

*A Workshop Guide for
Violence Free Communities:
Involving Men and Boys*

REGIONAL COORDINATING COALITION AGAINST VIOLENCE



October, 2004

A Workshop Guide For Violence Free Communities:
Involving Men and Boys

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This project is funded in part through the Government of Canada's National Crime Prevention Strategy.



Special thanks to:

Melanie Parsons, Formatting and Layout

In-Kind Support by:

The Regional Coordinating Coalition Against Violence
The Royal Newfoundland Constabulary
The Provincial Advisory Council on the Status of Women

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Message from The Regional Coordinating Coalition Against Violence

Over the last number of years, the *Bars, Booze and Sexual Violence* project has provided the Regional Coordinating Coalition Against Violence (RCCAV) with an opportunity to conduct research on issues of sexual violence against women. Following this research, we have developed this workshop guide to provide individuals and communities direction in conducting collaborative anti-violence workshops.

The information gathered during our research, though, is not new. Rather, it supports what has been known for many years by the women who have been involved in anti-violence work, that violence against women continues to be a serious reality in our relationships, homes and communities and it is rooted in society's traditional acceptance of inequality. To address violence we must explore the links between gender and violence and recognize that the culture in which we live promotes gender stereotyping and the sexual objectification of women. We must seek to educate about the dynamics of violence through the application of a gender inclusive analysis and lens of inclusion, and acknowledge and explore how violence affects men and women differently. It is vitally important that we include the voices of women who have knowledge and expertise about these issues.

We have only been able to conduct our research and develop this workshop guide through consultation with the women who have knowledge and expertise about anti-violence work. Anti-violence and equality-seeking work has traditionally been led by women's groups and this is true of our local RCCAV. Members of the RCCAV are predominately women working within grassroots women's organizations. Therefore, the thinking and analysis forming the basis of this workshop guide has been heavily influenced by women who work on issues of violence and who recognize that the root of violence is inequality.

What is different about this piece of work is the overt effort supporting and challenging men to take responsibility for ending violence through discussion about men's role in anti-violence work, perceived barriers to men's participation and how men can support one another.

It is our hope that this guide will begin many valuable discussions about how we can work together to create safer, violence-free communities. The RCCAV believes that a collaborative effort is vital to the elimination of violence in relationships, communities and throughout society.

Cheryl Bennett
Coordinator

Background to Project

The idea for this workshop guide came about as the RCCAV began responding to the challenge to engage more men in our organization's work to pro-actively deal with issues of violence and inequality. Since the mid 80s this anti-violence coalition has worked to raise awareness, educate and advocate for an end to violence in our relationships and communities as well as globally. However, we were often frustrated and challenged by the small number of men who were actually involved in community-based anti-violence work.

Because our RCCAV is grounded in the principle that "inequality is the root cause of violence," we felt compelled to carry this principle into the work of developing a tool with a two-fold purpose:

- to reach out to men and support their interest in anti-violence work.
- to ensure that our resource tool was grounded in a gender-inclusive analysis of violence.

The RCCAV has been constantly responding to requests to present workshops and information sessions on issues of abuse and violence. We have been visiting schools, communities, various agencies and organizations. We realized that this method of contributing to our quest to lessen violence was impossible to maintain. We had at our disposal two pieces of research: A 2000 report entitled *Bars, Booze and Sexual Violence: Young St. John's Women Speak*, where the experiences of young women informed our coalition about sexual harassment and violence in the downtown St. John's bar scene; and a 2003 report entitled *Bars, Booze and Sexual Violence: Moving Masculinities*, which explored the attitudes of young men toward the sexual harassment and violence experienced by young women in the downtown St. John's bar scene. In addition, our RCCAV had coordinated a successful 2002 conference with an overarching theme of including men in a community-based approach to addressing violence. The membership of the RCCAV is such that the individuals who work on anti-violence and inequality issues were already at the table, already involved and ready to lend their knowledge, experience and analysis to the development of the resource tool.

Purpose of this Resource Guide

The underlying purpose of this guide is to provide a step-by-step process to assist in engaging men and women, boys and girls in community efforts toward creating safer, harassment-free relationships and communities. We need to explore and discuss the connection between gender and violence. This guide will assist organizers and facilitators with some basic activities and information to help workshop participants understand the link between inequality and violence. These ideas and concepts are creatively woven into the workshop so that participants are challenged to expand their personal understanding of abuse, violence and harassment and the underlying values which allow violence to exist.

Another purpose of this resource guide is to challenge the assumption that anti-violence work is the work of women and women's organizations. We need to embrace the years of analysis and work that individual women and women's equality-seeking organizations have accomplished and build upon this to include the energy and experience of men as a collective action to addressing violence and abuse. There are three workshops which invite participants to examine this issue: *Engaging Men in Anti-Violence Work*, *Demystifying Anti-Violence Work* and *Creating Violence-Free Communities*. In these sessions, organizers and participants examine the reasons for the lack of participation by men, why men have felt excluded and the myths surrounding anti-violence work.

Who Should Use This Guide?

This guide is designed for individuals, community groups and organizations working to address issues of violence. The overlying theme makes this tool useful for a diverse cross-section of community and attempts to be inclusive of age, culture, gender or ability. Although the Eastern Avalon RCCAV includes St. John's, we feel that the guide will be useful in both urban centres and more rural regions.

Violence exists in society and is a concern throughout Newfoundland and Labrador communities and regions. Although these workshops can be facilitated by concerned citizens, organizations or schools, we recommend that the organizers seek out an anti-violence or equality-seeking organization to assist as you begin planning your conference, workshop or community session. Especially knowledgeable are Women's Centres, Transition Houses, Sexual Assault Centres, Shelters or Victim Services agencies.

What is the Resource Guide?

The five workshops included in our guide are designed to reach a broad cross-section of communities. There is a workshop on bullying entitled *Creating Bullying-Free Schools*, targeted toward primary and elementary school children. *Youth and Anti-Violence* engages high-school aged youth in discussing gender and violence as well as examining sexual abuse. *Engaging Communities* opens the discussion to allow for individual and community ownership of anti-violence work. *Engaging Men in Anti-Violence Work* allows men to express their sense of exclusion from anti-violence efforts while discussing the root causes of violence. Finally, the workshop, *Demystifying the Anti-Violence Movement*, breaks down the misconceptions many individuals and organizations have regarding violence and anti-violence work and challenges us to become involved in working toward violence-free relationships and communities. The resource guide's appendix contains information and material taken from many sources which will assist organizations and individuals to understand gender-based violence.

Unless we are vigilant, struggles such as lack of adequate staff and resources, unclear roles and responsibilities and disrespectful or intolerant attitudes and behaviours may contribute to an exclusionary atmosphere.

Michelle Smith (2003). *Feminism: Our Basis of Unity*. PACSW, p. 69

Workshops



Engaging Men in Anti-Violence Work

Including men in action targeted at ending violence and inequality is essential in a true community based approach to anti-violence work. Although this workshop profiles and explores men's ideas, it is designed to include the participation of a diverse group of people living and working in our community. This workshop explores our common and diverse understandings about the impact of violence and how men and women can work to end violence in relationships and communities.



Goals and Objectives

- % To explore men's role in creating violence-free communities**
- % To examine the barriers to men's participation in ending violence and inequality**
- % To challenge men's understanding of gender-based violence**

To the Organizers

Prior to the workshop, it is important to give consideration to the following:

Choosing a Moderator

For the moderator, select a person who:

- T** has experience in working with a large group.
- T** has knowledge of and a comfort level with discussing issues of violence and abuse.
- T** respects diversity of opinion and different levels of awareness on issues of violence and inequality.
- T** shares an understanding of the need to involve men in eradicating gender-based violence.

Choosing Panelists

The most important consideration for the organizers in choosing panelists is that they represent a broad cross-section of our community/region.

How can men make a difference?

Be a positive role model for other men and boys.

Examples of male panelists:

- % politicians - municipal, provincial, federal
- % faith community
- % sports/recreation clubs
- % community agencies - Lion's Club, Kinsmen Club
- % business- Rotary, Chamber of Commerce, business owners
- % police officers - RNC, RCMP
- % local media contacts
- % school board - teachers, principal
- % social workers, healthcare professionals
- % government officials
- % sports heroes
- % youth - community centre, high school, college, university
- % Community Youth Network representatives

Provide the panelists with a set of the questions before the workshop so they can prepare answers and be comfortable with the material discussed.

Choosing Participants

Participants invited to this workshop do not need to be working in the area of violence and inequality. More important is their interest in a workshop with anti-violence as the over-arching theme. Diversity is essential to having the community and region well represented.

Choose participants who are:

- T** of different ages,
- T** drawn from different workplaces, communities, and schools,
- T** at different stages of awareness on the dynamics of violence.

