



FACILITATION GUIDE



Engaging boys and men, with their unique ability and responsibility, in ending systemic and everyday forms of gender-based violence. SEPTEMBER 2023

Land/Territorial Acknowledgement

The Sexual Assault Support Centre of Waterloo Region (SASC) acknowledges that we are located on the traditional territory of the Anishinaabe, Haudenosaunee, and Neutral peoples.

This land continues to be the home of many diverse Indigenous, Inuit, and Métis peoples.

Specifically, we are situated on the Haldimand Tract, the land granted to Six Nations that includes 10km on either side of the Grand River. This land had been ceded by the Mississaugas of the Credit to the British Crown in 1792 as part of the Between the Lakes Treaty (No. 3), which covers 3 million acres between lakes Ontario, Erie, and Huron that was ceded for £1180 worth of trade goods.

We believe it is vital to understand the connection between sexual and gender-based violence, and colonialism: sexual violence continues to be used as a tool of colonialism.

Calls to action:

- **We encourage you to understand the land and territory you are on – check out Native-Land.ca to find out about the treaties, languages, and nations in your area.**
- **Read about the real history of Indigenous Nations and Peoples on Turtle Island, and importantly, review the 94 recommendations of the Truth and Reconciliation Commission. All citizens of Canada have a role to play in reconciliation.**

Our active work toward reconciliation takes place across our organization through learning, teaching, and community building, and is coordinated by the ARAO Committee.

*We are located on
the traditional territory
of the Anishinaabe,
Haudenosaunee, and
Neutral peoples.*

Acknowledgements

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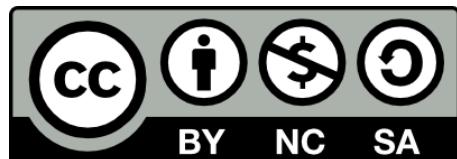
We would like to acknowledge and thank all the people who helped in the development of this document including facilitators, participants, survivors, and community collaborators who have shared their experiences and perspectives.

If you have questions about the Male Allyship Training curriculum or facilitation guide, please contact PubEd@sascwr.org.

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Sexual Assault Support Centre of Waterloo Region

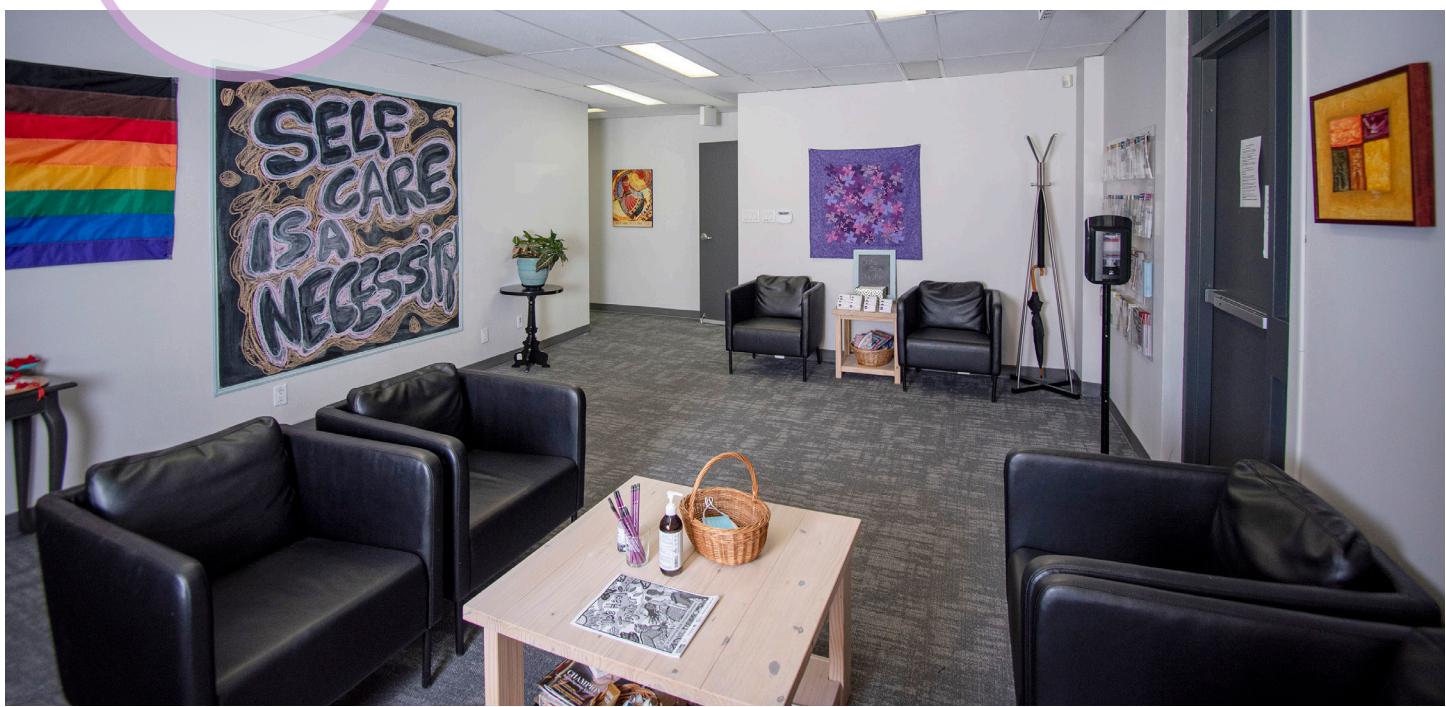


*Transforming lives
in our community
since 1989.*

Since 1989 the Sexual Assault Support Centre of Waterloo Region has been transforming lives in our community. Our mission has two components. First, we support survivors of sexual and gender-based violence. We listen, celebrate resiliency, and facilitate healing. Second, using an intersectional, feminist approach, we work to transform systems which promote gender-based violence.

For 33 years, every aspect of our frontline services and our educational/prevention services have been built using an intersectional, feminist framework. We respect how survivors' unique social locations impact their experiences, how people respond to them, and what resources they have access to. Sexism, a root cause of sexual violence, is but one of the oppressions used to violate and control. Other forms of oppression include, but are not limited to, racism, colonialism, classism, ableism, ageism, homophobia, transphobia, and discrimination based on cultural, ethnic or religious background.

We recognize that sexual violence is a gendered issue; the majority of survivors are women, girls, and gender-diverse folks, and the vast majority of those that offend sexually are men. We particularly recognize the impact of racism and colonialism on Black, Indigenous, and racialized women, girls, gender-diverse, and two-spirit survivors. We seek to identify and remove barriers that exist for the communities we serve in accessing our Centre. We are committed to making our services accessible to all survivors and centering the experiences of survivors facing oppression.



