ipv9310.pdf>

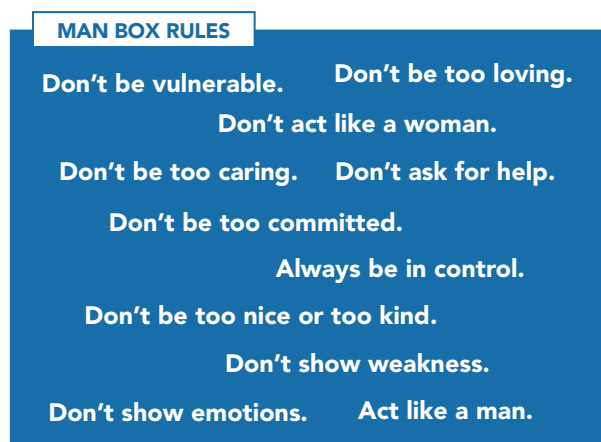
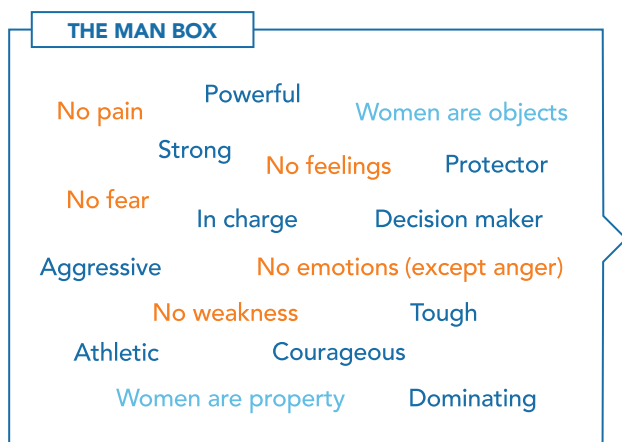
BREAKING AWAY FROM SOCIAL NORMS

Encouraging boys, supporting healthy relationships and behaviors, and preventing violence and abuse can be rewarding experiences, but they can also be challenging. This program asks mentors, educators, and boys to step outside of society's gender rules, or the "man box," and think critically about serious topics such as violence, abuse, sexism, and manhood. Although the program focuses primarily on sexism, heterosexism and violence against the lesbian, gay, bisexual, transgender, and queer (LGBTQ) community are also based on ideas of male dominance and rigid notions of masculinity. Gender-based violence doesn't just impact women and girls, but all people who are perceived as not "masculine" enough, or as too masculine in the case of females.

In preparation for discussing these topics, we strongly recommend that you completely read through this program guide, the educator guide, and the lessons before using the materials with boys.

WHAT IS THE MAN BOX?

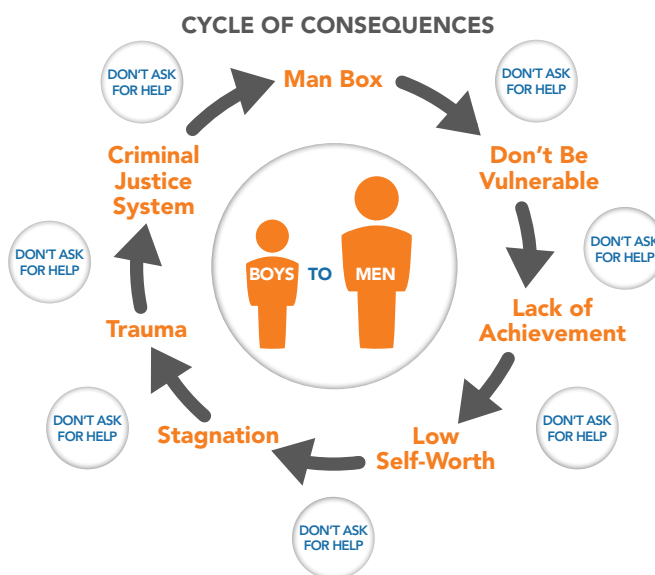
The man box defines what a man is supposed to be and what he should believe. These ideas are both taught to us and reinforced by society, including well-meaning friends, family, and peers. As a consequence of the man box, there are rules or behavior DOs and DON'Ts for boys and men, as described below:



CYCLE OF CONSEQUENCES

The man box can limit boys and men from growing, feeling, and forming healthy, respectful relationships. When boys are taught not to ask for help or show their emotions, and instead are told to figure things out or "man up," they may become caught in a trap. This diagram shows this cycle and the potential negative effect of perpetuating the man box.