Choosing Space

The workshop requires room for participants to move and separate into small groups. Additionally, it must be easily adaptable so that the focus can shift from the panelists' presentations to the participants' discussions. Some suggestions include a gym, school lunch room, library, a resource room or community centre. Ensure that the workshop is informal and the seats arranged in a semi-circle. Be alert to the likelihood that since the workshop is participatory the noise level will increase.

Choosing Facilitators

Facilitators should be informed and comfortable leading a discussion on violence and gender issues. They should be experienced in facilitation and able to give direction and apply ground rules to a mixed group of adults and youth. The workshop organizers or community leaders working on issues of violence or inequality could act in this role.

What We Will Need

- ' A moderator and three to five facilitators
- ' A panel of five men from various areas in the community
- ' A panel of three women knowledgeable about violence and equality issues
- ' A set of questions for panelists
- ' A set of questions for small group discussion
- ' A space large enough to support all of the participants together as well as allowing for small group discussion
- ' Flip charts and markers
- ' Name tags
- ' Information handouts for participants
- ' Snacks/refreshments
- ' Commitment to respectful/inclusive ways of meeting and discussing
- ' Promotion of the event in the local media, and within the community
- ' Time: four hours

Ground Rules

- < Respect the opinions and viewpoints of other people.
- < Respectful challenges are encouraged.
- < Discussions on violence are difficult: use self-care strategies when necessary.
- < Avoid interrupting a speaker. Indicate to moderator/facilitator when you wish to speak.

Agenda and Timeline

1. Welcome	
A) Opening Remarks	5 min
B) Goals, Objectives and Ground Rules	5 min
2. Panel Process	
A) Introduction of Panel Presenters	5 min
B) Panel Presentations	50 min
C) Question and Answer Period	15-30 min
Break	15 min
3. Small Group Workshop	
A) Small Group Discussions	60 min
B) Reporting of Key Ideas	30 min
4. Reflection and Closing	
A) Closing Panel	30 min
B) Moderator's Closing Remarks	5 min

How can men make a difference?

Challenge sexist attitudes and jokes by other men. Let men know that you find this offensive.

Remember: *"...we are the men in the lives of the women who are affected."*

Charlie Jones

<http://www.silcom.com/~paladin/madv/stoprpe.html>

1. Welcome

A) Opening Remarks

5 minutes

Hand out name tags as participants enter the room. Have them fill out and wear the name tags throughout the workshop. Panelists, facilitators and the moderator wear name tags also. Organizers begin the workshop by welcoming the participants. Follow this with a few introductory remarks about the importance of this event.

B) Goals, Objectives and Ground Rules

5 minutes

Review the goals and objectives, the agenda, the basic ground rules of the day and general housekeeping information to ensure the workshop flows smoothly. Ask participants if they have any additional rules to add.

2. Panel Process

A) Introduction of Panel Presenters

5 minutes

The moderator is introduced by the organizers and then provides some brief background information. Introduce the panel presenters. Information included in the introduction should be why the panelists were selected, such as their work, school or community involvement.



Tip for Moderator

When giving an introduction, offer a personal connection to the work of ending violence and inequality. This will help participants put into perspective their role in ending violence and promoting equality. Be aware of the common agenda of the workshop - working to eliminate violence and promote gender equality.

B) Panel Presentations

50 minutes

Each panelist takes ten minutes to answer the following four questions. Ensure the panelists are aware when two minutes are remaining and if they exceed the time limit.

- ' What does it mean to be a man?
- ' What is the link between gender and violence?
- ' How are the challenges that you face different from those that women face?
- ' In your personal life, relationships, school/work and community how have you contributed to ending violence and promoting equality?

C) Question and Answer Period

15-30 minutes

Thank panelists and invite workshop participants to ask questions and make comments about the presentations. Direct general questions to specific members of the panel and remind participants of the ground rules when necessary. If a particular panelist is verbally attacked, remind participants of the ground rule of respectful challenges. Inform participants of the break and the small group activity after the break.

Break

15 minutes

This short nutrition break provides an opportunity to network and consider the panel presentations. This is also an excellent opportunity to distribute educational materials on the workshop theme. (See Distribution Materials, page 77)

3. Small Group Workshop



Tip for Facilitators

The purpose of the small group discussion is to help participants understand the collaborative approach necessary in anti-violence and equality work. This is why it is necessary to preassign participants to mixed groups.

When managing the small group discussions, remember:

- T** To encourage discussion among the participants. They should speak more than you.
- T** To demonstrate good listening skills and encourage participants to listen respectfully when other participants are speaking.
- T** To be aware of anyone who is dominating the discussion; simply thank the person and indicate that you would like to hear from someone who has not yet spoken.
- T** To note key themes using participants' own words to ensure a sense of ownership.

A) Small Group Discussions

60 Minutes


Ensure participants are preassigned to smaller groups to make this next activity flow smoothly. Ensure that participants in the small groups represent a wide range of perspectives, experiences and ideas.

Once in the small groups, begin by reiterating the ground rules, introducing yourself and inviting the participants to do the same. Initiate the discussion by having a round asking participants what they agreed with or were challenged by in the opening panel presentations.

Note remarks on the flipchart. The following discussion questions are either posted on the flipchart or given to the group.

- ' Is violence an issue in your community/region?
- ' How does violence affect men and women differently?
- ' What are the challenges to dealing with violence?
- ' What can we do to address violence as individuals, as an organization, politically/workplace/school and as a community?
- ' What are the challenges to involving more men in anti-violence/equality work?

Thank participants for their contribution to the discussion at the end of the activity. Facilitators prepare to bring key ideas back to the large group discussion.



Tip for Facilitators

Key themes should be noted on a flipchart using participants' own words to ensure a sense of ownership.

B) Reporting of Key Ideas

30 minutes

Participants return to the large group setting. Facilitators bring their groups flipchart paper to the front and report. Each facilitator takes five minutes to present their key findings.

4. Reflection and Closing

A) Closing Panel

30 minutes

Introduce the closing panelists. Explain that each panelist will be given ten minutes for closing comments. Give them their two minute warning and reminder if they exceed the allotted time.



Tip for Organizers

This closing panel should consist of women from the community who are aware of issues around anti-violence and equality work. They could be selected from the organizers, facilitators or other women in the community. In their discussions the panelists should reflect upon the entire workshop, including the major achievements and challenges that were identified.

B) Moderator's Closing Remarks

5 minutes

The moderator makes a few closing remarks, reminding participants of the goals and objectives, and thanks everyone for attending and contributing to the workshop.



Demystifying Anti-Violence Work

There are many misconceptions regarding anti-violence work and the participation of men in the work of ending violence and promoting equality. This workshop is designed to explore our personal understanding of anti-violence work and to identify challenges to a more inclusive approach to addressing violence in our relationships and communities.



Goals and Objectives

- < To create a common understanding of anti-violence work.
- < To understand inequality as the root cause of violence.
- < To identify strategies for men's participation in anti-violence work.

To the Organizers

It is important to consider the following:

Choosing Participants

For the participants, consider:

- T** Large numbers are less effective. Choosing no more than 30 people.
- T** Having a diverse group. Choosing participants from various groups, organizations and agencies in the region.
- T** Inviting people who are at different stages of awareness on the dynamics of violence.

Choosing Space

The workshop requires room for participants to move and separate into small groups. Some suggestions include a classroom, a library or community centre. Remember that the workshop should be kept informal. Arrange seats in a semi-circle. Be alert to the likelihood that because the workshop is participatory the noise level may increase.

Choosing Facilitators

Facilitators should be informed and comfortable leading a discussion on gender issues and anti-violence work. Facilitators should have a knowledge of and a comfort level leading a discussion on issues of violence and inequality. They should be confident giving direction to groups and applying ground rules.

Additionally, they should feel comfortable addressing myths that participants have about anti-violence work. Facilitators should respect diversity of opinion and levels of awareness on issues of violence and inequality. Representatives from anti-violence organizations or community leaders could act as facilitators.

What We Will Need

- ' Two facilitators. Works best with a male and female facilitator
- ' Name tags
- ' Scenarios for small group discussion (see attached)
- ' A space large enough to support all of the participants together as well as allowing for small group discussion
- ' Flipchart and markers
- ' Information handouts for participants
- ' Snacks/refreshments
- ' Commitment to respectful/inclusive ways of meeting and discussing
- ' Participants understanding on the importance of this workshop
- ' Time: three hours

Ground Rules

- < Respect the opinions and viewpoints of other participants.
- < Respectful challenges are encouraged.
- < Discussions on violence are difficult: use self-care strategies when necessary.
- < To participate as much as possible, but pass if you have nothing to add.

