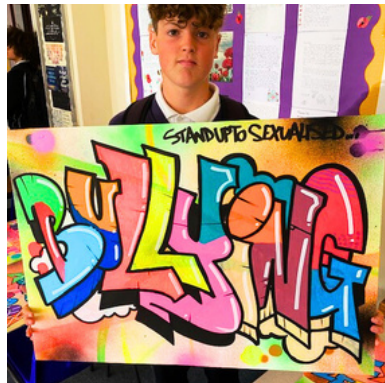
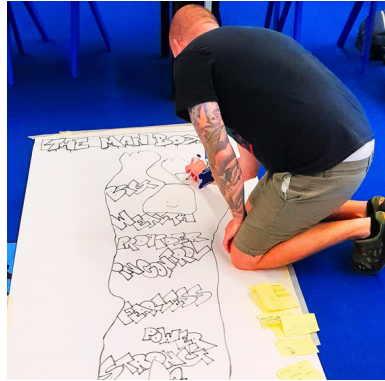


MAPS TO MANHOOD

A Toolkit for Building Healthy Respectful Relationships





About Priority 1-54

Priority 1-54 is a Brighton-based CiC established in 2017. Our mission and ethos are underpinned by co-production principles that seek to promote the rights and well-being of every child where they live, learn and play.

We offer creative youth and community engagement projects that **inform**, **inspire** and **empower** children and young people on matters they feel passionate about.

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Introduction

Concerns over the widespread nature of peer-on-peer sexual harassment and bullying in schools, colleges, and universities demand immediate attention from educators, professionals, and most importantly boys and young men. This resource aims to facilitate open and honest conversations about these issues and empower young men as allies to support young women.

We know traditional notions of masculinity can result in negative outcomes for boys and young men i.e. the need to conform to rigid gender stereotypes, gender-based violence against young women, violence against themselves or others, and mental health issues. Evidence indicates this is a critical issue, if not a crisis. However, it is important to acknowledge that boys and young men are not inherently flawed.

Priority 1-54 firmly believes the future of masculinity is in the hands of young men, and there is real hope for positive change. Equally, creating safe spaces for boys and young men to talk openly and honestly about negative gender stereotypes and sexual harassment and bullying is essential for prevention, accountability, and creating environments – both online and offline – where all young people can flourish and reach their full potential.

The overarching aim of our Maps to Manhood resource is to cultivate qualities of empathy and courage in boys and young men, while instilling a commitment to gender equality, enabling them to serve as inspiring role models for their peers.

By using this resource you have a unique opportunity to reach out, connect and mentor boys and young men, and make a significant and positive impact on their lives. By doing so, you can help them grow into the admirable boys and young men we know they can be.

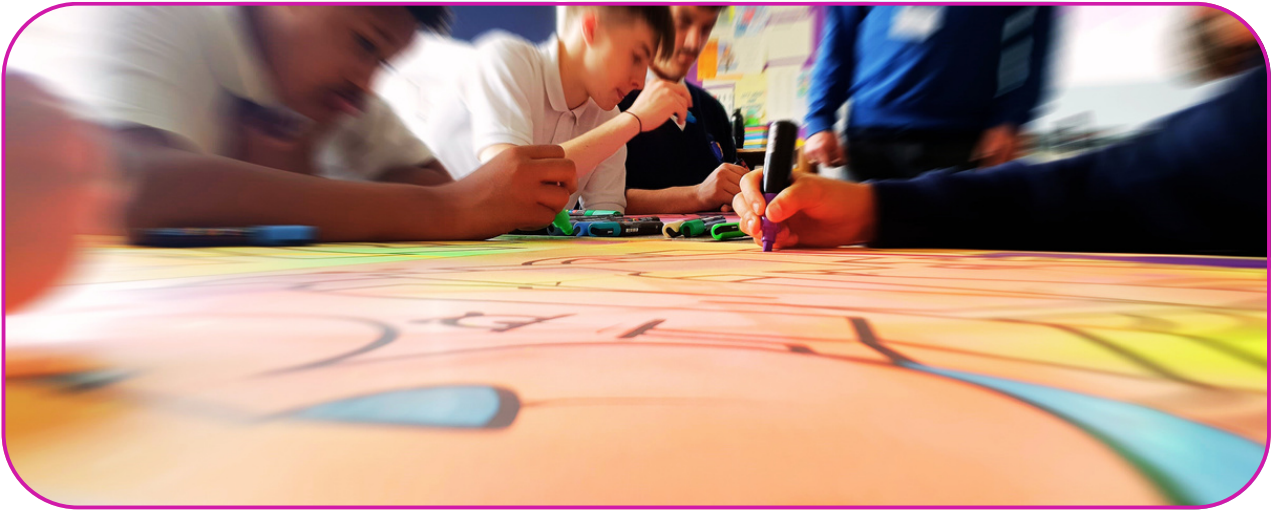
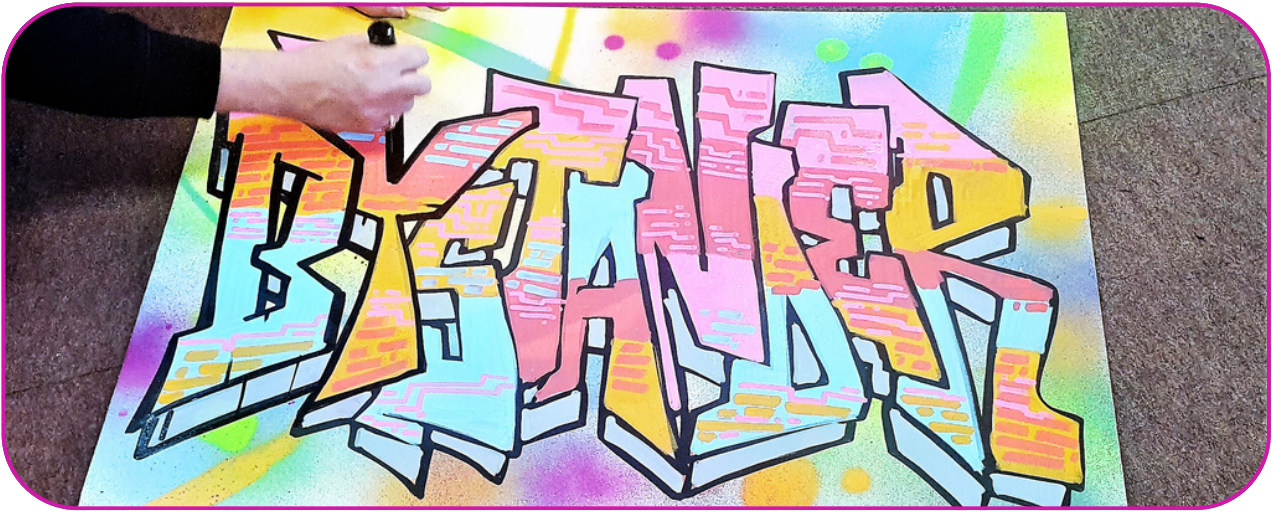
About the resource

The reasons why we need to teach boys and young men about gender equality, and sexual harassment and bullying:

- **Prevention:** Young men are more likely to engage in sexual harassment and bullying than their female peers. Therefore, it is crucial to educate young men about their harmful effects and how to prevent them from happening.
- **Responsibility:** Teaching young men about gender equality, and sexual harassment and bullying can help them understand their responsibility to respect others and not engage in harmful behaviours.
- **Accountability:** By educating young men about sexual harassment and bullying, they are more likely to be held accountable for their actions and understand the consequences of engaging in such behaviours.
- **Positive Role Models:** Teaching young men about gender equality and sexual harassment can help them become positive role models for others and lead to positive behaviour changes.
- **Allies for young women:** By teaching young men about gender equality and sexual bullying, they can become allies for young women and provide support to those who have experienced it. But more importantly, they can help create safe and inclusive environment where everyone can thrive.