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(519) 571-0121 | 24 Hour Support Line: **(519) 741-8633** | sascwr.org

Follow us on Twitter, Facebook, and Instagram: **@SASCWR**

Follow our Male Allies Program on Twitter, Facebook and Instagram: **@MaleAllies**

Charitable Registration Number: 132274093RR0001



Our Public Education Program works to create social change. We develop and provide curriculum, workshops, and resource materials to schools, professionals, the community, and other GBV service providers across Canada. In 2007, the Sexual Assault Support Centre of Waterloo Region (SASC) began exploring how to include men in the work of ending sexual violence in our community.

In January 2008, under the name MARC Project (Men Against Rape Coalition), the first ten men participated in approximately 14 hours of training. Additional training was offered for those who wanted to become volunteers with our agency. The name quickly changed to Male Allies Against Sexual Violence program and in 2016 it was shortened to Male Allies Program. The purpose of the program is to provide men with the opportunity to learn how they can work to end sexual violence against women and children with the support and guidance of SASC.

Some highlights of the Male Allies Program include:

- SASC became the first Sexual Assault Centre in Ontario to host a program to engage male allies in the work of ending gender-based violence.
- In 2011 the Male Allies Program was a finalist for K-W Volunteer Action Centre's Innovative Involvement Volunteer Impact Award.
- In 2014 SASC began an 8–12-week education program for Grade 7 and 8 boys (now called Young Men's Group).
- In 2016 we began a partnership with Kawartha Sexual Assault Centre and the Ontario Hockey League to provide mandatory training to all OHL teams about healthy masculinity and healthy relationships. The Male Allies Program developed the curriculum and each season facilitates the training for the Kitchener Rangers.
- In 2017 the Male Allies Program was asked to provide training for all male athletes at Wilfrid Laurier University.
- In 2022 the Male Allies Program began working with Hockey Canada to develop and provide training on sexual violence prevention to its entire organization – players, coaches, staff, and leadership.

Over the years, the scope of the program and methods of delivery have expanded, however the commitment to engaging men and boys in ending gender-based violence remains the same. Thousands of men and boys in Waterloo Region and beyond have had the opportunity to participate in critical conversations. We believe that their lives are being enriched and expanded, and a safer community is being created.



Male Allyship Training



This is a facilitation guide for promoting male allyship in the prevention of gender-based violence. This document contains a six session curriculum to introduce male-identified folks to the causes and effects of sexual violence and the important role that men can play in preventing these types of violence.

The main goal of this training is to introduce men to male allyship. Its objective from an evaluation standpoint is to raise awareness among the participants. For us, male allyship is an ongoing practice. It is a call to boys, men, and all male-identified people to become aware and active in preventing violence against women and 2S-LGBTQAI+ folks.

This program is best suited for male-identified people ages 18 and older. Participants will require a basic set of social experiences to discuss how certain social issues and social norms affect them and also be able to critically reflect on them. Participants do not need to meet any other entry requirements; there is no benchmark regarding participants' knowledge or attitudes toward gender issues.

Some highlights of the curriculum:

The curriculum uses a mixed pedagogical strategy, as each session is a combination of exposition, activities, discussion, and reflection on the content. These may not always be easy conversations to have, and some folks may require more time for reflection and to feel comfortable talking about these issues. This has been designed as a flexible program. It may be used with different audiences and in different social settings. We estimate that each session will take between two and two-and-a-half hours to facilitate. The activities that make up each session can be changed within a very broad guideline.

This curriculum uses a problem-solution approach. This means that the content has been organized into two parts: the first (sessions 1-4) outlines the problem of sexual and gender-based violence, and the second (sessions 5-6) provides a set of tools to help address the problem through the promotion of a culture of consent. Through raising participant awareness, this curriculum aspires to equip male-identified folks with knowledge and tools of male allyship that they can then use in their social spaces.

- Sessions 1 and 2 aim to foster a greater understanding of gender/masculine structures in gender relations, including how these distribute power and privilege.
- Sessions 3 and 4 aim to show how these gendered structures can cause sexual violence.
- Sessions 5 and 6 aim to promote consent culture, bystander intervention, and responding to disclosures so participants can recognize the effects of gender-based sexual violence and take appropriate actions.

The topics presented in this curriculum are quite personal in nature and can become charged with memories and emotions. It is important that facilitators stress to participants the importance of the community guidelines underlying the workshop space presented in session one. It is important that facilitators maintain, and participants be aware, that workshops are trauma-informed spaces.

Trauma-informed Education

Discussions of trauma or potentially trauma-triggering conversations are present in this curriculum. Ideally, facilitators understand how best to navigate conversations about trauma or that may bring trauma (or triggers) to the surface for participants or themselves, as well, as an understanding of signs that someone might be experiencing a response to trauma.

What is trauma?

Trauma is when someone has an experience or a series of experiences that impacts them in a negative way and results in persistent adverse effects. Individual trauma results from an event or set of circumstances that is seen as physically or emotionally harmful or life threatening and has lasting adverse effects on the individual's functioning and mental, physical, social, emotional or spiritual well-being.

How does trauma affect learning?

All individuals benefit from learning environments that are calm, predictable, and supportive. Prolonged toxic stress that comes from trauma impacts brain development and negatively impacts a person's ability to form healthy relationships, learning, behaviour and recognizing emotions in others. Trauma can also affect memory, language development, and problem solving which can lead to impulsive and aggressive behaviours. Trauma can also impact executive functioning. Executive functioning means mental skills that include working memory (take in information, hold it, use it), flexible thinking (ability to think about something in more than one way), and self-control (ability to ignore distractions, resist temptations).

Learners who are impacted by trauma may experience the following:

- Difficulty getting started on new tasks
- Difficulty concentrating/a lack of focus
- Disinterest or disengagement in things they used to like
- Mental overload/feeling overwhelmed
- Slower processing speed
- Difficulty with organizing and planning
- Indecisiveness
- Impulsiveness
- Difficulty managing emotions

Trauma-informed practice focuses on recognizing how experiences of trauma impact people and the wide range of effects that trauma can have on their short-term and long-term health and well-being. Promoting and supporting resiliency while not re-traumatizing folks in programs, services, and learning environments are the main goals. As facilitators, it is important to ensure participants in our learning spaces feel safe, supported, and in control.

Principles for being Trauma-informed:

1. Promote Awareness – Explore trauma through training and dialogue with others.
2. Shift Attitudes – Approach people with empathetic curiosity.
3. Foster Safety – Focus on both physical and psychological elements of safety.
4. Provide Choice – Ensure there are meaningful opportunities for choice.
5. Highlight Strengths – Emphasize strengths to enhance resilience, connection, and understanding.

Some core values of Trauma-informed Education:

- Safety (physical and emotional)
- Trust
- Collaboration
- Choice and control
- Empowerment



Session 1: Introduction to Male Allyship Training and Allyship

Session 1: Introduction to Male Allyship Training and Allyship

Overview

Session one introduces the facilitators, participants, the facilitators' organization, and Male Allyship Training. The main purpose is to show participants why this training is important and what type of knowledge, issues, and conversation they will be engaging with. It is also important to tell and show participants the values and styles of interaction that motivate this safer and brave space.