Agenda and Timeline

1. Welcome	
A) Opening Remarks	5 min
B) Goals, Objectives and Ground Rules	5 min
2. Introductions and Definitions	
A) Introductions	5 min
B) Definitions	10 min
3. Party Scene Scenario	
A) Small Group Discussion	30 min
B) Reporting of Small Group Discussion	20 min
Break	15 min
4. Anti-Violence Work Scenario	
A) Small Group Discussion	30 min
B) Reporting of Small Group Discussion	15 min
5. Closing Activity	
A) Closing Circle	15 min

1. Welcome

A) Opening Remarks 5 minutes

Hand out name tags as participants enter. Have them fill out and wear the name tags throughout the workshop. Facilitators wear name tags.

Begin the workshop by welcoming participants. Follow this with a few introductory remarks on the importance of addressing myths about anti-violence work and involving more people in this work.



Tip for Facilitators

When giving an introduction, connect yourself to the importance of anti-violence work and involving men in this work of ending violence and inequality. This will help participants think about their personal responsibility in ending violence. Be aware of the purpose of the workshop: working to eliminate violence and promote gender equality.

B) Goals, Objectives and Ground Rules 5 minutes

Review the goals and objectives, the agenda, the basic ground rules of the day and general housekeeping information to ensure the workshop flows smoothly. Ask participants if they have any additional rules to add.

2. Introductions and Definitions

A) Introductions 5 minutes

In a round, ask participants to introduce themselves and list one interesting fact about themselves. Include yourself in these introductions.

B) Definitions 10 minutes

Write the word “equality” on the flipchart. Divide the flipchart into two sections: one labeled “positive,” the other “negative.” Ask participants, **“when we think of equality, what words come to mind?”** Have participants list both positive and negative words.

Place words in the appropriate categories.



Tip for Facilitators

Have participants list positive and negative words associated with inequality when thinking in terms of gender, race, sexual orientation, ability and class.

Ask participants to consider the following:

- 1) Where do these words that describe equality come from?
- 2) How do they contribute to violence and inequality?



Tip for Facilitators

These follow-up questions provide an opportunity to explore where participants' ideas of equality come from.

What is gender equality?

Women and men enjoying the same status in society. This means equal conditions to participate and contribute to social, legal, political, economic and cultural development at all levels of society, and to benefit from the results.

Smith (2003). *Feminism: Our Basis of Unity*, p. 117



Tip for Facilitators

When facilitating the group discussions, remember:

- T** To encourage discussion among the participants. They should speak more than you.
- T** To demonstrate good listening skills and encourage participants to listen respectfully when other participants are speaking.
- T** To be aware of anyone who is dominating the discussion; simply thank the person and indicate that you would like to hear from someone who has not yet spoken.
- T** To note key themes using participants' own words to ensure a sense of ownership.

3. Party Scene Scenario

A) Small Group Discussion

30 minutes

Divide the group by gender into two smaller groups. Give each group a sheet of flipchart paper, a marker and one of two “party scene” scenarios (see attached). The male group discusses the **“John”** scenario and the female group the **“Mary”** scenario. Each group selects a recorder to note responses and a reporter to present the discussion to the large group. Facilitators assist by visiting groups and being available to answer questions or address concerns that may arise during the discussion.

B) Reporting of Small Group Discussion

15 minutes

Participants return to the large group setting. Select a group to report. The reporter reads the scenario and reviews the responses. Lead a discussion after the group is finished. It may be helpful to remind participants of the rule of respectful challenges. Repeat the process with the second group. Summarize the groups' discussion points, keeping in mind the workshop goals and objectives.

Begin a large group discussion on the overarching themes and concerns addressed in the scenarios. Flipchart responses to the following questions:

1. What do you see as the gender issues?
2. How are men's and women's expectations different when it comes to the party scene?
3. How are we responsible, as men and women, for preventing sexual harassment and violence?



Tip for Facilitators

This discussion will consider and challenge some of the reasons given for the lack of participation by men in anti-violence work.

Break

15 minutes

A 15 minute break will provide participants with an opportunity to step away from the workshop and think about the discussion. This will also give participants time to network and meet people from different groups, organizations and are at different levels of understanding of the issues. This is also an excellent opportunity to distribute educational material on the workshop theme (See Distribution Materials, page 77).

4. Anti-Violence Work Scenario

A) Small Group Discussion

30 minutes

Divide the participants into two smaller groups. Give each group a sheet of flipchart paper, a marker and a copy of the “**Shelly**” scenario (see attached). Ask the groups to select a recorder and a reporter. Inform the group that they have 30 minutes to discuss the scenario.

B) Reporting of Small Group Discussion

15 minutes

Participants return to the large group setting. Read each question and ask the groups to volunteer their responses.



Tip for Facilitator

This activity will encourage participants to examine how boys and girls, men and women are socialized differently, as well as exploring the link between gender expectations and choosing violence.

We will need to debunk the myth that girls and women are falsely accusing men of sexual abuse. Remind the group that there are no more false accusations of sexual violence than any other type of crime. In crimes such as robbery, we never accuse the victim of lying.

5. Closing Activity

A) Closing Circle

15 minutes

Complete a round asking participants what they have learned from the workshop. Ask participants “*where to from here?*” Focus specifically on strategies for involving men in anti-violence work. Record strategies on the flipchart.

Ask if there are any closing remarks. Comment on the success of the workshop and thank participants for coming.

As men, it is time to take our place beside feminist and anti-violence groups - to not take offence when men's violence against women is highlighted and actually listen to the concerns.

Jay Goulding (2004).

“Men and anti-violence work”

Coalition Connection, RCCAV, Spring 2004

Scenario

John

John, a 25 year old, is with his friends at a house party. Everyone is having a good time - laughing and drinking. John and his friends are having a competition to see who can drink the most. He heads to the washroom and takes his drink with him as he does not want anyone else to drink it. On his way to the washroom, he sees a woman who is wearing a short skirt and a tight t-shirt. He approaches her, puts his arm around her waist and whispers that he thinks she is "hot." She says nothing but appears uncomfortable and walks away. Later, John's friends convince him to ask the woman to dance. She refuses the offer and John and his friends laugh. At the end of the evening, John decides to walk home. Once outside, John is offered a ride. He recognizes one of the three women in the car as someone who lives near his street.

Questions:

- 1) Why is the woman John approached uncomfortable?
- 2) What assumptions is John making from the clothes she is wearing? Are these assumptions reasonable?
- 3) Was John's behavior appropriate? Why or why not?

Scenario

Mary

Mary, a 27 year old, is going to the local bar with her friends on Saturday night. She is wearing a short skirt and a tight t-shirt. As she heads out the door, her father reminds her of the police warning about date rape drugs. He tells her to stay with her friends and watch her drink, be home early and avoid walking home alone. At the bar, Mary and her friends head to the washroom where they have to walk through a crowd of guys. The guys leer at them and comment about how “hot” they look. Mary lays down her drink on the table and leaves to dance with Bill, a guy she just met. Mary’s friends buy her another drink to replace the one she laid on the table. Later in the evening, Mary is ready to leave the bar but her friends say they are not leaving for another hour. Bill says he is leaving to going home and offers her a ride.

Questions:

- 1) Is it important for Mary to heed the warnings from the police? Why or why not? Do men share this reality in the local bar scene? Why or why not?
- 2) Why might the women feel threatened by the guys standing outside the bathroom?
- 3) Should Mary take a ride from Bill? Why or why not?

Scenario

Shelly

Shelly is a member of a community based anti-violence group including individuals who work with women, seniors, Aboriginal populations, persons with disabilities, new Canadians, gays and lesbians and other vulnerable people. Shelly has been a member of the group for several years and, despite efforts to involve both women and men, 99% of the group's members are women. Shelly is feeling frustrated that men are not taking equal responsibility for working to end violence, even though many efforts have been to increase male participation.

Questions:

- 1) Can the violence prevention work of Shelly's group be effective if men are *not* involved?
- 2) Why do you think men do not participate in Shelly's group?
- 3) Whose responsibility is it to include men in anti-violence work? How?
- 4) How can men work to prevent male violence against women?



Engaging Communities

Working toward violence-free relationships and communities challenges us to take both ownership and action. The first step is our coming together as men and women to identify and explore some common understandings of violence and how it impacts our lives. This workshop will assist us in our discussion and move us to take action as we strive toward violence-free communities.



Goals and Objectives

- To create a common understanding of the roots of violence.
- To create awareness of violence as a community issue.
- To identify community actions to eliminate violence.

To the Organizers

Prior to the workshop, it is important to give consideration to the following:

Choosing a Moderator

For the moderator, choose a person who:

- T** has experience working with a large group.
- T** has knowledge of and a comfort level with discussing issues of violence and abuse.
- T** respects diversity of opinion and different levels of awareness on issues of violence and inequality.
- T** understands the need to have community involvement to eradicate gender-based violence.