The program is underpinned by three key thematic areas:

- How cultural expectations associated with traditional notions of masculinity can be detrimental to boys and young men i.e. the consequences of adhering to strict gender roles, young men as perpetrators gender-based violence and victims of violence and avoidance of help-seeking behaviour related to mental health.
- The nature and prevalence of sexual harassment and bullying including rape culture in schools and online, and its harmful impact on those who experience it.
- How active bystander behaviour can help create a culture of accountability and support, by equipping young men with the knowledge, tools and confidence to safely 'callout' and intervene in incidents of sexual harassment and bullying among their peers.



Facilitators Notes

'This was one of the best workshops that I've had the privilege to take part in. Conversations were honest, frank, passionate, constructive, and relatable'

Head of Year 10

Notes for facilitators

The following offers guidance when facilitating the Maps to Manhood program with young men. When preparing to deliver the program, it is essential for facilitators to familiarise themselves with the themes and activities included before getting started. This will allow you to gain an understanding of the overall structure and objectives of the program, as well as to identify any potential challenges or areas that may require additional preparation.

The program consists of three 3hr workshops and has the greatest impact when delivered sequentially over three consecutive weeks.

The workshops can be customised to suit several delivery models i.e. one-to-one sessions, small targeted groups, or as part of wider PSHE lessons and differentiated to suit the needs and ability of the participants, so providing flexibility and tailored support.

Don't be afraid to draw on current examples of sexual bullying or gender-based violence as this will help to make workshops more relatable and concrete i.e. Will Smith's '**slap**' at the 2022 Oscars, social media influencer Andrew Tate, evidence of widespread misogyny within the police force or the murder of Sarah Everard. Sexual bullying is a complex and sensitive topic that can be difficult to grasp for some young men. By using current and relatable examples, young men can better understand the issues.

When recruiting boys and young men to participate in the program, careful consideration should be given to ensure a diverse and representative group, including those who may not immediately appear to require support and those who are confident to speak out about sexual harassment and bullying and who can act as positive role models for other boys and young men. This approach promotes equity, inclusivity, and an opportunity for all to benefit.

Recruitment criteria

- **Influencers:** those who may be 'popular' and influential with their peers
- **Agitators:** those who are confident in questioning and delving deeper
- **Ambassadors:** those who are invested and proactive and can take the work further within the school community
- **LGBT+ students:** those who may be openly questioning their sexuality or identity

The group dynamics should be carefully considered when determining the appropriate group size. However, there is no fixed rule on group size, but ideally, groups should have between 6 to 10 members to provide diverse perspectives without making participants too scared to speak.

Establish and revisit a group agreement at the start of each session to foster a sense of trust and respect within the group and between the young men and the workshop facilitator. It should set the tone for positive interactions and supports a safe and supportive learning environment.

Because the workshops address safeguarding themes, this can lead to historical and current safeguarding disclosures. To ensure confidentiality and appropriate handling of disclosures, it is important to discuss these issues at the start of every workshop. Safeguarding disclosures should be handled according to the relevant safeguarding procedures of the setting, ensuring the safety and well-being of all participants.

Use **'protective interrupting'** if a young man discloses private or concerning information in a group setting. The technique involves carefully interrupting the person, acknowledging what they have just said, but preventing further disclosure. A private meeting should then be arranged in a safe space within the school as soon as possible to address the issue.

Be mindful that some participants may have encountered severe sexual bullying, abusive relationships, domestic violence, or sexual assault. Before discussing these topics, provide verbal warnings to avoid triggering traumatic memories. This approach promotes a safe and supportive environment that prioritises the well-being and mental health of all participants

Be prepared for young men to try and 'self-sabotage' discussions that require openness and vulnerability. This can be a defense mechanism, as they may fear being judged or rejected by the group. It is essential to create a safe and non-judgmental environment where participants feel comfortable sharing their thoughts and feelings, as outlined in the group agreement.

This program covers several sensitive topics such as sexual harassment and bullying, rape culture and victim blaming. When young men 'pushback' and express resistance to these themes, take this as an opportunity to gain valuable insights into their perspectives and help them reconsider their views, although these may be deeply ingrained. This approach promotes critical thinking and self-reflection.

A strategy to address resistance and pushback in young men in relation to sexual bullying is to foster empathy by helping them to understand young women's experiences of sexual bullying and the negative impact it can have. The idea is that by increasing empathy and understanding, young men may be more willing to take action to prevent sexual bullying and support those who have been affected by it. By raising awareness of the negative impact that sexual bullying can have, young men may be more motivated to make changes in their own behaviour and to speak out against harmful actions by their peers.

Resistance and pushback

- Reversing the problem, adopting a victim position, claiming reverse discrimination
- Denying that the problem exists, minimise its extent, significance, or impact or renaming and redefining it out of existence
- Blaming the problem on those who are the victims of it
- Denying the credibility of the message
- Attacking the credibility of the messengers

Flood et al: 2019

Language is a reflection of societal values and beliefs, whether positive or negative. Therefore, the use of explicit or discriminatory language should not be automatically censored in workshops but used as an opportunity for learning. As a facilitator, you can use these instances to work with the group to understand the underlying issues and messages conveyed by such language. However, it is essential to clarify that such language is not acceptable, rather it tells a story that is relevant to the workshop's purpose.

If a participant shares problematic attitudes or beliefs, avoid shutting conversations down unless they are directly targeting someone in the group. Instead, encourage reflection by asking genuine questions about their attitudes and beliefs and invite the group to join the conversations.

Make sure to allocate sufficient time for the discussion of important issues. By allowing enough time for in-depth discussion, participants can more critically reflect on their experiences, share their perspectives, and so gain a deeper understanding of the subjects under discussion.

Using creative art-based learning offers boys and young men additional avenues and time to critically think and process learning. After discussing difficult or sensitive themes, use the graffiti artwork as a vehicle for further discussion and a "**pressure valve**" to release pent-up emotions or thoughts that they may be hesitant to share verbally. As a lasting legacy of the program showcase and display the completed artwork.