► Use this program to help the boys you interact with find opportunities to break out of the man box and break the cycle.



A CALL TO MEN is a leading national violence prevention organization providing training and education for men, boys, and communities. Our aim is to shift social norms that negatively impact our culture and promote a more healthy and respectful definition of manhood. For more information, visit acalltomen.org.

The **Verizon Foundation**, the philanthropic arm of Verizon, uses its technology, financial resources, and partnerships to address critical social issues, with a focus on education and the prevention of domestic violence. For more information, go to verizon.com/responsibility.

PROGRAM INTRODUCTION

TEACHING BOYS ABOUT HEALTHY AND RESPECTFUL MANHOOD

The stats on the previous page demonstrate the importance of teaching boys how to have healthy, respectful relationships. Domestic abuse and gender-based violence shouldn't be chalked up as "someone else's problem." Ignoring violence sends the message that violence is okay. Men who are respectful to women can help prevent domestic violence and sexual assault by taking a stand and by looking at their own behavior—sometimes they perpetuate gender socialization without realizing it.

THINK ABOUT IT!

- If you see a guy hurting his wife or girlfriend, would you say or do anything?
- If you see a guy hurting a woman who is not his wife or girlfriend, would you say or do anything?
- If you see a guy hurting or verbally abusing your wife, daughter, or mother, would you say or do anything?
- Do you ever say any of the following statements to the boys you mentor? "You run or throw like a girl," "man up," or "don't be a sissy."
- When asked how he would feel if his coach told him he throws like a girl, a young boy responded that he would be "devastated." What do these phrases teach boys about girls and women?
- Do you say things to people that might be construed as reinforcing the man box?
- Do you speak up if boys or men around you whistle or make comments to girls or women who walk by?
- Do you feel it is okay for men and boys to show emotions?

Statements and actions that belittle women or girls, even if not intentional, send messages that females are less than males, women are objects, and women are the property of men. It's sexism—these attitudes, beliefs, and biases about male dominance and patriarchy—taken to the extreme, that's at the root of violence against women. This program strives to raise awareness about these issues so that boys can develop healthy and respectful relationships that value girls and women.

YOUR INFLUENCE

The principles of the man box are age-old and in many cases globally and universally reinforced. While eliminating them from our lives is a tall order, striving to identify them in daily interactions and raising awareness of the effects of our language and actions is what we can aim for. Setting a personal example for young people and modeling more inclusive behaviors is the foundation of this program, and as a coach, teacher, parent, or spouse, your impact can be felt.

INTENDED AUDIENCE

The program has been designed for use with middle and high school-age boys. If you teach coed groups, meet with the boys separately to implement the lessons.

ASSESSING APPROPRIATENESS

Due to the sensitive nature of some of the lesson topics, it's important that you review the content to make sure it's appropriate for your group before starting a lesson. Some of the lessons may be too mature for younger boys.

Please note: Lesson 7 focuses on sexual assault and is intended for high school boys only.

HOW TO USE THIS PROGRAM

The **LIVERESPECT** program includes this Program and Certification Process Guide and a separate Educator Guide With Lesson Plans. There are nine lessons to be implemented over the course of several weeks.

Before beginning the program:

- Review the content with your administrator or supervisor to get his or her support.
- Assess whether parental consent is needed.
- Be aware of potential sensitivity issues among boys.
- Review each lesson and activity sheet in the Educator Guide With Lesson Plans to determine whether the content is appropriate for your group.
- Determine how you will teach the lessons—for example:
 - Will you conduct the lessons on your own, or will you co-teach with colleagues? Will men and women co-teach?
 - How often will you meet with the boys?
 - Where will you meet?

When implementing the lessons:

- Present the lessons in order.
- Prepare the materials you'll need and make copies of the handouts and activity sheets for the boys before you meet.

PROGRAM OBJECTIVES

Through interactive lessons, the program is designed to:

- Promote thoughtful conversation about healthy and respectful manhood and create a culture that values women and girls.
- Encourage critical thinking about societal beliefs regarding what it means to be a man or woman.
- Raise awareness about domestic abuse, dating violence, sexual assault and harassment, and gender-based violence.
- Inspire boys and coaches, educators, and mentors to redefine manhood and focus on developing healthy, respectful relationships and behaviors.

PARENTAL PERMISSION

Since the program covers a range of personal and emotional topics, your school or organization may require that you inform parents about the program and get parental permission before starting. Page 10 of this guide includes a sample opt-out form that you might copy and send home or customize for your purposes.