Choosing Panelists

It is very important to represent a broad cross-section of our community/region. Panelists should have a knowledge of and comfort level with discussing violence and inequality. Have a balance of women and men.

Examples of panelists include:

- ' politicians - municipal, provincial, federal
- ' individuals who work with survivors of violence, women's issues or gender concerns such as women's centres or transition houses
- ' faith community
- ' sports/recreation club leaders
- ' community agencies - Lion's Club, Big Brothers/Big Sisters
- ' the business community - Rotary, Chamber of Commerce, business owners
- ' police officers - RNC, RCMP
- ' local media contacts
- ' school board, teachers, principal, guidance counselor
- ' social workers, healthcare professionals
- ' government officials
- ' youth - community centre, high school, college, university (someone considered a leader by their peers)
- ' Community Youth Network representative

Provide the panelists with a set of the questions prior to the workshop to allow them to prepare and be comfortable.

Choosing Workshop Participants

Participants invited to this workshop do not need to be working in the area of violence and inequality. It is important that people have an interest in a workshop with anti-violence as the over-arching theme. Diversity is essential to having the community and region well represented.

Consider choosing participants who are:

- ' of different ages,
- ' drawn from different workplaces, vocations, schools,
- ' of different stages of awareness

Examples of participants include:

- ' local politicians
- ' community leaders such as health workers, individuals from development organizations
- ' local police
- ' schools - teachers and staff, school boards, school councils
- ' parents
- ' youth (senior youth ages 17 and above)
- ' faith community
- ' businesses
- ' community organizations such as Big Brothers/Big Sisters, Women's Centres, Anti-violence Coalitions, Crime Prevention Committees.
- ' sports/recreation associations
- ' arts community

Choosing Facilitators

Facilitators should have a knowledge of and a comfort level with leading a discussion on issues of violence and inequality. They should be comfortable giving direction and applying ground rules. The workshop organizers or community leaders working on issues of violence or inequality could act in this role.

Choosing Space

When choosing the workshop space, consider:

- T** a comfortable location where community events may be held such as a community centre or school.
- T** a location that can support large and small group discussions and a nutrition break.
- T** a location that is accessible.

When organizing the workshop, consider:

- ' having 30-50 participants;
- ' selecting three to five facilitators depending on the number of participants. For example, one facilitator per every ten participants;
- ' advertising the event through the media and with brochures and flyers;
- ' sending out a registration form that will be filled out and returned by participants ahead of time;
- ' setting up a committee of like-minded individuals to coordinate the workshop and promotion. Individuals on this committee could also act as facilitators.

What We Will Need

- ' a moderator and three to five facilitators
- ' a panel of three, but no more than four people from various areas in the community
- ' a set of questions for panelists
- ' a set of questions for small group discussion
- ' a space large enough to support all of the participants together as well as allowing for small group discussion
- ' flip charts and markers
- ' information handouts for participants
- ' snacks/refreshments
- ' commitment to respectful/inclusive ways of meeting and discussing
- ' promotion of event in the local media, and within the community
- ' time: three hours

Ground Rules

- < Respect the opinions and viewpoints of other people.
- < Respectful challenges are encouraged.
- < Discussions on violence are difficult: use self-care strategies when necessary.
- < Avoid interrupting a speaker. Indicate to moderator/facilitator when you wish to speak.
- < To participate as much as possible, but pass if you have nothing to add.

Agenda and Timeline

1. Welcome	
A) Opening Remarks	5 min
B) Goals, Objectives and Ground Rules	5 min
2. Panel Process	
A) Introduction of Panel Presenters	5 min
B) Panel Presentations	50 min
C) Question and Answer period	15 min
Break	15 min
3. Small Group Sessions	
A) Small Group Discussion	20 min
B) Reporting of Key Ideas	30 min
4. Reflection and Closing	
A) Closing Panel	30 min
B) Moderator's closing remarks	5 min

1. Welcome

A) Opening Remarks 5 minutes

Hand out name tags as participants enter the room. Have them fill out and wear the name tags throughout the workshop. Facilitators wear name tags also.

Organizers begin the workshop by welcoming participants. Follow this with a few introductory remarks about the importance of this event.

B) Goals, Objectives and Ground Rules

5 minutes

Review the goals and objectives, the agenda, the basic ground rules of the day and general housekeeping information to ensure the workshop flows smoothly.



Tip for Facilitators

Write the goals, objectives and ground rules on a flipchart. Have this at the front of the room as they are being summarized. If they need to be reviewed, they can easily be referred to.

2. Panel Process

A) Introduction of Panel Presenters

5 minutes

The moderator is introduced by the organizers and then provides some brief background information. The panelists are introduced referring to their work, school or community involvement.



Tip for Facilitators

When giving an introduction, offer a personal connection to anti-violence work as this will help participants put into perspective their role in ending violence and promoting equality. Be aware of the common agenda of the workshop - working to eliminate violence and promote equality.

B) Panel Presentations

50 minutes

Each panelist takes five to seven minutes to answer the following three questions. Ensure the panelists are aware when there is two minutes remaining and if they exceed the time limit.

- How is violence an issue in your community/region?
- How does violence affect men and women differently?
How are boys and girls affected differently?
- As a man or woman, what do you see as the root causes of violence and inequality?

C) Question and Answer Period

15 minutes

Thank panelists and invite workshop participants to comment or ask questions about the presentations. Direct general questions to specific members of the panel and, when necessary, remind participants of the ground rules. Remind participants of the ground rule of respectful challenges. Following 15 minutes of dialogue inform the participants that the next exercise will have them divided into small groups.

Break

15 minutes

This short nutrition break provides an opportunity to network and consider the panel presentations. This is also an excellent opportunity to distribute educational materials on the workshop theme (See Distribution Materials, page 77).

3. Small Group Sessions

A) Small Group Discussion

20 minutes

Facilitators begin the discussion by introducing themselves and completing a round for participant introductions. Ask participants to identify what they liked and felt challenged by in the panel presentation.

Read the “**Bill and Barb**” scenario (see attached). Have participants answer the questions following the scenario. Flipchart responses to the questions.



Tip for Facilitators

When facilitating the small group discussions, remember:

- T** That your role is to encourage discussion among the participants. They should speak more than you.
- T** To demonstrate good listening skills and encourage participants to respectfully listen when other participants are speaking.
- T** To be aware of anyone who is dominating the discussion; simply thank the person and indicate that you would like to hear from someone who has not yet spoken.
- T** To note key themes using participants’ own words to ensure a sense of ownership.

B) Reporting of Key Ideas

30 minutes

Participants return to the large group setting. Facilitators bring their group's flipchart paper to the front and report. Present responses to the root causes of violence and concerns and ideas about the scenario and questions.

4. Reflection and Closing

A) Closing Panel - Where To From Here?

30 minutes

Begin a discussion about a community response to ending violence and creating safer communities. Ask participants, "***As a community, what steps can we take to address violence?***" Flipchart responses.



Tip for Facilitators

It is important to use direct conversation and plain language to encourage students to grapple with these issues. It is ok for participants to realize that everyone struggles with these complex issues.

B) Moderator's Closing Remarks

5 minutes

The moderator finishes with a few closing remarks about the success of the workshop and the importance of collaboration within communities. Thank everyone for attending.



Tip for Organizers

It is important to keep lines of communication open. Gather participant's contact information including email addresses, phone and fax numbers, etc. Follow-up the workshop by sending a copy of the workshop report and a thank you letter.

If we are to move toward safe schools, harassment free workplaces, abuse free relationships and violence free communities, we need to take personal and collective ownership of violence as an issue in our community, province, country, as well as globally.

Joyce M. Hancock

Scenario

Bill and Barb

Bill and Barb have long awaited the birth of their first child. As Barb's pregnancy progressed the couple often daydreamed about their baby and sometimes expressed apprehension about the future. To their great surprise and delight, Barb gave birth to twins. Bill was amazed, a son and a daughter. That evening on his way to visit Barb and the babies, Bill noticed a gathering of young men shouting obscenities at a young woman who was crossing the street in her hospital volunteer uniform. Later Bill placed his tiny newborn son and daughter on his wife's bed; he gazed at them and for a brief moment, unable to tell his son from his daughter. His thoughts quickly recalled the scene outside just moments ago where a young woman was running to escape the taunts of young men.

Questions:

- 1) Will Bill's son become like the young men who taunted the young woman?
Why/why not?
- 2) When we think of abuse and violence, is there a different reality because of gender?
- 3) If men and women experience violence differently, how can organizations / communities / individuals address this issue?
- 4) What are the root causes of violence?



Youth and Anti-Violence

Having youth discuss and recognize violence from a gender perspective is essential to understanding inequality as the root cause of violence. This workshop will explore gender-based violence and the differences in gender expectations, and how this impacts decisions. Young men and women will begin to think about their role in challenging gender stereotypes and ending violence.