Workshop

One

Rethinking masculinity

'The workshop was really good because we need to talk about stuff like *'what it means to be a man'* and why we need to normalise talk about sexual harassment'

Year 9 young man

Rethinking masculinity



Real masculinity is not about the clothes you wear, the car you drive, or the person you attract. It's about being a good person and treating others with respect

Source unknown

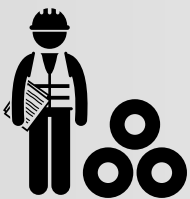


Workshop one is designed to explore how gender norms shape boys' understanding of **'what it means to be a man'**. The workshop aims to create a safe and supportive space for boys and young men to develop a more nuanced understanding of gender and masculinity, and the confidence to navigate these issues in their everyday lives. Use supporting PowerPoints when delivering the workshop.



Young men will:

- Understand how gender stereotypes can shape feelings and behaviour
- Understand the negative and harmful consequences of gender stereotypes
- Recognise when a stereotype is being used



Materials

- Supporting PowerPoint
- Marker pens
- Urban artwork
- Highlighter pens
- Large roll of paper
- Man Code cards
- Post-it notes



Group Agreement and Recap

Have the group discuss a group agreement. These will be an essential part of establishing a safe space in which to discuss sensitive and difficult issues. Remember to revisit the group agreement at the beginning of each workshop. Explain that anyone can add to or review them at any time.

They may include:

- Respectful listening – even if you don't agree with what someone says
- Be open and honest
- Keep it private (confidential) i.e. what is said in the room stays in the room unless concerned for the safety of
- Not using names when talking about issues or incidents
- Keep judgmental comments to yourself i.e. no put-downs, respecting other people's contributions and their feelings

Continued

Once agreed upon, the group agreements should be positioned around the room. Note: You will need to be clear about confidentiality and disclosure of any safeguarding concerns and how these will be reported in line with each setting's Safeguarding Procedures.



Activity: Ice-breaker

This is a fun ice-breaker to get young men thinking about masculinity and their perception of what is deemed to be manly. Remember these are not fixed and can differ across cultures and change over time.

Explain that you are going to read out two words (these are paired based on similarities). The group has to say which one they think is manlier and why. For example, which one do they consider to be manlier (or masculine) beef and chicken. Ask young men to say why they choose the one they did.



Paired or Group Discussion

Split the group into pairs and then have half the group discuss:

- What is the best thing about being a boy/man.
- What the hardest thing about being a man is?

Ask for feedback and write these up on a flip chart to refer back to if needed.



Note

Young men will often bench-mark or judge what is good and hard about being a boy/man against being a young woman. You might want to use this as a jumping-off point for a deeper exploration of male privilege, gender inequality, and the many barriers and obstacles young women encounter.



Gender stereotypes

Explain to the group that they are going to explore gender stereotypes and the negative effects they have on boys and men's behaviour, thoughts, and emotions. It is important to note that not all stereotypes are harmful.

Stereotypes are used by people to simplify their understanding of the world around them and the individuals or groups they encounter.

Get the group to define what a stereotype is: **'a simplified way of thinking about individuals or a group of people before we even know them'**

Next, ask the group whether they believe the stereotypes that **"girls are good listeners"** or **"boys don't cry"**.



Paired or Group Discussion

- When is it okay for boys to cry in front of each?
- What stops young men from showing such emotions?

Ask for feedback and write these up on a flip chart to refer back to if needed.



Show the film to the group. Encourage them to think about '**what it means to be a man**'.

After watching the film, discuss:

- What were some stereotypes they noticed?
- In what ways do these stereotypes impact how we see what it means to be a man?
- What are some steps we can take to challenge or break down these stereotypes?



Activity: 'The Man Box'

The 'Man Box' refers to a set of social expectations and restrictions on men's behaviours and attitudes. It includes traditional notions of masculinity and what it means to be a man, such as being tough and dominant while rejecting qualities such as vulnerability, empathy, and sensitivity.

The aim of the Man Box activity is to create a visual representation of the stereotypes associated with masculinity and to encourage young men to critically examine the expectations of manhood.

Start by asking for two volunteers. Ask one to lay down on the large roll of paper whilst the other draws around them. Then read each of the following statements:

- **How are young men expected to dress and look?** Have them draw on all the clothes and accessories a young man might be expected to wear. This may include certain branded/designer clothes, jewellery and mobile phones etc
- **What feelings and emotions are young men supposed to have and how are they supposed to express these?** Have the group write these on the inside of the figure.
- **How are these notions about being a man learnt?** Have them write these down on the outside of the figure e.g. family, friends, toys, movies and social media etc.



Paired or Group Discussion

What happens to boys and young men who don't fit into the 'Man Box'?



Activity: Understanding the Man Code

The aim of the next activity is to further explore the unwritten rules and expectations that shape our ideas of masculinity and encourage critical thinking about the impact these have on young men.

Have the group stand in a semi-circle and hand out a Man Code statement to each person in group. Then place the headings: "Helpful", "Unhelpful", and "Depends." on the floor. Have each person read out their statements and have them place them under one of the three headings.

Allow the group a few minutes to discuss where each statement is placed. Encourage participants to challenge each other's viewpoints and consider the impact of these statements on themselves and others.

Alternatively, each card can be used as an opportunity for deeper discussion. For example, the statement 'young men should know about sex', you might want to ask the question where do men learn about sex, is it through PHRSE, each other, or by watching pornography?

Or ask the question **what percentage of young people under the age of 16 are sexual activity?** The answer is somewhere in the region 26%-30%, but participants will invariably state this is much higher.

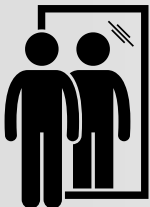
Give the answer, but ask why they think there was such a big discrepancy. Is it because young men lie about being sexually active due to peer pressure and expectations, fear of judgment or ridicule or wanting to fit in with peers?

Debrief the activity with the group and highlight any common themes or patterns that emerged during the activity. Encourage participants to reflect on their own attitudes and behaviours related to the Man Code.



Extension Activity

Have the group come up with their own version of the Man Code. Using statements that promote positive behaviours or attitudes i.e. encouraging respect for all individuals or respect towards women.



Reflection

End the workshop by summarising the key learning points and encourage reflection.

Hand out post-it notes and have each participant write down one thing they enjoyed about the workshop and one area for improvement. This allows young men to contribute to the ongoing development of the workshop and resources.



Workshop

Two

Sexual Harassment and Bullying

'I thought the workshop was great because the way we discussed sexual harassment really helped me to understand what it looks like from a different perspective'

Year 10 young man

Sexual Harassment and Bullying



'It takes a great deal of bravery to stand up to our enemies, but just as much to stand up to our friends'

J.K. Rowling

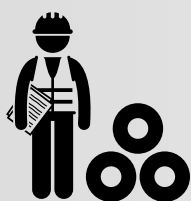


Workshop Two starts by examining how banter and jokes are frequently used to conceal different forms of bullying that are rooted in prejudice. For example, how boys and young men use derogatory and sexist language against girls and justify it as 'banter', 'just joking', or 'having a laugh'. The workshop then explores the nature and prevalence of sexual harassment and bullying. Finally, the concept of rape culture and how it perpetuates harmful attitudes and behaviours toward young women is explored.