CERTIFICATION

Page 11 of this guide includes a certificate of completion. After you implement each lesson, fill out the reproducible “Steps to Certification and Take Action Challenge” form from the Educator Guide With Lesson Plans. Once you've finished all lessons and filled out an evaluation form for each one, complete the certificate and share it with your administration.

We'd also like to hear from you. Email your certificate to us at liverespect@acalltomen.org and let us know what you thought about the program.

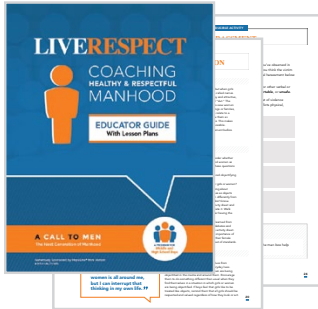


WHAT COACHES HAVE TO SAY ABOUT BREAKING OUT OF THE MAN BOX

“ I will ensure that the young men I coach will be both respectful and caring of all people. I will also develop a coaching philosophy and stick to it while holding my players accountable to me and themselves. ”

“ I am definitely challenged to alter some of the language that I use with my players and boys. I will educate and challenge my male circles to do the same. ”

PROGRAM CONTENT



ABOUT THE EDUCATOR GUIDE WITH LESSON PLANS

This guide includes instructions for implementing the program lessons and reproducible activity sheets and handouts. The lessons have been developed to build upon each other and should be implemented in the order presented. In addition to the lesson plans, the guide also includes tips for using the program and suggestions for establishing a group agreement to help ensure honest, respectful dialogue.

LESSON PLAN FORMAT

Each lesson plan features three sections: Getting Started, Break Out of the Box, and Flip the Script.



GETTING STARTED: This section includes lesson objectives, materials needed for the lesson, a time recommendation, and tips to help educators facilitate the lesson. This section also identifies the activity sheets that the boys will complete during the lesson. Prior to teaching each lesson, review the “Tips for Coaches” that are specific to the content of that particular lesson. Also be sure you have your materials prepared beforehand and post the group agreement at the beginning of each lesson.



BREAK OUT OF THE BOX: This section includes step-by-step directions on how to implement the lesson and use the reproducible activity sheets. It features discussion prompts and questions to pose to the group, as well as facts to share and supporting information for educators.



FLIP THE SCRIPT: This final section gives a parting message with a quote for you to write on the board or chart paper and a task for the boys to consider until the next lesson.

TIME REQUIRED

Ninety minutes is recommended for Lesson 1 to give you time to establish the group agreement, introduce the program, and then implement the activities. For Lessons 2 through 9, each lesson is designed to take approximately 45 minutes. These are guidelines. Adjust these time frames as needed for your group.

GROUP AGREEMENT

Prior to starting the lessons, establish group rules to ensure that all boys feel comfortable participating in the lessons and that they demonstrate respect. The educator guide includes suggestions for the agreement.

PRE- AND POST-ASSESSMENT QUIZ

Lessons 1 and 9 include the “What Do You Think?” pre- and post-assessment quiz. The assessments should be taken anonymously and are designed to help you gauge the boys’ thoughts on the topics covered in the program. Keep the results from the pre-assessment for comparison with the post-assessment results. These can be used to evaluate the effectiveness of the lessons.

ACTIVITY SHEETS AND HANDOUTS

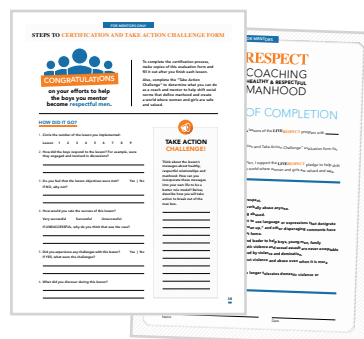
Each activity is a one-page reproducible handout. You will need a copy for each boy in your group. Activity sheets include directions, an activity, and a “Think About It!” section to help the boys make a connection between the activity and real-world situations.