Goals and Objectives

- To explore what it means to be male and female.
- To create an understanding of sexual violence as a gender issue.
- To identify actions for ending gender-based violence.

To the Organizers

It is important to give consideration to the following:

Choosing Participants

For the participants, consider:

- T** Large numbers are less effective. Select no more than 30 participants.
- T** Choosing both male and female participants as activities involve a gender break-down.
- T** Having a single class attend whereby students are familiar with one another.
- T** Encouraging the classroom teacher to attend as a workshop participant.

Choosing Space

This workshop requires enough room for participants to move around as well as to work in small groups. Some suggestions include a gym, school lunch room, library, school resource room or community centre. A classroom can work if the seating arrangement is changed. Keep the workshop informal and arrange the seats in circles and semi-circles. Be alert to the likelihood that the participatory nature of the session will increase the noise level.

Choosing Facilitators

Facilitators should be informed and comfortable leading a discussion on violence and gender issues. They should be experienced in facilitation and able to give direction and apply ground rules to a mixed group of teachers and youth. Community leaders working on issues of violence and inequality or guidance counsellors could act as facilitators.

What We Will Need

- ' Two facilitators - works best with a male and female facilitator
- ' Name tags
- ' A set of questions for small group discussion
- ' A space large enough to support all of the participants together as well as allowing for small group discussion
- ' Flipchart and markers
- ' Information handouts for participants
- ' Snacks/refreshments if permitted
- ' Commitment to respectful/inclusive ways of meeting and discussing
- ' The understanding of teachers and community leaders on the importance of this workshop
- ' Time: three hours

Ground Rules

- < Respect the opinions and viewpoints of other participants.
- < Respectful challenges are encouraged.
- < Discussions on violence are difficult: use self-care strategies when necessary.
- < To participate as much as possible, but pass if you have nothing to add.

Agenda and Timeline

1. Welcome	
A) Opening Remarks	5 min
B) Goals, Objectives and Ground Rules	5 min
2. Introduction and Statements	
A) Introductions	5 min
B) Ice Breaker: Positive/Negative Statements	10 min
3. Definitions	
A) Defining Violence	15 min
4. Gender Differences	
A) Small Group Discussion	30 min
B) Reporting of Small Group Discussion	15 min
Break	15 min
C) Gender and Decisions	15 min
5. Scenarios and Discussion	
A) Scenarios	30 min
B) Reporting Back to the Large Group	15 min
6. Closing Activity	
A) Closing Circle	15 min

1. Welcome

A) Opening Remarks

5 minutes

Hand out name tags as participants enter the room. Have them fill out and wear the name tags throughout the workshop. Facilitators wear name tags.

Begin the workshop by welcoming participants. Follow this with a few introductory remarks about the importance of exploring violence through a gender-inclusive understanding.



Tip for Facilitators

When giving an introduction, offer a personal connection to the work of understanding gender differences and ending violence and inequality. This will help participants think about their personal responsibility in ending violence. Stay aware of the purpose of the workshop: working to eliminate violence and promote gender equality.

B) Goals, Objectives and Ground Rules

5 minutes

Review the goals and objectives, the agenda, the basic ground rules of the day and general housekeeping information to ensure the workshop flows smoothly. Ask participants if they have any additional rules to add.

2. Introduction and Statements

A) Introduction

5 minutes

In a round, participants are invited to introduce themselves by saying their name and sharing one interesting fact about them. Include both yourself and the teachers/adults in the introduction.

B) Ice Breaker: Positive/Negative Statements

10 minutes

Distribute the Healthy Relationships Quiz (page 76). Review each statement and have participants respond by raising their hand in agreement with true or false. Briefly discuss each statement.

3. Defining Violence

A) Defining Violence

15 minutes

Ask participants to name various forms of violence and abuse and record responses on the flipchart using participants' own words and descriptions. Review these responses while including legal and other definitions (see page 83).



Tip for Facilitators

When facilitating the group discussions, remember:

- T** To encourage discussion among the participants. They should speak more than you.
- T** To demonstrate good listening skills and encourage participants to listen respectfully when other participants are speaking.
- T** To be aware of anyone who is dominating the discussion; simply thank the person and indicate that you would like to hear from someone who has not yet spoken.
- T** To note key themes using participants' own words to ensure a sense of ownership.

4. Gender Differences

A) Small Group Discussion

30 minutes

Divide the participants into two groups; **Male and Female**. Place teachers/adults in the appropriate group. Give each group a sheet of flipchart paper and a marker. Each group selects a recorder to note responses and a reporter to present the discussion to the large group.



Tip for Facilitators

In the small group discussion a facilitator of the same gender works best.

Students should not feel that there are right or wrong answers and that they will be judged. It is important to use direct conversation and plain language to encourage full participation.

Have the participants complete the following statements and record these on a flipchart.

Boys Group:

- 1) "I'm glad I'm male because..."
- 2) "Sometimes I wish I were female because..."

Girls Group:

- 1) "I'm glad I'm female because..."
- 2) "Sometimes I wish I were male because..."

Sex Versus Gender

People often assume that how men and women act is a natural result of being male and female. However there is a difference between *sex*, or biological characteristics, and *gender*, or social definitions of how males and females should behave. Sex determines if you are a woman/man or a girl/boy. Gender is a social definition that deals with the relationship between males and females. How we define gender tends to place women and men into categories. Exploring these categories means separating our definitions of gender from sex.

Jay Goulding



Tip for Facilitators

This activity will have students thinking about gender differences and how violence is connected. If students are resistant use questions such as: *Who are women afraid of in terms of their sexual safety? Who are men afraid of?*

Participants then complete the following statements:

Boys Group:

- 1) “When I think of violence and abuse I’m glad I’m male because...”
- 2) “When I think of violence and abuse I wish I were female because...”

Girls Group:

- 1) “When I think of violence and abuse I’m glad I’m female because...”
- 2) “When I think of violence and abuse I wish I were male because...”

B) Reporting of Small Group Discussion 15 minutes

Participants return to the large group setting and post flipchart paper at the front of the room. Select a group to report. A reporter from each group reads the answers. Questions and comments should be left until after each group presents. Allow a discussion when a group has completed its presentation. It may be necessary to remind participants of the ground rule of respectful challenges.

Break 15 minute

A break will provide participants with an opportunity to step away from the workshop and consider the discussion. If presenting at a school, inform teachers before hand about the scheduled break. The workshop break should coincide with school breaks.

C) Gender and Decisions 15 minutes

Participants return to the large group. Continue the discussion about gender differences. Lead participants through a discussion about how gender stereotyping affects decision-making by flipcharting four questions:

1. *What does it mean to be male?*
2. *What does it mean to be female?*
3. *Where do these ideas come from?*
4. *How do they limit our choices?*



Tip for Facilitators

This activity will have participants thinking about how society treats males and females differently and the link between gender and violence. This link should be identified by reminding participants that violence is rooted in inequality.

Participants respond by offering words and phrases in answer to each question. Record responses on the flipchart and note key themes.

Quickly review the different types of violence and abuse from the “Definitions” activity. Ask participants: **“How are women and men affected differently by violence?”**

5. Scenarios and Discussion

A) Scenarios

30 minutes

Divide the participants into two smaller mixed gender groups. Give each group with a sheet of flipchart paper and a marker. Instruct the groups to select a recorder and a reporter. Give the groups a copy of one of two scenarios (see attached). Have a participant read the scenario followed by a discussion on the questions. The recorder writes the answers and additional information on the flipchart.

B) Reporting Back to the Large Group

15 minutes

Small groups return to the large group setting. Each group is invited to present and encourage discussion after each presentation. Remind participants of the rule of respectful challenges.



Tip for Facilitators

In the discussion of these scenarios several challenges may arise. One common challenge is the belief of false accusations. Inform participants of the fact that 98% of reported sexual assaults are not false, while only 2% are. Probe into this further by inquiring why sexual assault is the only crime where we tend to not believe the victim. Ask why, in other crimes such as robbery, we never question the victim's story.

Challenging

One of the most difficult things a youth can do is to challenge her/his peers on their behavior. Youth risk being ostracized, ridiculed or physically abused. It is important that youth know and understand where they can go and who they can talk to when they feel the need to challenge. It is also important that they know they can safely challenge their peers and that adults in the community will support them.

Jay Goulding

6. Closing Activity

A) Closing Circle

15 minutes

Close with a brief review of the workshop which linking gender, inequality and violence. Through a round, invite each participant to give their personal thoughts on the following: *If we are to end violence, what can we do as a school, community and individuals?* Thank participants for attending the workshop.