Young men will:

- Understand what is meant by the terms banter and bullying behaviour
- Examine what is meant by sexual bullying
- Understand what is meant by the concept of rape culture



Materials

- Supporting PowerPoint
- Types of Bullying worksheet
- Rape Culture cards
- Highlight pens
- Urban artwork
- Post-it notes



Group Agreement and Recap

Recap the group agreement outlined in the previous session. Due to the nature and content of Workshop Two make sure you reiterate disclosure protocols and safeguarding procedures.



Activity: Ice-breaker

Start by placing the labels 'Agree' and 'Disagree' at different ends of the room where everyone can see them. Read each statements aloud and explain that the young men must decide whether they agree or disagree with the statement.

- Banter is always just banter.
- If a joke is just between friends, it doesn't matter if it is discriminatory.
- If everyone is laughing at a joke that upsets someone, it's ok to join in
- Do young people use banter to disguise bullying behaviour?
- If someone upsets you with banter, do you let them know
- Is sexist banter used against girls?
- Is sexist banter challenged in schools?



Activity: Understanding banter and its impact on individuals.

Start by dividing the group into pairs or small groups. Ask the young men to discuss and define what banter means to them. Explain that there are three types of banter: friendly, ignorant, and malicious. Provide examples of each type and explain the differences.

Ask each pair or small group to share examples of sexist or homophobic banter they have heard or seen. Discuss what impact this type of banter might have individual young people the group. Ask the young men to reflect on their own use of banter and consider the impact it may have on others.

Conclude the activity by reminding young men that while friendly banter can be a part of a healthy friendship, it is important to know the limits and always be mindful of others' feelings.



Paired or Group Discussion

Ask if sexist or homophobic banter or trash talk is used online by young men.

Note

Trash talk refers to the insulting or mocking language used to intimidate or provoke someone when gaming, but can quickly escalate to harass or bully individuals when it becomes sexist, racist or homophobic in nature.



Paired or Group Discussion

Begin the activity by asking the group to come up with the 4 keywords that define bullying behaviour. This should include **Repeated, Deliberate, Hurtful and Power.**

The group may require additional prompts when trying to identify the **power** i.e. it could be a bigger person picking on a smaller person or a group of people picking on an individual.



Activity: Understanding banter and its impact on individuals.

Provide the group with resource (/). Ask them to work in pairs to make a list of different types of bullying that **boys do to boys, boys do to girls, girls do to girls, and girls do to boys**. For example, bullying between boys is frequently homophobic in nature, whilst boys often use sexist bullying against girls i.e. spreading rumours of sexual nature or, sending nudes or pornographic material. Finish the activity by asking each pair to share their list with the rest of the class.

Use the list of different types of sexual bullying commonly encountered by young women, to discuss negative consequences it can have on them and the school environment.



Activity: Understanding banter and its impact on individuals.

Mark a line on the floor using masking tape and then mark out 0, 25, 50, 75 and 100. Position young men at the base of the number line and let them know you're going to read a statistics-based question and you want them to walk to where they think the answer is on the number line.

- The percentage of young women who say they don't feel safe at school
- **(1 in 5 young women)**
- The percentage of young women who have experienced taunts or 'jokes' of a sexual nature **(2 in 5 or 41% of young women)**
- The percentage of young women who have been sent unsolicited sexually explicit pictures **(9 out of 10 young women)**
- The percentage of young women who have experienced unwanted touching **(almost 1 in 5 or 18% of young women)**
- The percentage of young women who have been asked to share an intimate picture **(1 in 4 young women)**
- The percentage of young women who say they avoid going out after dark **(50% of young women)**

Debrief the activity by asking participants:

- Were they surprised by any of the figures?
- Which figures did you find most surprising?
- How does it feel to learn about these facts?



Activity: Creating a Visual Presentation of Rape Culture

(adapted from Next Gen Manual: 2022)

The aim is to identify and understand the various forms of behaviours that contribute to rape culture. Begin by asking the group if they have heard of the term 'rape culture'. Ask for volunteers to say what they know about it.

Share the definition with the group: **'Rape culture is a term used to describe a society or environment where sexual violence is normalised and excused, where victims are often blamed for their own assault'**

Explain that the group is going to work together to create a visual presentation of the rape culture pyramid. Provide the group with a set of rape culture cards outlining a list of attitudes and behaviours, and explaining that some behaviours are more serious than others. Give the group time to read through the cards, making sure that they know what each term means.

Continued

The aim is to arrange the cards to form a pyramid, with five cards at the bottom and the most serious form of behaviour at the top. Have the group take turns placing their cards down to form the pyramid.

Encourage discussion about the various behaviours and attitudes represented by the cards, and consider how they contribute to rape culture. Once the pyramid is complete, have the group members take turns explaining why they placed their cards where they did.

Ask the group:

- What do they notice about the pyramid?
- What similarities do they notice at the cards at the base of the pyramid?
- How the bottom of the pyramid is linked to the top?
- Why is it important to challenge the behaviour and attitudes at the base of the pyramid?



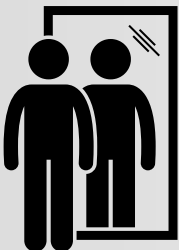
'**Now I Can Breathe**' is an awarding winning film to explore the subject of sexual bullying in schools. Use the film to help young men understand young women's experiences of sexual harassment and bullying and as a way to develop a sense of empathy and understanding of the negative impact they can have on young women and the wider school climate.



Extension Activity

Depending on the age and maturity of young men, workshop facilitators may opt to just show the film to examine the nature of sexual bullying in school, rather than incorporating the rape culture pyramid activity into the session.

If the rape culture activity is used, the cards should be left out, and the film shown directly afterward. While the film is being shown, have the young men point out the attitudes and behaviours on the card that the young woman experiences, to show the nature of rape culture in schools. This approach can help young men understand the importance of disrupting and challenging rape culture in their schools and communities.



Reflection

At the end of the workshop, ask the group to reflect on what they learned about the prevalence and nature of sexual bullying, rape culture, and the behaviours that contribute to it.

Finally, hand out post-it notes and have each participant write down one thing they enjoyed about the workshop and one area for improvement.



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WHAT YOU GET CALLED
WHAT HAPPEN TO YOU?
IF YOU THE

Workshop

Three

Bystander behaviour

'I enjoyed the workshop because it was honest and improved my confidence about how to stand up for people being harassed without making things worse

Year 8 young man

Bystander Behaviour



'There may be times when we are powerless to prevent injustice, but there must never be a time when we fail to protest'

Elie Wiesel



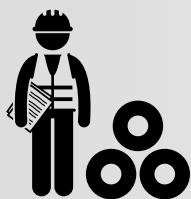
Workshop Three explores bystander behaviour and the role bystanders play in incidents of sexual harassment and bullying, why young men might not intervene when they see sexual harassment or bullying taking place and strategies they can use to safely intervene.

Researchers [Zimbardo: 2009] identified specific bystander behaviour roles in bullying i.e. the ringleader, assistant, target, reinforcer, bystander, and defender. Understanding these roles is essential for exploring and addressing sexual bullying behaviour effectively, as it helps to identify the different factors that contribute to it and determine appropriate interventions. Encouraging and empowering young men to be active bystanders can help prevent and reduce sexual bullying behaviour in schools.