Objectives:

- Present the Male Allyship Training including knowledge, skills, and tools that motivate a male ally.
- Provide participants with the opportunity to get to know each other, build trust, and create a community agreement for the group.

Learning outcomes:

1. Participants will understand the history of your organization and the services you offer
2. Participants will have an understanding of the expectations for conduct during the training, including trauma-informed practice
3. Participants will understand the basics of male allyship work
4. Participants will be able to define intersectionality and how it relates to men
5. Participants will be able to define male allyship
6. Participants will explore the importance of male allyship in preventing gender-based violence (GBV) and sexual violence (SV)

Estimated time of session: 120 minutes

Sections	Steps	Time (minutes)
1. Introductions	a. Facilitator Introductions b. Land Acknowledgement c. Session Agenda d. Safer Space e. Introduce Your Organization (Services/Programs/Values) f. Introduce Male Allyship Training	10
2. Check-in	a. Introduction Activity	30
3. Intersectionality and Privilege	a. Discussion b. Video c. Definitions d. Discussion e. Wrap-up	20
4. Break		10
5. Male Allyship	a. Discussion: What does it mean to be an ally? b. Definitions of Allyship c. Discussion: What is Male Allyship? d. Why Male Allyship e. Male Allies Approach f. Benefits of Practicing Male Allyship	
6. Check-out		5

LENGTH: 10-15 minutes

GOALS:

- Identify and present the facilitator(s) (and other staff present-if applicable).
- Ground the workshop and our work in the historical, social, and political climate of Canada and our relationship with Indigenous communities.
- Show participants what they will be learning during the workshop.
- Discuss Safer Space
- Introduce your organization (including services, programs, values, etc.)
- Inform participants about the structure of the training, including goals and training outline.

MATERIALS:

- **Session 1 slidedeck**
- **Link:** <https://native-land.ca>

PREPARATION:

- Inform everyone involved in the session of their roles for the evening.
- Reflect on and write a Land Acknowledgement. Ground this in your relation to Indigenous communities in your area and in Canada, who you are, as well as where you're coming from.
- Reflect on why you are doing the work and why being an ally is important to you
- Gather background information on your organization and male allyship work and training.

FACILITATOR NOTES:

- Facilitators can provide names/pronouns/roles in organization and training as a brief introduction.
- In the next section we provide an example land acknowledgement and some resources to build your own land acknowledgment. Also, see slides for session 1.
- The agenda is just a list of topics to come during the session. Leave details for the introductory activity.
- Thank the participants for sharing and being open to leaning into the conversation.

Steps

a) Facilitator Introductions

- Say who you are and why you are working to engage men on these topics.
- Share something about yourself as much or as little as you feel comfortable
- Be mindful of how much space you take up

b) Land Acknowledgment

Example of land acknowledgment:

The Sexual Assault Support Centre of Waterloo Region acknowledges that we are (our work takes place) on the traditional territory of the Anishinaabe, Haudenosaunee, and Neutral peoples.

This land continues to be the home of many diverse Indigenous, Inuit, and Métis peoples.

We believe it is vital to understand the connection between sexual and gender-based violence, and colonialism: sexual violence continues to be used as a tool of colonialism.

Calls to action:

- I would encourage you to understand the land and territory you are on – check out Native-Land.ca to find out about the treaties, languages, and nations in your area.
- Read about the real history of Indigenous Nations and Peoples on Turtle Island, and importantly, review the 94 recommendations of the Truth and Reconciliation Commission. All citizens of Canada have a role to play in reconciliation.

Resources:

- <https://native-land.ca/> to find the traditional territory you reside on.
- Reports issued or created by the Truth and Reconciliation Commission of Canada (TRC) including the 94 recommendations available at the National Centre for Truth and Reconciliation: (<https://nctr.ca/records/reports>)
- A guide to Land Acknowledgements (<https://nativegov.org/news/a-guide-to-indigenous-land-acknowledgment>)
- Contact – The Healing of the Seven Generations
- Indigenous Community Resources | Family and Children's Services of the Waterloo Region (facswaterloo.org)
- 5 Ways, You Can Educate Yourself and Support Indigenous Communities in Canada (globalcitizen.org)
- 10 ways to donate to Indigenous communities in Canada (blogto.com)
- Best Charities for Indigenous People and Communities in Canada | Best of High Impact Philanthropy and Donation (circleacts.org)

c) Session Agenda

1. Introductions
2. Check-in/Introduction activity
3. Intersectionality and Privilege
4. Break
5. Male Allyship
6. Check-out

d) Safer Space

This is a space for participation, learning, and growth

- Participation is essential
- Ask questions – use the chat, raise your hand, DM the facilitators
- Be open to new information and to being challenged
- We are here to support your learning

Be respectful of others

- Show each other care and respect
- There may be survivors in the room
- Keep it confidential:
 - Don't use names in personal stories
 - Stories stay, lessons leave
- Optional additional details to share (especially during the first session)
- Respect and listen to others' perspectives
 - Meet each other where we're at (maybe someone really likes some very different ideas about masculinity than you do)
 - Challenge the ideas, not the person
 - Be mindful of the space we take up
 - Honour each other's experiences
 - Move with empathy for harm caused and harm experienced

We aim to be trauma-informed

- We know that the topics we are covering today may bring up some difficult stuff for some people. We will do our best to provide content or trigger warnings as needed.
- You always have the choice to do what you need to do, even if that means turning off your video, muting the conversation, etc.
- Avoid trauma dumping.
 - Trauma dumping is oversharing difficult or intimate personal information (such as unloading traumatic experiences) on others without warning or invitation or during inappropriate times.
- Optional additional details to share (especially during the first session)
 - We know that the topics we are covering today may bring up some difficult stuff for some people. We will do our best to provide content or trigger warnings as needed and know that you always have the choice to do what you need to do, even if that means turning off your video, muting the conversation, etc.
 - Please let us know if there are things we can do
 - Be aware of how much and what kinds of details we are sharing. We are not here to trauma dump.