Choices

While drugs and alcohol may be contributing factors, sexual assault comes down to a choice. It is not about uncontrollable anger. It is not about an altered state of mind. No assault happens unless someone decides to do it.

Scenario:

Jason and Janice

Jason, 17, notices Janice, 14, watching the final basketball game for the year. Following the game everyone gathers in the cafeteria to celebrate the win. Jason's buddies tease him about Janice and challenge him to invite her on a date. The players are heading to Bill's home where there were no adults. Jason went up to Janice and invited her along, she can't believe a cool guy like Jason would ever notice her . . . she quickly agrees to go. There was lots of drinking at Bill's house and Jason gives Janice all of his attention bringing her another beer as soon as she finishes one. Jason began kissing Janice and she responds and does not hesitate when he takes her hand and leads her to a bedroom. Janice feels a little dizzy, but loves the way Jason is kissing and touching her. Jason removes Janice's clothes and has sexual intercourse with her.

Questions:

- 1) Was this sexual activity consensual? Why or why not?
- 2) Was this sexual activity sexual assault? Why or why not?
- 3) What will Jason need from friends/family/school?
- 4) What will Janice need from friends/family/school?

Scenario

Bill and Bev

Bill and Bev have been going together since they were 15. Now at 17 Bill feels that it is time they begin having sex. Bev is not ready. Although the couple enjoyed some sexual activity, Bev has always said no to sexual intercourse. Bill's friends make fun of his sexual inexperience. One of them offers Bill a drug to slip into Bev's drink. Bill is a little reluctant, but feels that since he loves Bev there would be no harm done. On Friday night he slips the drug into Bev's drink. She becomes disorientated and giggly and dances suggestively around Bill. Bill undresses Bev and has sexual intercourse with her. Although she had seemed odd and spacey the previous evening, in the morning she remembers nothing about having sex with Bill. Two days later Bev begins having odd feelings and is jumpy and scared and even cries when Bill tries to kiss or touch her.

Questions:

- 1) Was the sexual intercourse consensual? Why or why not?
- 2) Did Bill commit sexual assault? Why or why not?
- 3) What should Bill do now?
- 4) What does Bev need?



Creating Bully-Free Schools

Including boys and girls in a discussion about gender and violence is critical to developing some common understanding about bullying and harassment. This workshop is designed with activities to assist both students and teachers to examine gender issues and how these issues link to bullying as well as inviting participants to work together to create harassment-free schools.



Goals and Objectives

- To understand bullying as violence and abuse.
- To understand why bullying impacts boys and girls differently.
- To work together to make our school bully-free.

To the Organizers

Prior to the workshop, it is important to give consideration to the following:

Choosing Participants

For the participants of the workshop, consider:

- T** Large numbers are less effective. Select no more than 30 students.
- T** Choosing a single class to attend the workshop where the students are familiar with one another.
- T** Encouraging the classroom teacher to attend as a workshop participant.
- T** Bullying does not need to be a highly reported problem as many students are aware of violence issues in their school.

Choosing Facilitators

The facilitators will lead the discussion so it is important that they be well informed about bullying. Facilitators should be individuals who have a knowledge of and a comfort level with leading a discussion on issues of violence and inequality. They should be comfortable giving direction to groups and applying ground rules as well as including students and teachers in the discussion together. It is important to respect diversity of opinion and levels of awareness on issues of violence and inequality. A teacher could act as a facilitator.

Choosing Space

The workshop requires room for participants to move and separate into small groups. Some suggestions include the gym or the library. A classroom can work, but the workshop should be kept informal. Arrange seats in a semi-circle rather than lines. Include teachers in this seating arrangement. Be alert that the noise level will increase throughout the workshop.

What We Will Need

- ' Two facilitators- works best with a male and female facilitator
- ' Name tags
- ' Teachers involved as workshop participants
- ' Balloons for group activity
- ' A “Talking Stick” for group activity
- ' A set of questions for small group discussion
- ' A space large enough to support all of the participants together as well as allowing for small group discussion
- ' Flipchart and markers
- ' Information handouts for participants
- ' Perhaps Snacks/refreshments if permitted
- ' Commitment to respectful/inclusive ways of meeting and discussing
- ' Cooperation of teachers and staff on the importance of this workshop
- ' Time: three hours

Ground Rules

- < Respect the opinions and viewpoints of classmates and teachers.
- < Respectful challenges are encouraged.
- < Discussions on violence are difficult: use self-care strategies when necessary.
- < Participate as much as possible, but pass if you have nothing to add.

Agenda and Timeline

1. Welcome	
A) Opening Remarks	5 min
B) Goals, Objectives and Ground Rules	5 min
2. Introduction and Definition	
A) Introduction of Participants	5 min
B) Defining Bullying in our School	10 min
3. Bullying in our School	
A) Activity: Connecting Ourselves to Bullying	15 min
B) Activity: Types of Bullying	20 min
Break	15 min
4. Gender-Based Bullying	
A) Small Group Discussion	30 min
B) Reporting of Small Group Discussions	15 min
5. Gender-Based Bullying (cont'd)	
A) Activity: "I'm Glad I'm Female/Male because..."	30 min
B) Reporting Back to Large Group	15 min
6. Closing Activity	
A) Bully-Free School Statements	15 min

1. Welcome

A) Opening Remarks

5 minutes

Hand out name tags as students and teachers enter the room. Have them fill out and wear the name tags throughout the workshop. Facilitators wear name tags also.

Begin the workshop by welcoming students and teachers. Follow this with a few introductory remarks about the importance of talking openly about bullying in schools, relationships and communities.

B) Goals, Objectives and Ground Rules

5 minutes

Review the goals and objectives, the agenda, the basic ground rules of the day and general housekeeping information to ensure the workshop flows smoothly. Ask students and teachers if they have any additional rules to add.

2. Introduction and Definition

A) Introduction of Participants

5 minutes

In a round, participants are invited to introduce themselves by saying their name and sharing one interesting fact. Include both facilitators and teachers in this activity.



Tip for Facilitators

When giving an introduction, offer a personal connection to the workshop objective of working to eliminate violence. This will help students and teachers put into perspective their personal responsibility in ending violence in their school. Be aware of the purpose of the workshop: working to eliminate violence and promote equality.

B) Defining Bullying in our School

10 minutes

Have students and teachers define bullying in their own words. Write responses on the flipchart.

3. Bullying In Our School

A) Activity: Connecting Ourselves to Bullying

15 minutes

Begin this activity with the statement: ***“We have all been bullied and have been bullies.”*** Tell a personal story including how you have been both a bully and been bullied. Describe how both experiences felt. Complete a round inviting students and teachers to share their personal experience.

Defining Bullying:

There are three main types of bullying:

- < physical; hitting; kicking; taking belongings.
- < verbal; name-calling, insulting, racist remarks.
- < indirect/emotional; spreading nasty stories, excluding from groups.

Source: www.bullying.org



Tip for Facilitators

The purpose of this activity is to take the definition of bullying that the students and teachers described and connect this understanding to a broader picture. This activity will help students and teachers to think how violence can occur in other forms inside and outside of the school. If participants are struggling with answers, give an example for them to consider. Anticipate this problem and have these examples prepared before the workshop.

B) Activity: Types of Bullying

20 Minutes

Flipchart several questions that the students and teachers will answer:

1. How do parents bully kids? How do kids bully parents?
2. How do teachers bully kids? How do kids bully teachers?
3. How do kids bully each other?
4. Is war bullying?

Have participants answer questions either in a round or by raising their hand and providing answers.

Break

Following these first activities, the energy level in the room may be low. A break will provide students and teachers with an opportunity to step away from the workshop and perhaps think about the discussion. If presenting at a school, inform teachers beforehand about the scheduled break. The workshop break should coincide with school breaks.



Tip for Facilitators

When facilitating the small group discussions, remember:

- T** To encourage discussion among the participants. They should speak more than you.
- T** To demonstrate good listening skills and encourage participants to listen respectfully when other participants are speaking.
- T** To be aware of anyone who is dominating the discussion; simply thank the person and indicate that you would like to hear from someone who has not yet spoken.
- T** To note key themes using participants' own words to ensure a sense of ownership.

4. Gender-Based Bullying

A) Small Group Discussion

30 minutes

Students are separated into three small groups: **Girls, Boys and Mixed**. Place teachers who are participating in the appropriate group. Provide each group with flipchart paper and a marker. The group select a recorder to write down the answers and a reporter to bring the information back to the large group.



Tip for Facilitators

Boys and girls will respond more openly to a facilitator of the same gender.

Give each group the following set of questions:

The Girls' Group:

- 1) How do girls bully girls?
- 2) How does it feel to be bullied?
- 3) How does the bully feel?

The Boys' Group:

- 1) How do boys bully boys?
- 2) How does it feel to be bullied?
- 3) How does the bully feel?