Young men will:

- Will be able to define what bystander behaviour is and identify the different roles that bystanders can play in sexual harassment and bullying situations.
- Understand the barriers that prevent young men from intervening
- Explore different strategies for bystander intervention in different scenarios.



Materials

- Supporting PowerPoint
- Urban Artwork
- Highlighter pens
- Bystander Behaviour cards
- Bystander Strategy Cards
- Evaluation Form



Group Agreement and Recap

Recap the group agreement outlined in the previous session. Due to the nature and content of Workshop Two make sure you reiterate disclosure protocols and safeguarding procedures.



Activity: Ice-breaker

Start the workshop by asking the group how likely they would be to intervene if they saw someone being bullied using a scale of 1 to 10, with 1 indicating the least likely and 10 being the most likely.

Ask the group to define what they think a bystander is. After they have shared their ideas, explain that bystander behaviour refers to the actions of individuals who witness a bullying or harassment incident, but does nothing to intervene. Explain that this is what we call a passive bystander.



Activity: Upstanders

Ask if they have come across term 'UpStander'? Explain an Upstander is a person who takes action to intervene or speak up in the face of injustice or harm being inflicted on others, rather than remaining a bystander.

Ask the group if they know or identify any famous upstanders.

Historical

- Oskar Schindler, was a German industrialist who saved over 1,000 Jews during the Holocaust by employing them in his factories.
- Rosa Parks, who refused to give up her seat on a Montgomery, Alabama bus in 1955, sparking the civil rights movement.
- Current
- Malala Yousafzai - an activist for girls' education and the youngest Nobel Prize laureate.
- Greta Thunberg - a climate activist who started the Fridays for Future movement.
- Tarana Burke - founder of the "Me Too" movement, which helps survivors of sexual violence, harassment, and assault.



Activity: Bystander behaviour

Begin the next activity by grouping the young men into pairs or small groups. Hand out the bystander cards containing the reasons why young men may not intervene when they witness sexual harassment or bullying. Have them read each card and select the top three reasons why they think young men may not intervene. Have each group share their top three reasons and have them explain why they chose them. Discuss any patterns that emerge.



Note

The bystander effect refers to the tendency of people to be less likely to intervene in an emergency when other people are present. This is because of 'diffusion of responsibility', where others assume that someone else will step in to help.

At this point, you may wish to mention the 1964 murder of Kitty Genovese, who was brutally attacked and murdered while several bystanders witnessed the incident but failed to intervene or call the police. The case sparked public outrage. The resulting research became known as the bystander effect.



Activity: Bystander roles

Next, explain that individuals who witness bullying or harassment play different roles as bystanders. The roles identified include:

- The ringleader, who initiates and directs the bullying behaviour
- The assistant, who actively participates in the bullying behaviour
- The target, who is the victim of the bullying behaviour
- The reinforcer, who encourages the bullying behaviour
- The bystander, who witnesses the bullying behaviour but does nothing to intervene
- The defender, who intervenes to stop the bullying behaviour and protect the victim.

Ask the young men to identify the role they play in a bullying situation.



Film

Show the film "**Have a Word with Your Friend**" which aims to raise awareness about street harassment and encourage young men to intervene when they see friends engaging in similar behaviour. The film emphasizes the importance of speaking up and taking action to prevent harassment.

Once you show the film, facilitate a class discussion using the following questions:

- What do you think the young woman in the film was feeling? How might her experience be different if someone had intervened earlier?
- What do you think initially stopped Jacob from stepping in? Have you ever felt hesitant to speak up when you saw someone being bullied? Why?
- Why did Jacob eventually call out his friend? Do you think this was an effective way to intervene?
- Do you think the way Jacob intervened might cause problems with his friends? What are some other strategies for addressing street harassment that could be effective?

Note

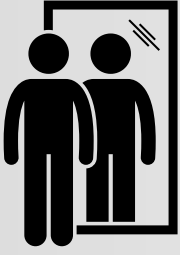
The card 'use violence' is frequently chosen by young men as a way to intervene. Ask why this might be problematic. State that using violence can be dangerous as incidents can quickly escalate. Refer back to the first workshop and discuss that using violence only perpetuates harmful stereotypes that '**real men**' should be protectors and that women are weak and need rescuing.



Activity: Bystander intervention

This next activity can help young men think about how they might respond in real-life situations and encourage them to consider the different options available to them as bystanders. Explain that you are going to read out a series of scenarios and the young men then have to choose a card that outlines the bystander strategy they are most likely to opt for in that situation. Go around the group and ask for feedback in each situation.



**Reflection**

Conclude the session by asking the groups to reflect on what they have learned about bystander behaviour and how they can apply this knowledge to their own lives. Finally, hand out the evaluation form and have each participant complete it.

Appendix

Workshop Resources

'It was one of my proudest moments to see these young men become more grounded in front of my eyes'


Head of Year 9



Useful Resources and Reading

'The workshop was pitched brilliantly for the boys. You clearly did your research which not only enabled you to discuss the issues in a credible and appropriate way but offered an alternative viewpoint that challenged much of their thinking'

Head of Year 11





A Call to Men

A USA-based non-profit organisation that promotes healthy, respectful manhood and works to prevent gender-based violence and discrimination against women and girls.

Anti-Bullying Alliance [2020]

Sexual Bullying: developing effective anti-bullying practice. A guide for school staff and other professionals.

Childnet [2021]

Just a Joke is a resource designed to help teachers and educators address the issue of online sexual harassment among young people.

Conroy, M [2020]

MEN AT WORK: Ten positively challenging, thoughtfully disruptive dialogues about respect, freedom and safety for boys and young men and those working with them.

DfE [2022]

Keeping children safe in education 2022: Statutory guidance for schools and colleges.

Global Boyhood Initiative [2022]

The State of UK Boys Understanding and Transforming Gender in the Lives of UK Boys A Report for the Global Boyhood Initiative

Green Dot

Is a bystander intervention program that has been adapted for school students and found to be an effective intervention for reducing sexual and dating violence.

Next Gen Men [2022]

Next Gen Manual: A program for engaging boys in positive masculinity.

PSHE Association

Offer guidance on teaching about healthy relationships and consent, as well as how to respond to sexual harassment and sexual violence in schools.