Take care of yourself

- Please do take care of yourselves, take breaks if you need to, move around, fidget, stim, eat, ground yourself... whatever you need!
 - Stim means to fidget with things, which is especially relevant for folks who are neurodivergent, as this can help them focus
- Seek support
 - SASC-WR's 24-Hour Support Line: 519-741-8633
 - Share in chat the list of other centres across the country:
<https://endingviolencecanada.org/sexual-assault-centres-crisis-lines-and-support-services>
 - Community resources slide at the end

Facilitator Notes:

- Optional Question for participants: What does it mean to you to practice creating safer spaces?
- Take care of yourself, as a facilitator. Make sure you have people who you can talk to about the things that come up.
- Remind participants that these conversations can be difficult, and things may come up for folks in the workshop.
- Acknowledge that some folks in the room may have experienced sexual violence or gender-based violence. We must be responsible for what and how we share our thoughts and opinions.
- As facilitators, being trauma-informed means:
 - We will do our best to provide content or trigger warnings as needed
 - We will approach people with empathetic curiosity
 - We aim to focus on both physical and psychological elements of safety
 - We aim to provide choice by ensuring there are meaningful opportunities for choice
 - We will emphasize strengths to enhance resilience, connection, and understanding

e) Introduce your organization

Facilitator(s) introduces their organization

Provide background information on your organization

- Your organization's name and service area.
- Provide contact information for the organization
- Your organization's services
- Your organization's programs
- Your organization's values
- How people can support your centre via donation
- Any other information you wish to provide

For example: Your organization's values

- Feminist
- Intersectional
- Survivor centered
- Trauma-informed
- Pro-choice
- Sex worker positive
- Queer positive

f) Introduce Male Allyship Training

Present the main topics of Male Allyship Training sessions to be covered during this training

- Session 1: Introduction to Male Allyship Training and Allyship
- Session 2: Gender and Identity
- Session 3: Gender-Based Violence and Sexual Violence
- Session 4: Consent (Sexual and Non-Sexual)
- Session 5: Bystander Intervention
- Session 6: Responding to Disclosures

Discuss the main benefits of participating in the Male Allyship Training

- Create conversations that inspire reflection and change
- Create a safe space to talk about masculinity
- Develop Situational Awareness
- Explore topics that affect how we show up in our daily lives
- Notice sexist words/phrases and know how to intervene
- Expand our community
- Understand how intersectionality affects us
- Expand our knowledge on how to be an active male ally

Poll Suggestion: Ask participants which of the following are important to them:

- Protect yourself from Sexually Transmitted Infections (STI's);
- Protect yourself from unwanted pregnancy;
- Protect yourself from being accused of sexual assault;
- Protect your reputation and career;
- Keep your friends safe;
- Have the skills to navigate difficult situations;
- Have healthy relationships;
- When it comes to sex, ensure everyone involved is enjoying themselves;
- Feel comfortable calling out harmful behaviour;
- Protect yourself from being sexually assaulted

Facilitator Notes:

- If participants responded to the poll, unpack the results. Often many participants will rank 'Protecting yourself from being accused of sexual assault' very highly, while 'when it comes to sex, ensure everyone involved is enjoying themselves' will be ranked a lot lower.
- Consider asking these questions again during session 6 or in the post-survey to see how answers have changed

Question for participants: Do you have questions about the training?



LENGTH: 15-30 minutes

GOALS:

- Provide space for participants to introduce themselves to each other
- Develop rapport between participants and facilitators
- For facilitators to get a sense of who everyone is in the room and what is important to participants

PREPARATION:

- Look at the session slides provided for this session and adapt as you see fit for your session.

Steps

Ask participants to answer these questions:

- What's your name and what are your pronouns?
- How are you feeling this evening?
- What drew you to this training? And what do you hope to gain from the training?
- What's something you would like the group to know about you?

Optional questions:

- Name something you are good at?
- What is your favorite place in the world?
- An animal you identify with?
- Something you did that you are proud of.
- Your favorite movie?
- Your favorite book?
- Your favorite color?

Facilitator Notes:

This could be a place to include any information from the pre-survey, such as how many participants have done a workshop like this before.

LENGTH: 20-25 minutes

GOALS:

- Gauge participants' understanding of intersectionality and privilege
- Provide a working definition of intersectionality and privilege
- Contextualize intersectionality and privilege in the framework of sexual and gender-based violence

MATERIALS:

VIDEO LINK: <https://youtu.be/01isLM0ytkE>

PREPARATION:

- Inform everyone involved in the session of their roles for the evening.
- Reflect on and write a Land Acknowledgement. Ground this in your relation to Indigenous communities in your area and in Canada, who you are, as well as where you're coming from.
- Reflect on why you are doing the work and why being an ally is important to you
- Gather background information on your organization and male allyship work and training.

Facilitator Notes:

- Intersectionality is a key notion to explore in session 1, and if possible, mention it in each session.
- Model vulnerability and openness by sharing your experiences with this issue.
- The conversation on how people have experienced intersectionality in their lives may not be easy to have for some people. For two potential reasons – first, understanding how different social identities have affected your life experiences takes time and is not done in one conversation. Second, the experiences may be very personal and private, not easily shared or not everyone will want to share.
- Depending on the social identities present in the room, this can be a good opportunity to remind the participants of minority groups (e.g. Indigenous peoples, members of 2SLGBTQIA+, BIPOC, etc.) experiences and how they may experience certain issues in general and specifically related to gender-based violence.

Steps

a) Discussion

- Have you heard of the term intersectionality?
- What do you think it means?
- Why might it be important?

b) Intersectionality video

- Video: What is Intersectionality? By Professor Peter Hopkins, Newcastle University (Source: YouTube) 2 minutes 49 seconds
- Video Link: <https://youtu.be/01isLM0ytkE>
- Optional Discussion:
 - Any thoughts or feelings about the video? Was there anything that was new to you?
 - What questions might you have after the video?
 - Was there anything missing for you?
 - Any questions about what the video states?
- Optional Video
 - Kimberlé Crenshaw at TED: <https://youtu.be/JRci2V8PxW4?si=If1YD6GVyNq1mLyR>

c) Definitions

Intersectionality

- People who are marginalized are more likely to be assaulted and less likely to be believed. They often have experiences of being 'othered' and dehumanized in other contexts.
- Contextualize the importance of intersectionality in understanding gender-based violence.
- Optional definition: *"The self [person] can seldom be understood as shaped by one factor. They are generally shaped by many factors in diverse and mutually influencing ways. When it comes to social inequality, people's lives and the organization of power in a given society are better understood as being shaped by many axes that work together and influence each other."* – Patricia Hill Collins, "Intersectionality" (2016: P.1)

Privilege

- Certain parts of our identities can make some things easier for us
- Our privileges are largely unearned
- Privilege is related to how systems of power are reinforced
 - Laws and policies: e.g. For a long time only certain men were allowed to own property. Women not being allowed to have their own bank accounts.
 - Informal practices: Pay inequity where women in Canada being paid 89% of what men make for the same jobs.
(Source: <https://canadianwomen.org/the-facts/the-gender-pay-gap>).
Globally, women make 82% of what men make for the same jobs. (<https://www.forbes.com/advisor/business/gender-pay-gap-statistics>)
 - Other examples that may be relevant in your community
- Privilege can be difficult to see by people with privilege, as the privileges seem 'normal'.
- Having privilege is not necessarily a bad thing. Our privileges can be useful, but we need to be aware of the ones that we have as well as the ones that others don't have.