LESSON PLANS AND ACTIVITY SHEETS

LESSON	ACCOMPANYING REPRODUCIBLE ACTIVITY SHEETS
1 The Man Box <i>Also includes the Group Agreement</i>	"What Do You Think?" quiz (pre-assessment) "The Man Box" activity
2 Society's Gender Rules	"How Our World Works" activity "Society's Gender Rules" activity
3 Man Box Teachings	"Man Box Teachings" activity
4 The Media Connection	"Media vs. Reality" activity
5 Understanding Objectification	"Object vs. Person" activity
6 Understanding Sexual Harassment	"Sexual Harassment" activity "Respectful Behavior" activity "Myths and Facts About Sexual Harassment" handout "Breaking Out of the Man Box" handout
7 Understanding Sexual Assault <i>For use with high school boys only</i>	"Myths and Facts About Sexual Assault" handout "Consent, Coercion, or Nonconsent?" activity
8 Interrupt the Cycle	"Interrupt the Cycle" activity
9 Healthy Manhood, Healthy Relationships	"Man File" template "What Do You Think?" quiz (post-assessment)

STEPS TO CERTIFICATION AND TAKE ACTION CHALLENGE FORM

Make copies of the form for mentors found on page 38 of the Educator Guide With Lesson Plans. Complete it after each lesson to assess the lesson and determine how you can incorporate the messages into your life to become an even better role model.



BARRIERS AND CONCERNS

You may have concerns about launching this program and engaging boys in open and honest discussions about manhood. Below are some suggestions and tips to help you address these concerns. It is important to keep in mind that the program is **not** an indictment of manhood. It is an invitation to promote a healthier, more respectful manhood.

BEING TRANSPARENT—YOU AND THEM

Opening up to share your experiences and emotions, and asking the boys in your group to do the same as you discuss the man box and gender socialization are not easy tasks. Keep in mind that everyone has been affected by society's gender rules, male dominance, and sexism. Being transparent by sharing your personal stories, challenges, and inconsistencies with the man box or gender rules will help kids relate. For example, if applicable, let them know that it's hard for you to cry or ask for help. Female mentors can also share their experiences with these rules. Maybe you tell your sons to stop crying and toughen up, but comfort and console your daughters when they cry. As you move through the lessons in the program, be sure to continually explore and reflect on your own attitudes and potential biases. Remember, this is not about blame. It's about raising awareness, learning to address any potential negative behaviors, and acquiring tools to develop healthy, respectful relationships and behaviors.

FOSTERING OPEN AND HONEST DISCUSSION

It is important that boys are engaged and thinking critically about the materials. Focus on the discussion as you go through the lessons. As you start to challenge traditional notions of masculinity, boys will need support from their mentors and peers. Therefore, creating a culture of honesty, respect, and encouragement in which they can think critically, share, and develop is essential. Emphasize the importance of respecting differences in opinion, listening to one another, not putting one another down or calling each other names, and being open to new ideas.

CONFIDENTIALITY

Due to the sensitive nature of the lesson topics, if your school's policy supports it, consider encouraging the boys to keep discussions within the group. Explain that your conversations, except when issues of safety are involved (if someone is being hurt, is in danger, or is hurting others), should be kept within the group. Remind the boys, however, that if they ever feel uncomfortable in a situation inside or outside of the classroom, they should tell you, a parent, or a trusted adult. Also explain that you have a responsibility to report instances in which someone is being harmed or is harming others.

USE OF INAPPROPRIATE LANGUAGE

This program asks boys to think and talk honestly about what they have learned about manhood. Therefore, boys may express ideas and use language that might be deemed inappropriate in other classes or settings. It is important not to shut down these moments. Instead, use these comments and language as learning tools and opportunities. For example, if a participant refers to a female (or another male) using derogatory language or expresses an opinion that is considered "locker room talk," ask the boy why he chose to use that language and where he learned his ideas. Then ask the rest of the boys if they have heard this before and what they think. When applicable, try to connect inappropriate comments to the man box and male socialization to reinforce where these issues originate. If you are allowing cursing or using "real" language, make sure to emphasize this is only allowed in demonstrating man box thinking and that it is never okay to curse at one another or when talking about others.

ADDRESSING DEFENSIVE BEHAVIOR

Boys may have defensive reactions to some of the lessons and topics. They may say that they are not abusive or violent toward girls or women, or they may comment that men are victims of violence as well. Explain to them that violence against females is mostly committed by males, but that most males are not violent. However, men are often silent about the violence and abuse that other men commit toward women and girls, which sends a message that abuse is okay. This means that all men can play a part in preventing violence and changing man box attitudes and behaviors.

VICTIM BLAMING

Be prepared for boys to say things such as "girls ask for harassment by the way they dress" and "I know plenty of girls who like that attention." It becomes very important to identify and address these statements as blaming the victim and not taking responsibility for abusive behaviors. It is not the victim's fault. Responding is important because, for many boys, this may be the first time they have seen sexism and male dominance challenged in a healthy way.