The Man Code statement

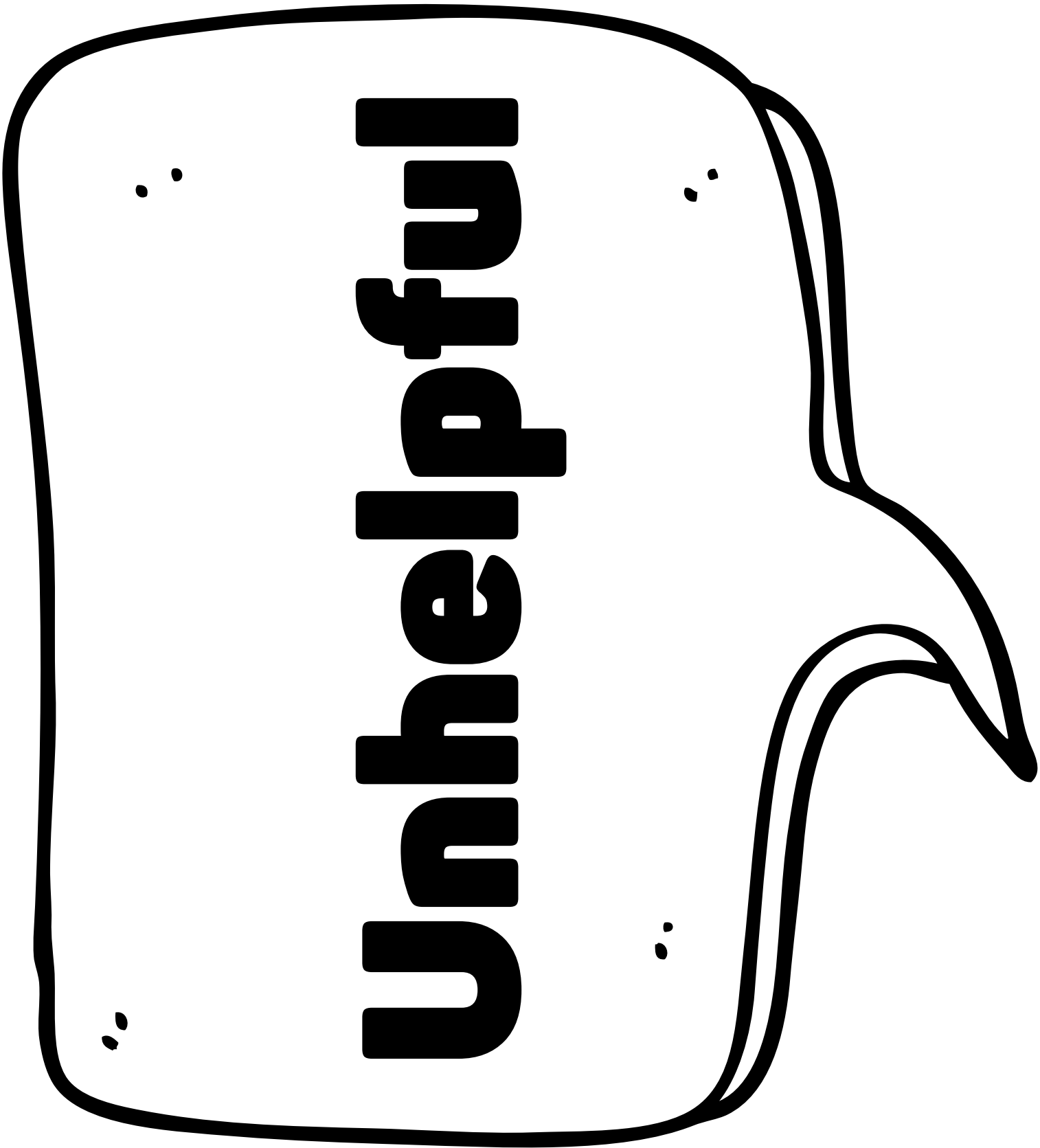
'The workshops were amazing because I got to hear other people's views about what it means to be a man and got to have my say without the conversation being closed down'

Year 9 young man

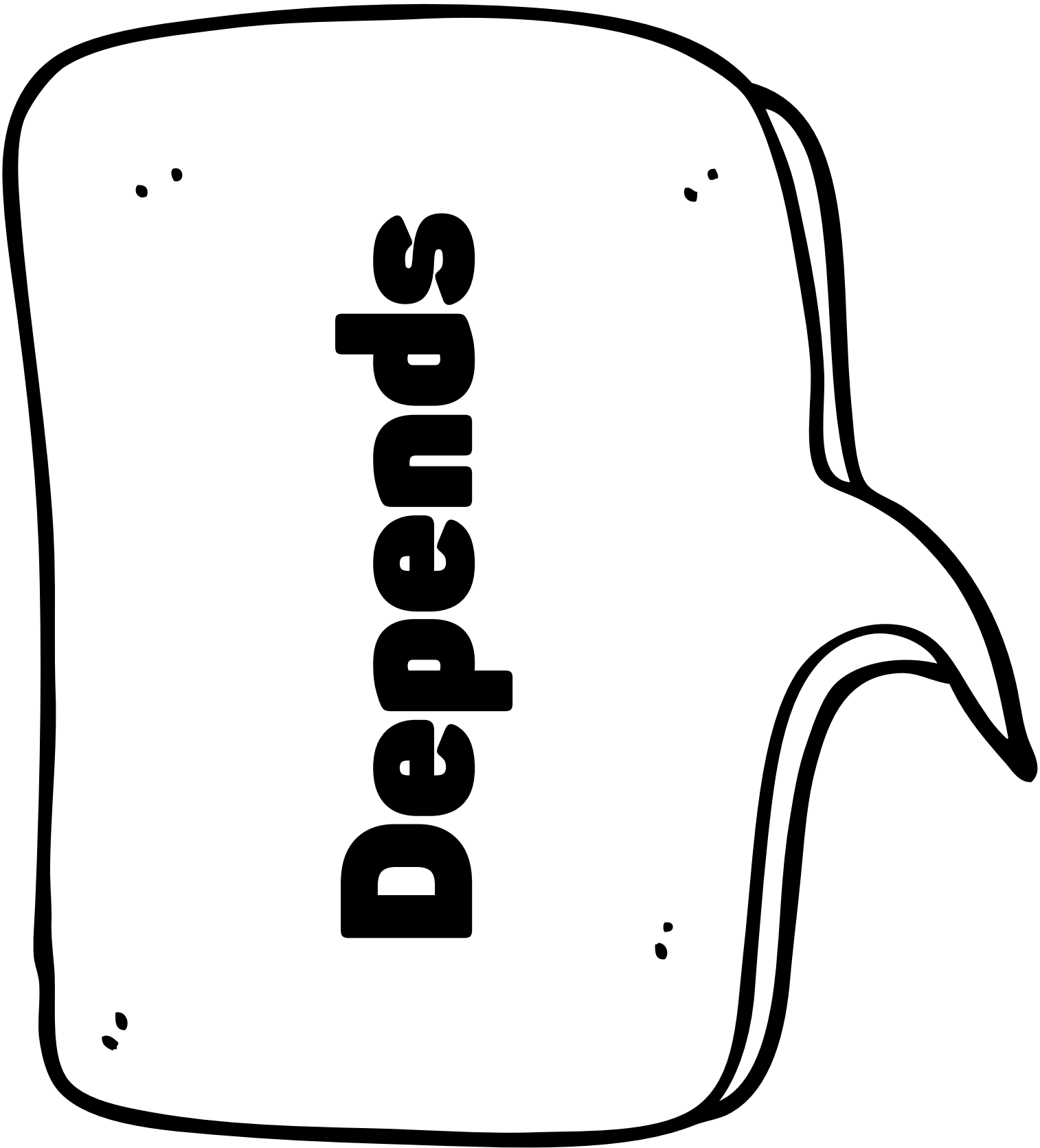


A black and white illustration of a speech bubble. The bubble has a rounded rectangular body and a long, curved tail pointing towards the bottom right. Inside the bubble, the word "Helpful" is written in a large, bold, sans-serif font. There are four small black dots scattered around the word: two in the upper left and two in the lower right.