The Mixed Group:

- 1) How do girls bully boys?
- 2) How do boys bully girls?
- 3) How does it feel to be bullied by a girl/boy?
- 4) How does the bully feel?

B) Reporting of Small Group Discussions

15 minutes

Participants return to the large group setting and post flipchart paper at the front of the room.. Ask a group to volunteer to present their discussion. Have the entire group stand together at the front of the class, with one person holding the flipchart. Inform the other two groups that any questions or comments can be asked after the group presents. The reporter explains the answers. It maybe necessary to remind participants of the ground rule of respectful challenges.

5. Gender-Based Bullying (cont'd)



Tip for Facilitators

This activity is designed to create a discussion about the different choices around bullying by boys and girls; boys choosing the more physical forms and girls the emotional. Facilitators should acknowledge these differences and note the impacts identified.

A) Activity: “I’m Glad I’m Female/Male Because...” 30 minutes

Divide the class into two groups: **Boys and Girls**. Give the groups a sheet of flipchart paper and a marker. Each group selects a recorder and reporter. Ask the groups to brainstorm responses to the following:

Boys’ group: ***“I’m glad I’m male because...”***

Girls’ group: ***“I’m glad I’m female because...”***

Ask the groups to answer the next question in relation to violence and bullying:

“When I think of violence and bullying, I’m glad I’m male/female because...”



Tip for Facilitators

It is important to use direct conversation and plain language to encourage the students to participate fully. Students should not feel that there are right or wrong answers.

B) Reporting Back to the Large Group

15 minutes

Students return to the large group setting. Ask for one group to volunteer to present first. One student holds the flipchart paper and another explains the answers. Ask that any questions or comments be left until after the group presents.



Tip for Facilitators

This activity will have boys and girls thinking about gender differences and how these differences influence how bullying is played out. Probe into this with questions like “Is it safer to be boy or a girl?” “Who are boys afraid of?”

6. Closing Activity

A) Bully-Free School Statements

15 minutes

The facilitator can choose between two activities in this section of the workshop:

Talking Stick Exercise: Students return to the large group. Hand out the “talking stick.” Tell students that they can only speak when they have the stick and to ask for it by raising their hands. Begin by asking a facilitator to answer the question: **“This school is going to be bully-free. What do we need to do?”** This activity will help students and teachers remember that they have a personal commitment to ending violence and bullying.

OR:

Balloon Exercise: Hand out balloons to the students and teachers. Ask them to write a message on the balloon about ending violence and bullying in their school. Have students and teachers read out their message. Collect the balloons in the centre of the room and have students jump on them.



Tip for Facilitators

This activity will be a little noisy, but it is effective in getting a sense of ownership and commitment from students and teachers.

Reflections

For nearly two years I have been privileged and challenged to work with the Regional Coordinating Coalition Against Violence with a specific focus on involving men and developing tools to facilitate actions on issues of violence. It is always personally challenging as a male to work on issues of violence. Simply put, it is my gender that more often chooses violence, chooses power, chooses war. However, it is not my gender, but women and women's organizations who have taken up the course of providing services, advocacy, awareness and education on violence in all of its forms.

Specifically through my research and writing of this resource tool, *A Workshop Guide for Violence Free Communities: Involving Men and Boys*, I am moved to reflect upon three key messages. First, men are and have always been welcome to participate in anti-violence coalitions. As the principal writer of this work I have spent months talking and debating with some of the leading thinkers in violence prevention work. Like many men I have understood the sentiment and might have wanted to shout or whisper "But I'm different, I'm a good guy, I've never harassed a woman." I learned that this is not about my personal belief in non-violence, but more about the need for my gender to become involved.

Secondly, I have learned as well that the inaction of men is not acceptable. Yes, women have every right to their women's organizations, support groups, their marches against violence, etc...but we as men have not taken our rightful place in ending violence in all of its manifestations. No, we do not have the answers, women know more about this issue, we have to listen first to their knowledge, their experiences and then move to finding creative solutions not for women but with them.

Thirdly, I am pleased to say that I am meeting more and more men who do care about violence, harassment and abuse, and who want to do something about it. To do this work will not be an easy task: we must first of all look at ourselves and think about our sexist jokes, attitudes, actions and inactions. Sometimes as men we take on this work because we care about our girlfriends, sisters or mothers. Yet, it is other boys and men who we need to influence and teach that violence and harassment is a choice, and to choose not to be violent is our decision.

Thank you to the RCCAV for employing me to do this second piece of work. Thank you to my advisory committee who have supported and challenged my thinking, analysis and writing.

With heartfelt thanks,
Jay Goulding

Workshop Handouts

Self Care and Disclosure Tips for Facilitators

Facilitators of workshops where violence is the topic of discussion need to be aware and vigilant throughout the session. The open and inviting process may be seen by participants as an invitation to relay personal experiences of abuse or harassment. For example, when discussing bullying or sexual abuse, participants may recall emotions following personal violation.

- Encourage everyone to practise self-care. It should be assumed that in any workshop focussing on violence, people who are victims are present. It can also be assumed that survivors of violence and abuse have developed some healthy strategies for dealing with personal issues. These strategies may include:
 - < Choosing when to speak during the workshop;
 - < Taking a time-out if the issue causes discomfort;
 - < Calling a trusted friend following the workshop;
 - < Seeking professional counselling.

Encourage participants to draw on personal strategies should they experience discomfort listening to or discussing these issues.

- Remind participants who choose to place personal experiences into the discussion that doing so is not without personal risk. The following steps are helpful in dealing with personal disclosure:
 - < Acknowledge at the beginning of the workshop that discussing these issues can be emotional.
 - < Remind everyone that confidentiality is not guaranteed and that participants should choose carefully what they share with others.
 - < Remind everyone to respect the personal experiences which are shared by participants.
 - < Remind participants of personal self-care strategies which they might need to use during the workshop.

Developed by Joyce Hancock

Healthy Relationships Quiz

1. Healthy relationships are modeled on TV and in the movies.	T	F
2.. Some women stay in a violent relationship because they like it.	T	F
3. I should spend all my time with my partner to show him how much I love him.	T	F
4. It's OK to have good friends of the other sex, even if you are in a committed relationship.	T	F
5. Dating violence only happens to teenagers.	T	F
6. If a female has sex once with her boyfriend, she should do it anytime he asks.	T	F
7. Controlling behavior is a warning sign of dating violence.	T	F
8. I should allow my partner to make decisions for the two of us.	T	F
9. If a girl stays with an abusive boyfriend, it's her own fault if she gets hurt.	T	F
10. In an abusive relationship, there is a power imbalance.	T	F
11. When a women leaves a violent relationship, the risk of violence is over.	T	F
12. There is a connection between violence and race, income and education.	T	F
13. Males are not abused in relationships, only females.	T	F
14. Jealously is a sign of love.	T	F
15. Alcohol and drugs are causes of violence in a dating relationship.	T	F
16. If a girl wearing a short skirt and tight top gets sexually harassed, it is her own fault.	T	F
17. Violence usually gets worse with time, not better.	T	F
18. When in a relationship both partners should tell each other where they are at all times.	T	F
19. It is normal to swear and name call during an argument.	T	F
20. Most victims of sexual violence do not know their attacker.	T	F

Distribution Materials

What can men do to end violence against women?

1. Listen to women who speak about violence, abuse and harassment. They are not saying that women have never been abusive, but chances are the experiences of women are very different from men's.
2. Keep an open mind. Do not take offence when men's abusive behavior is highlighted. You may not be an abusive guy but it is our gender that is responsible for most of the violence against women and children.
3. We need to check our own attitudes towards women and minorities. Do we make and/or tolerate sexist, racist or homophobic jokes?
4. Appreciate where women are coming from when they are afraid at night. You know you are not a rapist. She doesn't.
5. Remember that boys and teenagers are watching us, trying to learn appropriate male behavior. Show them by our words and actions that girls and women are equal to boys and men and deserve our respect.
6. Practice getting comfortable challenging our male friends when they display poor attitudes about women or minimize abuse and sexual assault.
7. Financially and personally support organizations who speak out against inequality and violence.
8. Remember that it is through the work of women's centres, sexual assault centres, transition houses and shelters, women's advocacy organizations and anti-violence groups that we even understand inequality as the root of violence.
9. Consider joining a community anti-violence organization. If we feel that it is unfair that men's violence is highlighted, we should take the time to contribute to working toward ending violence.
10. Respect the experience and knowledge of women who are courageous enough to name harassment, sexual assault and violence. Not every women has been abused but all women share a fear of violence.

Developed by Joyce Hancock
and Jay Goulding

Is it Flirting or Sexual Harassment?

And, if I'm flirting, can I be mistakenly accused?

Telling the Difference...