SENSITIVITY TO PERSONAL EXPERIENCE WITH ABUSE

Some boys in the group may have had personal experience as a victim or witness to domestic or dating violence, and/or sexual assault. Make sure to let them know that if they need extra support or feel upset during the discussion, they can talk with you or speak with a counselor in your school or community. You may also want to provide the boys with a list of local support services so they can access help confidentially. Let them know that it is normal to feel emotional when discussing topics like this and that you are there to talk about these feelings.

If a boy discloses that he is being abused or is in an unhealthy or unsafe situation at home or in a relationship, then follow the mandated reporting policies within your school or organization and make the appropriate referral to the school's mental health provider or guidance counselor.

LGBTQ COMMUNITY

As stated earlier, gender-based violence doesn't just impact women and girls, but also males who are perceived as not "masculine" enough or females who are considered to be "too masculine." It is important to address heterosexist and homophobic statements that boys may make and explain that these beliefs are part of the man box and may escalate to violence or abuse.

SETTING AN EXAMPLE

Throughout the program, your willingness to challenge the man box and speak out against abuse of girls and women will have an impact on the boys. Challenging male dominance and stepping outside of the boxes that we have been trained not to see is difficult. Boys need role models and support in learning new ways of thinking and behaving. Therefore, take the time to think about the messages you were taught about gender socialization, manhood, and the prejudices and privileges that you may have internalized. Your growth throughout this journey will help provide the boys with an example and the foundation to help them become respectful men who value women and girls.

THINK ABOUT YOUR GROUP

On the lines below, list any questions or concerns you may have about implementing the **LIVERESPECT** program with the boys in your group, and discuss them with your administration and colleagues.

► QUESTIONS?

If you have any questions about A CALL TO MEN or **LIVERESPECT**, feel free to contact us at liverespect@acalltomen.org.

LIVERESPECT PERMISSION SLIP

NOTE TO TEACHERS AND COACHES:

Below is a sample Parent/Guardian Opt-Out Form that you may adapt if needed for distribution to students' families.

 CUT OR FOLD HERE BEFORE REPRODUCING

A NOTE FROM YOUR SON'S TEACHER OR COACH

Please review this Opt-Out Form from your son's teacher or coach and return it if applicable. Thank you.

Our group will soon begin a unit of study to raise awareness about gender socialization and violence prevention, and to encourage boys to develop healthy, respectful relationships and behaviors. Through the **LIVERESPECT** program developed by the nonprofit organization A CALL TO MEN, boys will engage in discussions about serious topics, including society's gender rules and stereotypes, the impact of these rules, objectification of girls and women, and sexual harassment and assault. The goal of the program is to encourage healthy, respectful behavior that values women and girls.

If you wish to opt out of having your son participate in the **LIVERESPECT program and lessons about healthy, respectful relationships, please read on, check the box, and complete the information below.**

Teacher/Coach Name

Date

PARENT/GUARDIAN OPT-OUT FORM FOR LIVERESPECT PROGRAM PARTICIPATION

*On behalf of my son, I choose to have him opt out of the lessons related to the **LIVERESPECT** program and do not grant permission for him to participate in this learning unit.*

Child's Name

Parent's/Guardian's Name (Please print.)

Parent's/Guardian's Signature

Date

LIVERESPECT



COACHING
HEALTHY & RESPECTFUL
MANHOOD

CERTIFICATE OF COMPLETION

This is to certify that I have completed _____ lessons of the **LIVERESPECT** program with _____ boys who I coach, mentor, or teach.

I have also completed the "Steps to Certification and Take Action Challenge" evaluation form for each lesson.

To help the boys I mentor become respectful men, I support the **LIVERESPECT** pledge to help shift social norms that define manhood and create a world where women and girls are valued and safe.

LIVERESPECT PLEDGE

- I pledge to treat people with dignity and respect.
- I pledge not to physically, emotionally, or verbally abuse anyone.
- I pledge never to blame someone for being abused.
- I pledge to challenge myself and others not to use language or expressions that denigrate women and girls. "You throw like a girl," "man up," and other disparaging comments have no place on the field, in the classroom, or at home.
- I pledge to use my position as a role model and leader to help boys, young men, family members, and friends understand that domestic violence and sexual assault are never acceptable and that manhood and strength are not defined by violence and domination.
- I pledge to use my voice to speak out against violence and abuse even when it is more comfortable to be silent.
- I pledge to help create a community that no longer tolerates domestic violence or sexual assault.

Name

Date

“ As we increase and promote a healthy and respectful manhood, we decrease and prevent domestic violence, dating violence, sexual assault, bullying, and homophobia. ”

—A CALL TO MEN

LIVERESPECT

A CALL TO MEN
The Next Generation of Manhood

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