Wheel of Power/Privilege

- The wheel shows the aspects of identities in our society that are given more power and privilege (on the inside of the wheel), as compared to the aspects on the outside that are marginalized.
- Optional resource to share as a link:
- Comic that explains privilege – On a Plate, a Short Story About Privilege by Toby Morris.
<https://www.boredpanda.com/privilege-explanation-comic-strip-on-a-plate-toby-morris>

d) Discussion

- Ask participants to answer one or more of the following questions:
 - The part of my identity that I am most/least aware of on a daily basis is _____.
 - The part of my identity that was most emphasized or important in my family growing up was _____.
 - The part of my identity that makes me feel discriminated against is _____.
 - The part of my identity that provides me the most privilege is _____.
- Optional:
 - The part of my identity that I believe is the most misunderstood by others is _____.
 - Facilitator note: if the group is large, consider breaking into small groups of 2 – 4. If facilitating virtually, use breakout rooms.
- Ask a reflection question:
 - What was that activity like?
 - What came up for you during the discussion?
- Optional reflection questions:
 - Why is intersectionality important to understanding gender-based violence?
 - Is there anything else you'd like to add before we move on from this activity?

e) Wrap-up

- To close this activity, it is good to summarize some of the major points that were brought up in the debrief and/or to thank everyone for their honesty/vulnerability in what they were willing to name or share in the actual activity itself. Even if some people don't verbally share, moving under/near the signs may bring up a lot of emotion or may take a lot of courage; therefore, it is good to highlight your appreciation of the group's participation.

Resource:

<https://www.ohrc.on.ca/en/policy-and-guidelines-racism-and-racial-discrimination/part-1-%E2%80%93-setting-context-understanding-race-racism-and-racial-discrimination>

SECTION 4: Break

LENGTH: 5-10 minutes

You may choose to adjust this based on the needs of your group. We recommend having a break to support participants' focus and accessibility needs. You may choose to put a slide on the screen with a scenario from the Draw the Line Campaign during the break.

People who are marginalized are more likely to be assaulted and less likely to be believed.



LENGTH: 15 minutes

GOALS:

- Introduce participants to allyship
- Get an understanding of what allyship means to the participants
- Define what it means to be an ally
- Introduce male allyship.
- Inform participants of benefits of male allyship work
- Continue to develop rapport between participants and facilitators

PREPARATION:

- Build your understanding of male allyship

Steps

a) Discussion

- a. What does male allyship mean to you?
- b. How is male allyship practiced?

b) Definitions of Allyship

- *"An active, consistent, and arduous practice of unlearning and re-evaluating, in which a person in a position of privilege and power seeks to operate in solidarity with a marginalized group."* – PeerNetBC
- *"We need people to stand up and take on the problems borne of oppression as their own, without remove or distance. We need people to do this even if they cannot fully understand what it's like to be oppressed for their race or ethnicity, gender, sexuality, ability, class, religion, or other marker of identity. We need people to use common sense to figure out how to participate in social justice."* – Roxane Gay
- To engage in allyship is to:
 - Take on the struggle as your own
 - Transfer the benefits of your privilege to those who lack it
 - Amplify voices of the oppressed before your own
 - Acknowledge that even though you feel pain, the conversation is not about you
 - Stand up, even when you feel scared
 - Own your mistakes and de-center yourself
 - Understand that your education is up to you and no one else
- *"If you have come to help me, you are wasting your time. If you have come because your liberation is bound up with mine, then let us work together."* – Lilla Watson
- Facilitator note: These definitions are relevant in supporting any communities that are marginalized

c) Discussion: What is Male Allyship?

- Why is it important for men to be engaged in allyship?
- What does male allyship mean to you?
- How is male allyship practiced?

Facilitator Notes:

- Optional group discussion:
 - Read different takes on what allyship is for different people.
 - Break participants out into groups of three. Ask them to choose a speaker to present what they've discussed in their breakout room.
 - Ask participants to reflect on these questions:
 - How would you define male allyship?
 - What does it mean to be a male ally?
 - How are men involved in allyship?
 - Why do we need male allies?
 - Allow participants 5-10 minutes to discuss this question.
 - In the larger group, ask participants to share what they discussed in their breakout room.
 - Debrief their answers and relate them back to the topic of allyship.

d) Why Male Allyship

- Male allyship is all about using our male privilege to challenge harmful behaviour in ourselves, and from other men. It is to lift up the voices and experiences of women, trans, and non-binary folks to create safer, and more equitable communities.
- Men as perpetrators of violence.
- More than 90% of sexual violence is perpetrated by male-identifying people.
- Violence is related to gender norms and masculinity.
- Men as bystanders to violence.
- Men as allies in ending GBV.
 - This means that we connect our understanding of men and masculinities to address and engage men in prevention work. This is done through expanding the positive roles men play in being allies, being active bystanders, how we understand consent and GBV, healthy relationships and responding to women when they are expressing experiences of harm.
 - By doing this we focus on the positive ways men show up in their relationships and how they invite other men into the conversation, how they express forms of masculinity that is outside the Gender box.

e) Male Allies Approach

• Present the three key pillars approach to male allyship work.

Background: This approach was developed by Ottawa Coalition To End Violence Against Women (OCTEVAW)

- Healing from harm – we acknowledge that men who identify as male are faced with a set of social expectations rooted in traditional masculinity that throughout their development affects and restricts them in their self-understanding, expression, and the type of interpersonal relationships they build with different peoples. That due to these gender norms they will experience difficulties and harm that are at the root of gender-based violence.
- Acting with women and 2S-LGBTQIA+ peoples – gender-based violence prevention should have survivors and peoples who are disproportionately affected by the different expressions of gender-based violence.
- Taking responsibility for causing harm – Be attentive and receptive to the harm you may cause to others independently of your intentions. In violence prevention, it is very important to keep in mind that intention and impact are very different in violence prevention work. It is always important to be receptive and have an open mind to continuous learning.

• Present Rape Culture Pyramid

- Give participants a sense of how allowing the activities at the bottom, we are normalizing sexual violence. Let them know that we will come back to this pyramid.

• Present your organization's approach to male allyship work: why and how you do the work.

- This will help the participants to get a better understanding of the values and objectives that will be engaged throughout the training.
- For example: Our Male Allies work is dedicated to ending sexual and gender-based violence. It is for men who are interested in having conversations about how we can be allies in this process. We encourage men to think about how our identities as men provide us with social power, placing us in a position of power that offers us a unique ability to support folks in our communities that are more susceptible to gender-based violence (GBV) and sexual violence (SV). We do this through:
 - Engaging boys and men, through men's unique ability and responsibility, in ending systemic and everyday forms of gender-based violence.
 - We take a strengths-based approach.
 - We are guided by an intersectional feminist framework
 - We seek direction from, and are held accountable to, those that identify as women, transgender, and/or non-binary