In many aspects of our society, the behaviors associated with sexual harassment are considered normal -- most typically, in cases of male-to-female harassment, they are associated with the masculine stereotype of the over-sexed, testosterone-driven male. It is perceived as a way that men express their interest in individual women. Although 15% of men report that they are sexually harassed, this same stereotype often deters them from objecting to the offensive behavior or from seeking help - it is believed that men will welcome any opportunity for sexual attention, whether or not it's wanted.

Sexual harassment, however, is not flirting or a way of expressing sexual attraction. Because of the fact that it is so normalized in our society, those who have been sexually harassed are often asked whether the offending behaviors were truly offensive or just harmless flirting. As illustrated in the chart below, sexual harassment & flirting are experienced very differently.

Sexual Harassment	Flirting
Feels Bad	Feels Good
One-sided	Reciprocal
Feels unattractive	Feels attractive
Is degrading	Is a compliment
Feels powerless	In-control
Power-based	Equality
Negative touching	Positive touching
Unwanted	Wanted
Illegal	Legal
Invading	Open
Demearing	Flattering
Makes you feel sad/angry	Happy
Causes negative self-esteem	Positive self-esteem

*Source: Stein, Nan & Lisa Sjostrom. Flirting or Hurting? Washington, D.C.:
National Education Association & Wellesley College Center for
Research on Women, 1994*

What if I *am* flirting & I get accused of sexual harassment??

Despite the fact that they receive a lot of media attention, the bottom line regarding malicious complaints, or false accusations of sexual harassment, is that they rarely occur. For the most part, fears of being falsely accused of sexual harassment are unjustified. In some cases, *misunderstandings* do occur, & there may be a clash of differing perspectives – but these types of situations can generally be resolved with the assistance of an advisor.

What the media ignores...& what we never hear, is that most incidents of sexual harassment are not reported. *Why?*

Factors Contributing to Underreporting of Sexual Harassment

- It is very trying and emotionally difficult to bring a complaint.
- Many people don't want to get the harasser in trouble - they just want it to stop.
- Some believe they won't be taken seriously.
- They hope by ignoring it, it will go away. Ignoring it, however, is usually interpreted by the harasser as approval or consent.
- Women are frequently told that they're overreacting.
- Many women think that it's just the way things are and that they have to accept it, e.g., this is "just the way men are."
- Some women may be embarrassed and don't want to talk about it.
- Some fear that the harasser will retaliate if they report the harassment.
- Others fear that they'll be told that they asked for it because of their clothing or behaviour.
- with regards to men who are sexually harassed, they may be too embarrassed to act contrary to the stereotype that men welcome any opportunity for sexual activity.

Handout Courtesy of L. Yetman, Sexual Harassment Advisor
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Defining "ISMS"

An "**Ism**" is a term used broadly to describe assumptions that our age, race, ability, sexuality, class, geography, health, image or other characteristics should determine our social status and roles in society.

Discrimination

The behaviour, act or unequal treatment towards a person because s/he is a member of a particular social group.

Ableism

Discrimination, exclusion, marginalization, prejudice or stereotyping based on our mental or physical ability.

Ageism

Discrimination, exclusion, marginalization, prejudice or stereotyping based on our age.

Classism

Discrimination, exclusion, marginalization, prejudice or stereotyping based on our social and/or economic class and status.

Heterosexism

Discrimination, exclusion, marginalization, prejudice or stereotyping based on our sexuality. It is based on social values that teach that everyone is or should be heterosexual. Homophobia is the fear, dislike or hatred of homosexuality.

Racism

Discrimination, exclusion, marginalization, prejudice or stereotyping based our race.

Sexism

Discrimination, exclusion, marginalization, prejudice or stereotyping based on our sex or gender. Women and girls, despite making up the majority of the human population, are usually the victims of sexism.

Sizeism

Discrimination, exclusion, marginalization, prejudice or stereotyping based on our physical size, weight or height.

Handout courtesy of:

Smith, Michelle (2003). *Feminism: Our Basis of Unity*. St. John's: Provincial Advisory Council on the Status of Women (p. 115-120).

SEXUAL OBJECTS MAKE SEXUAL TARGETS

Male Responsibility For Rape And Rape Awareness

by Charlie Jones

The story of sexual assault in our culture is not just about rape. Rapists are not born, they are made, And remade. And the culture which makes "them" also makes "us". The question of why (some) men rape is thus connected to the question of why sexual violence is tolerated. This connection exists at a double intersection: between attitudes and actions, between violence and notions of masculinity. We are all connected to these intersections because this is where we have grown up as men.

Men have the power collectively to end rape. Unfortunately, so far, this male collectively appears to be composed mainly of men who rape, men who hold attitudes similar to rapists, and men who undoubtedly do care in our own personal lives yet remain quiet in the community where rape takes place.

<http://www.silcom.com/~paladin/madv/stoprape.html>

This is why it is important for men to challenge one another. Women have traditionally done the challenging and advocacy work. Yet women alone cannot end violence against women. Two of the most important actions men can take is to become educated about violence issues and to not take offence when men's violence against women is highlighted. Then men will feel more equipt to challenge other men on their behavior and attitudes.

Yes, times are slowly changing and women have made great strides in becoming equal. Whether we like to admit it or not, men hold a place of privilege in our communities. To recognize this is to recognize also the different experiences of men and women. As men, we can take this knowledge and challenge ourselves and other men.

Jay Goulding

Sexual Assault: The Law

Sexual Assault: Level 1 (Common Sexual Assault)

It is a crime if someone forces any form of sexual activity on someone else (e.g. kissing, fondling, touching, sexual intercourse, ECT.) without that person's consent.

Sexual Assault: Level 2 (Causing Bodily Harm)

It is a level 2 crime if, during a sexual assault:

- < The attacker uses a weapon or threatens to use a weapon (imitation or real)
- < The attacker threatens to harm a person other than the victim,
- < More than one person assaults the victim in the same incident.

Sexual Assault: Level 3 (Aggravated Sexual Assault)

It is a level 3 crime if, while committing a sexual assault, the attacker:

- < wounds, maims, disfigures or brutally beats the victim,
- < endangers the life of the victim.

Criminal Harassment (Stalking)

These are examples of conduct that could be criminal harassment if they cause you to reasonably fear for your safety, or the safety of someone you know:

- < Repeatedly following you;
- < Repeatedly visiting, calling or writing you, either directly or through someone else;
- < Watching you, you home or workplace.
- < Doing something that threatens you or any member of your family.

Sexual Interference (Against Children Under 14)

It is a crime if someone, for a sexual purpose, touches any part of the body of a child.

Invitation to Sexual Touching (Against Children Under 14)

It is a crime if someone, for a sexual purpose, encourages a child to touch him with any part of the child's body or with an object. It is also a crime if someone, for a sexual purpose, encourages a child to touch his or her own body, or the body of somebody else.

Sexual Exploitation (Against Children 14- 17)

It is a crime if someone, who is in a position of trust or authority towards a young person or is a person with whom the young person is in a relationship of dependence, commits the offences described above. Incest It is a crime if a blood relation has sexual intercourse with another blood relation (e.g. parent, brother, half-brother, grandfather).

Exposure

It is a crime if someone, for a sexual purpose, exposes his or her genital organs to a person who is under the age of 14. Exposure is against the law toward any age if it happens in public.

Adopted from Today's Talk About Sexual Assault: a booklet for teens. Victoria Women's Sexual Assault Centre 1994.

Mary Whiteside-Lantz, Fredericton Sexual Assault Crisis Centre,
The Empowerment Project, A Train-the-Trainer Tool-Kit

Consent

A common defense of a person accused of committing sexual assault is that he thought she had consented. In cases of acquaintance or date sexual assault, this defense is more likely to succeed than sexual assault by a stranger. For any sexual act to be considered legal, both persons must agree to have sex. There are however, a number of situations when consent cannot be given.

Consent cannot be given when:

1. One person consented because the other person used threats or force.
2. One person submitted because the other person threatened or used force against a third person.
3. Lies were used to obtain consent.
4. A third party said yes to sex for someone.
5. A person is under the influence of drugs or alcohol.
6. A person is a blood relative.
7. The person changed her/his mind.
8. A child under the age of 12 is one of the partners. Children under 12 are never considered able to consent to sexual activity.
9. One person is under 14 years of age and the other person is more than two years older. Children between 12 or more, but under 14 are not considered old enough to consent to sexual activity, with one exception. If two people of this age group consent to sexual activity and there is less than a two year difference between them, then the consent is legal.
10. Both people are under 14 with less than 2 years between them, but the older person is in a position of trust or authority (a baby-sitter).
11. One person is 14, 15, 16, or 17 and the older person is in a position of trust or authority.

Mary Whiteside-Lantz, Fredericton Sexual Assault Crisis Centre,
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