Helpful

A black and white graphic of a speech bubble. The bubble has a rounded rectangular body and a long, curved tail pointing towards the bottom right. Inside the bubble, the word "Unhelpful" is written in a large, bold, black, sans-serif font. There are four small black dots scattered around the text: two near the top left and two near the bottom right.

Unhelpful



Depends

A black and white illustration of a speech bubble. The bubble has a rounded rectangular body and a long, curved tail pointing towards the bottom right. The word "Depends" is written in a large, bold, black, sans-serif font, oriented vertically within the bubble. There are four small black dots, two on the left side and two on the right side, positioned near the top edge of the bubble's body.



**Men should
be sporty**



**Men should never
walk away from a
fight**

**Men should act
strong even when
they are scared or
nervous**

**Men should be
able to stand up
for themselves**



**Men should not
talk about their
feelings**



**Men have to
take charge of
situations**



**Men should
never make
mistakes**



**Men should
avoid anything
feminine or girly**

**Men cannot lose
face in front of
each other**

**Men should act
like they know
about sex**



**Men should not
show any sign
of weakness**



**Men should
never ask
for help**



**Men should
be tough**



**Men should
always be
in control**




Types of Bullying

Workshop Two

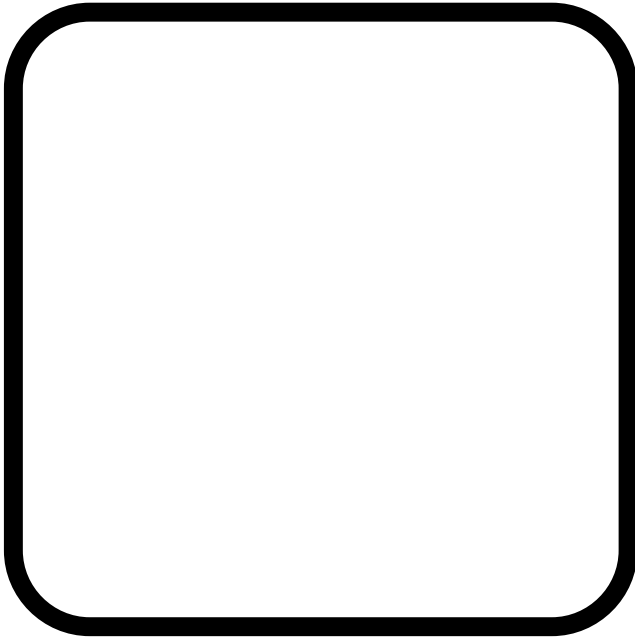
'The conversations we covered were very helpful and everyone got involved, even when we talked about sexual bullying which was hard. It's a hard topic but that's what we need...to be told'

Year 10 young man

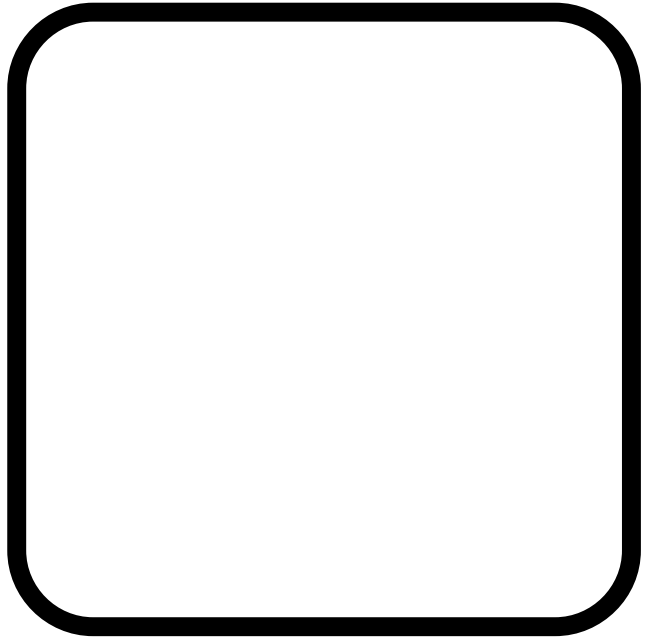


Make a list of types of bullying according to each category

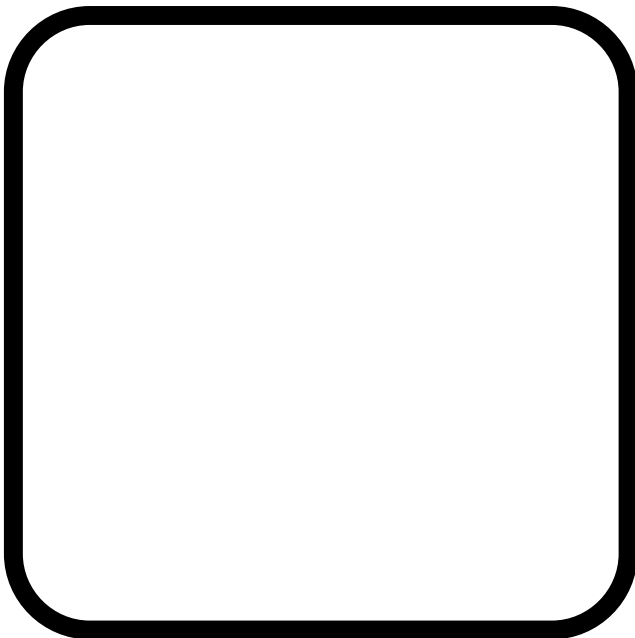
Types of bullying boys tend to do to boys



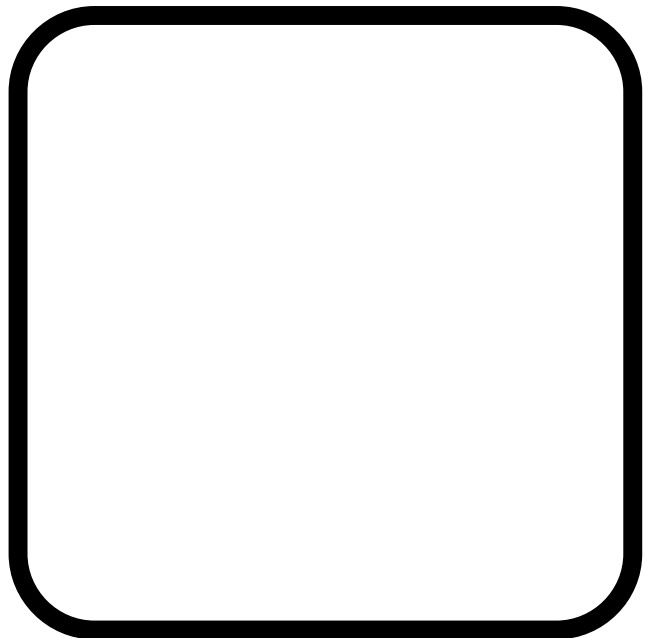
Types of bullying girls tend to do to girls



Types of bullying boys tend to do to girls



Types of bullying girls tend to do to boys






Rape Culture cards

Workshop Two

'It was helpful talking about myths and stereotypes and how we say and do stuff without even realising we're victim-blaming'

Year 10 young man



**'Girls
should stay
at home'**

'Boys will

be boys!'

sexist

banter

Rappe

jokkes

Casual

sexism

**Unwanted
touching**

Benji Ben

Benji Ben

Cyber

flashing

Victim blaming

or

victim shaming

Erpiniq

Coercion

or

threats

**Drugging or
spiking drinks**

Sexual

Assault

REAR



Bystander Behaviour Workshop Three

'The work was clearly impactful and resulted in some tangible initiatives that we can bring to the table with SLT to induce a culture of greater respect in relationships among students'

Head of PHRSE



What stops people becoming an upstander?