- Preventing gender-based violence by providing alternative narratives of masculinity, an opportunity for self-reflection and dialogue, and by challenging harmful language and behaviors.
- **Allyship is a process**
 - We must commit to constant learning
 - We must challenge ourselves
 - Work on accepting feedback
 - We must never stop listening
- **To engage in allyship is to...**
 - Take on the struggle as your own.
 - Transfer the benefits of your privilege to those who lack it.
 - Amplify voices of the oppressed before your own.
 - Acknowledge that even though you may feel pain, the conversation is not about you.
 - Stand up, even when you feel scared.
 - Own your mistakes and de-center yourself.
 - Understand that your education is up to you and no one else.
 - Constant reflection on how our implicit biases might influence our beliefs, actions and sometimes mistakes.
- **Allyship is all about:**
 - Accepting feedback/criticism about how your “allyship” is causing more harm than good without whitesplaining/mansplaining
 - Shutting up and listening some more
 - Supporting groups, projects, orgs, etc. run by and for marginalized people so our voices get to be the loudest on the issues that affect us.
 - Not expecting marginalized people to provide emotional labor for you.
- **Allyship is not an identity**
 - *“Ally” cannot be a label that someone stamps onto you—or, god forbid, that you stamp on to yourself—so you can then go around claiming it as some kind of identity. It’s not an identity. It’s a practice. It’s an active thing that must be done over and over again, in the largest and smallest ways, every day.”- Mia McKenzie*
- **Male Allies**
 - Commit to constant reading, learning and rethinking
 - Overseen by women/trans/non-binary folks
 - Prioritize funding/resources for survivors
 - Takes on a survivor-centred approach
 - Checking in with the most vulnerable in and outside of our communities
- **Key allyship pieces**
 - Unlearning patriarchy
 - Consent conversations
 - Knowing how to respond to disclosures of harm and harmed caused
 - Using that intersectional feminist approach that we spoke about above
 - Being active bystanders before someone gets harmed and during situations that could lead to harm
 - Understanding and supporting people who are 2S-LGBTQIA+
- **Continuum of Engagement**
 - This gives us an understanding of where we are and where other men might be. It helps us understand how male allyship works.
 - Everyone is at a different place in their journey.
 - We all have the capability to move from one part of this spectrum to the other.
 - Some of us are ready, some of us are in a place of curiosity, and some of us are finding ways to support already. Knowing where we are helps us understand the steps we need to take.

Source: Russ Funk[1]

f) Benefits of Practicing Male Allyship

- Keep your friends and community safe
- Feel comfortable calling out harmful behaviour
- Positively impact other people
- Have the skills to navigate difficult situations
- Have healthier relationships
- More respect
- Live longer, happier, healthier lives

Our identities as men provide us with social power, placing us in a position of power that offers us a unique ability to support folks in our communities that are more susceptible to gender-based violence and sexual violence.



LENGTH: 10 minutes

GOALS:

- Receive verbal informal feedback/questions regarding session 1.
- Ask participants about the takeaways they leave session 1 with.
- Thank participants for their participation and invite them to session 2.
- Remind participants of session 2 (date, time, place).
- Ask participants to do an evaluation survey of the session.

PREPARATION:

- Have a plan regarding the evaluation of the Male Allies Training as a whole and which individual sessions will be evaluated.
- Prepare a few questions for your evaluation questions.
- Be prepared to provide information on how and when session 2 will occur.

Steps

Ask participants to answer these questions:

- What are your main takeaways from today's session?
- Do you have any questions regarding the upcoming sessions?
- What are you going to do after this call to take care of yourself?

Facilitator Notes:

- Try to get an initial understanding at the end of session 1 of your participants, their motivations, and their level of engagement with topics you addressed and will be addressing.
- After the session talk to your co-facilitator or a colleague about your impressions of the session, interactions, activities, learning points, etc.

[1] Continuum of Male Engagement – RusFunk



Session 2: Gender and Identity

Session 2: Gender and Identity

Overview

Introduce the participants to gender norms and some ways they may affect people's experiences mainly through the man box and the strongest man activity.

Objectives:

- Provide participants with an introduction to gender norms, specifically masculinities and sexual identities.
- Provide participants with the opportunity to explore how gender norms affect interpersonal relationships between different peoples.
- Provide an open, supportive, and accountable space to discuss issues related to gender-based violence and sexual violence.
- Promote an understanding of the ways in which the unhealthy stereotypes of masculinity contribute to gender-based violence.
- Provide healthy narratives of masculinity.

Learning outcomes:

1. Participants will explore and reflect on masculine stereotypes
2. Participants will be able to talk about interpersonal relationships and the positive traits men can bring
3. Participants will explore the diversity of gender and sexual identities that exist today
4. Participants will be able to define sex and gender
5. Participants will explore different types of masculinities
6. Participants will talk about the toxic behaviours some men perform and how we can change them
7. Participants will have an understanding of the intersections of gender and gender-based violence

Estimated time of session: 120 minutes

Sections	Steps	Time (minutes)
1. Check-in	a. Check-in b. Review key points of session 1 c. Session 2 agenda	5
2. Activities	a. Activity 2.1 Man-box b. Activity 2.2 Strongest man c. Reflections	30
3. Break		10
4. Types of Masculinity	a. Discussion b. Definitions	30
5. Gender and Sexualities	a. Discussion	30
6. Check-out		10

LENGTH: 5 minutes

GOALS:

- Check in, take the opportunity of knowing a little more about each other
- Build trust and cohesion among group members
- Provide a quick summary of key points of last session
- Provide space for reflections and questions
- Provide session 2 agenda

MATERIALS:

- Session 2 slidedeck

PREPARATION:

- Think about an interesting check-in question and/or activity to break the ice
- Provide your understanding of the key take-aways of session 1

Facilitator Notes:

- Check-in is an opportunity to build interpersonal trust and cohesion through participants voluntary self-disclosure of aspects of who they are (e.g., main activity, etc.)
- Try to add new information to your land acknowledgment.
- Session 2 addresses important and potentially complex concepts like gender, masculinities, and sexualities. Session 2 is only an introduction to these ideas, try to gauge your audience's reception of these ideas. See if they have questions or reflections regarding these ideas.
- Promote the sharing of personal experiences regarding these ideas. For example, the facilitator may want to share their lived experiences with these ideas as way of modeling vulnerability and being open to the group.

Steps

- Do check-in
 - Consider asking a question that helps to better get to know the participants. Consider doing an icebreaker activity.
- Review the key points of session 1:
 - Intersectionality
 - Privilege
 - Male Allyship
 - Ask if participants have questions or reflections
- Provide the agenda for this session

LENGTH: 15-20 minutes

GOALS:

- Show some of the masculine stereotypes that operate in society.
- Show how these stereotypes act as norms that sanction, attitudes and behaviors.
- Promote an open conversation about how masculine stereotypes affect different men, women, and people in general.
- Reflect on stereotypes associated with masculinity.
- Reflect on how these stereotypes negatively impact everyone, including men.
- Rigid gender norms lead to a higher likelihood of committing violence.

PREPARATION:

- Whiteboard/chart paper and markers, or blackboard and chalk, or editable presentation slide.
- Make sure you are aware of the sequence of questions and how you are going to collect answers given for this activity.