The bystander effect -

**'someone else will
deal with it'**

What stops people becoming an upstander?

The fear of becoming the target of

'what if it's me next'

What stops people becoming an upstander?

Not wanting to be called a

'grass' or 'snitch'

What stops people becoming an upstander?

**'Nobody else is doing anything
to stop it, so why should I'**

What stops people becoming an upstander?

A lack of empathy with the person with the person being bullied

What stops people becoming an upstander?

'But I can't make a difference'

What stops people becoming an upstander?

The person doing the bullying is one of your friends

What stops people becoming an upstander?

The bullying provides entertainment

What stops people becoming an upstander?

**I don't know what to do to
stop the bullying**

What stops people becoming an upstander?

Victim blaming

'they deserve it'

What stops people becoming an upstander?

**If I ignore the bullying
it will go away**

What stops people becoming an upstander?

Finding the bullying funny

'it's just a bit of fun, right'

What stops people becoming an upstander?
**Fear of making things
worse for the person being
bullied**

What stops people becoming an upstander?
Bullying is
**'part of school life so what's
the problem'**

What stops people becoming an upstander?

Standing up for other people is
'scary'

What stops people becoming an upstander?


'An adult will sort it out'

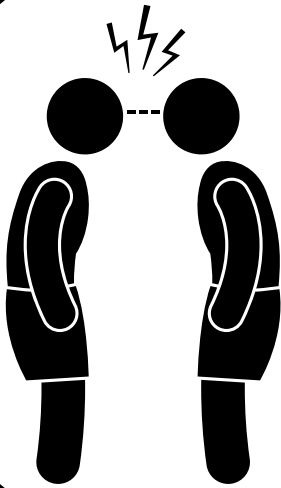


Bystander Strategies Workshop Three

'I think talking about sexual harassment is a good thing and educating boys is important. As someone [*trans young man*] who has experienced this [*sexual bullying*], I appreciated being able to talk about it'

Year 10 young man





Stare

Make sure that the person knows that you are aware of their behaviour.

Sometimes a long silent stare might be all that is necessary to stop their behaviour.



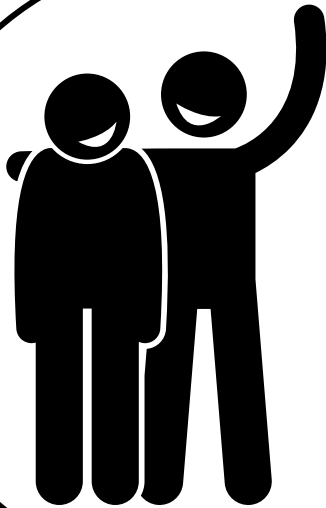
Use humour

Do this if you feel comfortable with it. Humour can cut through tension, but it is important not to trivialise what's going on or mock your own reaction to it.



Use violence

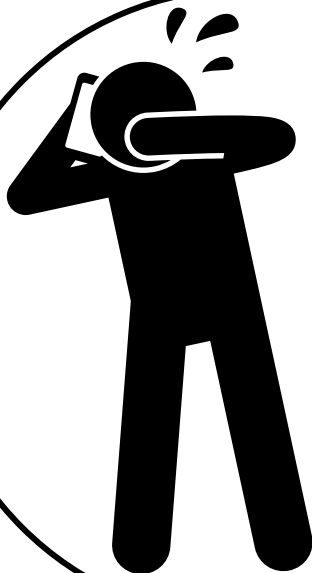
Use violence against the person/group doing the harassing or bullying.



Be supportive

Be a friend to the person in need.

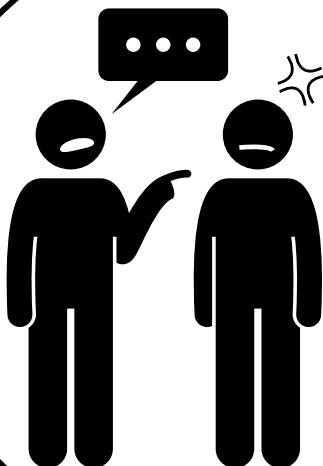
Listen without judgment and encourage the person to make their own decision. Help them make a plan. Make sure that they don't feel isolated or alone.



Find help

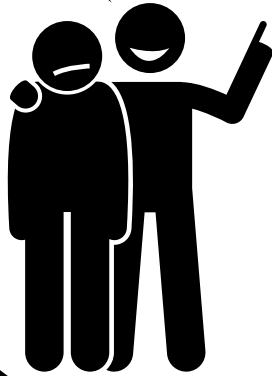
Taking action can be easier with support. What can you do:

- Speak with a trusted adult in school/college
- Ask a friend to help
- Report to the online provider



Stand up to friends

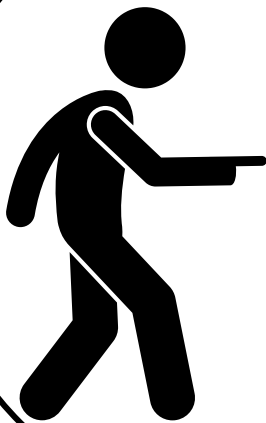
If your friends are doing the bullying or harassment, take them to one side and say you don't think what they are doing is funny or acceptable.



Appeal to friendship

Frame your concern in a caring and non-critical way. What can you say:

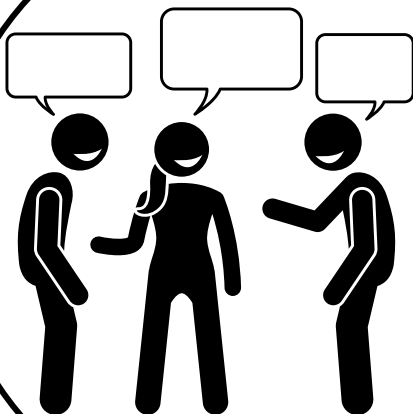
'It's probably not your intention, but I think what you are saying is making people feel uncomfortable'



Call it out

Make it clear that what the person is saying or doing is not okay. Be direct.

'It makes me feel uncomfortable when you....'



Distract


A simple action like asking for the time can be a non-confrontational way of asserting your presence and shifting attention away from the situation.



Urban Artwork

'Doing the artwork was good because the conversation got quite heavy and the finished artwork looks amazing'

Year 10 young man









「BEANBO」









BOYS

~~**COYS**~~

FRUITS