Facilitator Notes:

- This exercise is used to help men identify the personal relevance of gender-based violence. Through sketching unhealthy stereotypes of masculinity, participants are asked to consider the ways in which their lives have been structured by masculine norms.
- Model vulnerability and openness by sharing your experiences with this issue.
- This activity can potentially be used in many ways, by asking different questions. For example:
 - Has the effect of these stereotypes changed compared to when you were a teenager?
 - Do the sanctions a man experiences for stepping outside the man box change in different groups? For example, all-male groups vs mixed groups, in school settings, in a workplace, in family settings.
- What do you think happens when these stereotypes are applied to people who are not heteronormative? Or do not identify as male or female?
- It is important to keep in mind that when we speak of gender norms we might default into binary thinking (i.e., people are/should be either male or female). Or essentialist thinking (i.e., identities should be fixed). Be aware of not reproducing these logics during the conversation by reminding participants of these possibilities if no participant makes reference to them.
- It is possible to do the same activity for women. It is the same sequence of question-answer applied to female stereotypes.



*the unhealthy stereotypes
of masculinity often
obscure healthy narratives
of masculinity.*

Steps

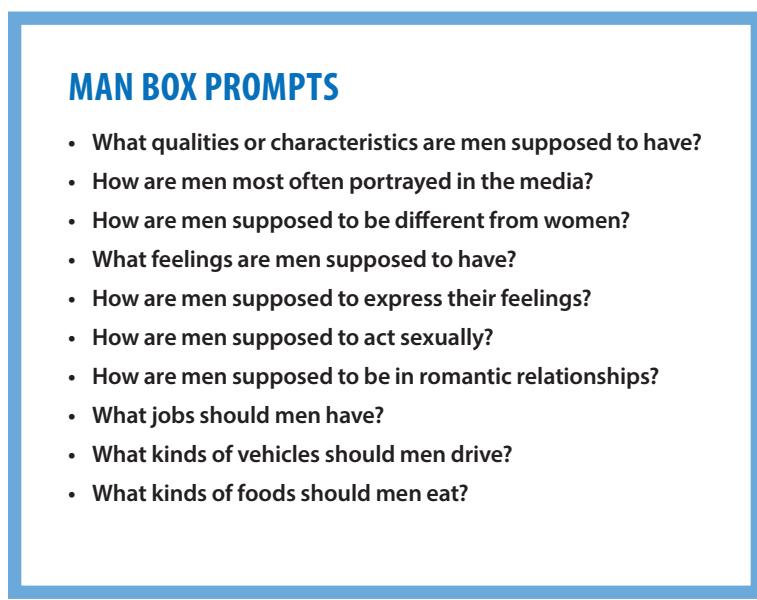
a) Activity 2.1: Man Box

Explain the activity:

- We will begin with a simple drawing of a box which we call the “Man Box”.
- We will fill the inside of the box with ideas, words and phrases that relate to what society believes or expects men to be.
- After filling the inside of the box, we will turn to the outside of the box where we will list phrases, insults and other words that are used to force men back inside the box
- These points don’t necessarily have to be your own opinions but can be traditional views or common stereotypes for men.
- Once we have filled the inside and outside of the box, we will follow up with a few reflection questions.

Creating the “Man Box”

- Draw a large square. Title it “Man Box”. You may also use the image found in the slide deck as the “Man Box.”
- Through the prompts listed below, ask participants to describe what it means to be a stereotypical man in our society.
- Write responses inside the “Man Box.” (It can be helpful to have one facilitator write, while the other facilitates the conversation)



TYPICAL RESPONSES

- *Tall*
- *Strong*
- *Protector*
- *Dominant*
- *Aggressive*
- *Physically Strong*
- *Bearded*
- *Athletic*
- *Stoic (No Emotion)*
- *Violent*
- *Provider*
- *Straight*
- *Competitive*
- *Risk-taker*

Once you have exhausted this list, ask participants to share words or phrases they have heard used to describe men outside the “Man Box.”

PROMPTS FOR OUTSIDE THE MAN BOX

- What if a man is crying?
- What if a man is showing an emotion other than anger?
- What if a man isn't physically strong?
- What if a man is not interested in having a one-night stand?
- What if a man refuses to drink at a party?
- What if a man doesn't want to do something dangerous?

TYPICAL RESPONSES

- *Gay*
- *Fag*
- *Pussy*
- *Bitch*
- *Weak*
- *Queer*
- *Soft*
- *Princess*
- *Girl*
- *Man up*

Facilitator Notes

Encourage participants to use "real language." Do not censor participants. At the same time, you may need to remind participants that we are using "real language" to critically examine it -- not celebrate it.

Unpacking the "Man Box" / Impact on Women

1. Ask participants: What do most words and phrases outside the "Man Box" have in common?

Answer: They are all related to women or traditionally feminine characteristics (e.g. "soft") or to homophobic language.

2. Ask participants: What does it say about how we view women in our society if the biggest insult a man can receive is to be called a woman or associated with traditionally feminine characteristics, or be referred to as gay?

Answer: It suggests that women and 2SLGBTQAI+ are "lesser than" or not equal to men. If not, why would these words and phrases be such an insult to men? It is important to note that when a group of people are seen as "lesser than", objectified, or dehumanized, they can be more easily harmed. Remember, language structures thought. While you might not believe that women are "lesser than" -- what is your language telling those around you?

Unpacking the "Man Box" / Impact on Other Men

1. Ask participants: Does anyone know someone who is always in the "Man Box"? Someone who is always able to embody all the things in the Man Box?

Answer: No. It is unrealistic. We may know a man with some of the characteristics listed but no one is always in the "Man Box." This narrow depiction of masculinity sets men up for failure by asking them to measure their self-worth against an unattainable/unhealthy idea of what it means to be a man. In hopes of being seen as a "real man," most men struggle to embody the "Man Box." For example, Men have all the same emotions as everyone else, we are just taught to suppress them and only let them out as anger.

2. The inability to embody these characteristics can cause tension in men's sense of self (e.g. "Am I not a 'real man?'").

To cope with the fear of not being seen as a "real man," some men turn to unhealthy coping mechanisms (e.g. drinking, smoking, and drugs). It should not come as a surprise that men have higher rates of substance use disorders and suicide.¹²

Answer: Men's dependence on unhealthy coping mechanisms stems from the unhealthy stereotypes of masculinity, which tells men that they are supposed to be non-emotional human beings. Rather than seeking help for depression or injuries, many men struggle in silence. For a man to admit that he is depressed is to also admit that he is not in control of his emotions and that he cannot simply "man up" and get over it. Working to redefine what it means to be a man is not only about ending violence against women, it is also about advancing men's physical and emotional health.

3. Ask participants: How are men and boys taught to put themselves back in the “Man Box”?

Answer: We are taught to police ourselves, like making sure no one sees us cry. We are consistently focused on ensuring we are seen as being in the Man Box.

And if we find ourselves outside of it, we take action to demonstrate or protect our ‘manliness’ which could include fighting, bullying others, using women as sexual objects (e.g. sleeping with women to prove that you are a “real man”), and using gendered language (e.g. when someone challenges your manhood, you respond by calling them a pussy).

Most men are not comfortable with the unhealthy stereotypes of masculinity. There is a system of rewards and punishments, however, that directs men to embody or remain complicit toward the “Man Box.” Men that stay inside the “Man Box,” for example, are generally (though not always) safe from the violence that occurs to those outside the “Man Box.”

4. Help participants to consider the ways in which our use of gendered language functions to “police” other men. As we identified earlier, intimidation, threats, and abuse.

Answer: When a man calls another man a “fag” for listening to Taylor Swift, for example, he is telling him that he should get back inside the “Man Box.” By extension, he is also reinforcing the idea that there is only one way to be a man.

5. Men’s desire for physical and emotional intimacy with other men is also suppressed by the “Man Box.” We are afraid of not being seen as a “real man” if we tell a male friend that we love them or offer them a hug instead of a handshake or want to talk about our feelings. Alcohol and drugs are a way to lower our inhibitions and temporarily free ourselves from the constraints of the “Man Box.”

Ask participants to consider how many times, at the end of a night of drinking, they have heard a male friend telling another male friend that they love them. Finally, ask participants to consider how many times they have heard a male friend telling another male friend that they love them while sober.

Unpacking the “Man Box” – Personal Impact / Take Home Points

Ask participants where we learn these stereotypes.

Typical responses:

- Movies and shows
- Friends
- Family
- Teachers and coaches
- Video games

We learn these stereotypes from those around us. We are also teaching and reinforcing these stereotypes to others. We get to choose how much time we spend in the man box and how much we force others back into the man box.

There is more than one way to be a man. You can be a man without being THE man.

It is also important to stress to participants that individual characteristics in the “Man Box” may not be inherently negative (e.g., confidence). What we want participants to consider, however, is why men are not encouraged to be caring, compassionate and confident? In this sense, the problem is not necessarily the individual characteristics in the “Man Box” -- the problem is that there is only one dominant narrative of masculinity. And, as discussed, that dominant narrative is unhealthy. We need to stop limiting men’s ability to reach their full potential. We need examples of healthy masculinity.

LENGTH: 15 minutes

GOALS:

- Have participants think about their experiences of close and significant interpersonal relationships.
- Contrast characteristics between masculine stereotypes and actual close and significant interpersonal relationships.
- Show how significant close interpersonal relationships usually do not follow these stereotypes.
- Promote an open conversation about how men relate to close interpersonal relationships, affection and its expression, building intimacy, and masculine stereotypes.

PREPARATION:

- Strongest Man requires instruments either technological or paper and writing utensils to write the answers that are provided by participants.
- Make sure you are aware of the sequence of questions and how you are going to collect answers given for this activity.

MATERIALS NEEDED: Whiteboard and markers

Learning Outcomes

This exercise is used to help men identify positive male role models in their lives. Remember, the unhealthy stereotypes of masculinity often obscure healthy narratives of masculinity. To end gender-based violence, then, we must begin to highlight how healthy narratives can redefine masculinity.

- Identify role models
- Reflect on aspects of healthy masculinity
- Identify the ways in which healthy masculinity is incongruent with the man box

b) Activity 2.2: Strongest Man

- The goal of this thought exercise is to help participants consider the characteristics of supportive people in their lives, and to see there is a world outside of the confines of gender boxes.
- Divide participants into pairs.
- Once in pairs, ask participants to think about the “strongest man” in their life. Instruct that participants are to pick someone they know in real life and not a celebrity, character etc. Stress the importance of thinking about strength in more than physical terms.

Facilitator Note:

To ensure that participants understand the purpose of this exercise, it is a good idea to identify and share a story about the “strongest man” in your life.

- After sharing your story, give participants two minutes to identify the “strongest man” in their life. This could be someone they look up to, who they felt seen, safe, who they aspire to be, or someone they value and appreciate.
 - Who are they?
 - What about them that allows you to see them as strong?
 - What characteristics make them strong?

Typical Responses

- Brother
- Uncle
- Teacher
- Coach
- Father
- Friend
- Faith Leader
- Neighbour

Facilitator Notes:

- Not all participants will have a positive male role model in their life. In this context, some participants may choose to name themselves or their mother as the strongest person in their life. This is okay. Do not try to have them name someone else; validate whomever they choose.
- If participants do choose a celebrity/fictional character, validate whomever they choose still, but try to invoke discussion around this choice in relation to the characteristics mentioned and compare it to the "Man Box" activity. Be aware of references to incompatible philosophies i.e. Joe Rogan, Andrew Tate, Matt Walsh
- This activity can be done considering two types of interpersonal relationships.
 - Interpersonal relationships with any person, independent of their gender identity. Contrast the distance between stereotypes and lived experience.
 - Interpersonal relationships only with male identified people.
 - In this type of relationship, the focus can be directed more to masculine norms, and the distance between male stereotypes and actual close relationships between men.
- In general, independently of the other person's gender identity or focused on a male-identified persona who has been significant to them. Why, what features did this man have that made them this way in their eye?
- After two minutes, ask participants to share a story about the "strongest man" in their life with their partner. Each partner will have one minute to speak.
- After both partners have had an opportunity to share, begin a group discussion.
- Ask if there are any participants willing to identify and share a story about the "strongest man" in their life with the group.
- As participants are speaking, construct a list of the characteristics that are present in their "strongest man" stories.
- For example, a participant might share that his brother is the strongest man in his life because he is an engaged father who is always there for his kids. On the whiteboard, then, you might write "caring" or "dependable." Title this list "Strongest Man."

c) Reflections

- Ask participants to compare the characteristics in the "Man Box" to those on the "Strongest Man" list.

Discussion questions:

- Was it difficult to come up with an example of "the Strongest Man" in your life? Why or why not?
- What themes are we noticing when we look at the words in this activity?
- How are these pressures to act like a man fit with their ideas of a strong man. Are there overlaps? Are they very different?
- What are some differences between these two activities? Why do you think there are differences?
- What are some similarities between these activities? Why do you think there are similarities?
- It is important to emphasize the differences: One list is about what you have on the outside (e.g., money, fancy car, girls hanging off you) and the other talks about the value of what you have on the inside (e.g., caring, determination, gentleness, pride).
- One list promotes self-destructiveness (e.g., play with pain) and harm to others (e.g., win at all costs; always be in control) while the other list is about caring for, protecting, and valuing others as equals.
- One list is about having "power over" someone else (e.g., rich; have lots of women) while the other is about "sharing power" (e.g., being a family man; looking out for someone else's best interests; being affectionate).
- One list promotes sexual assault and violence, in general (e.g., never take 'no' for an answer; be dominant; sexual prowess); the other prevents it (e.g., concern for others; warm; supportive; good listener).

Take Home Points

- Although the characteristics found on the “Strongest Man” list come from stories about real men, these characteristics are not often used to describe “real men.” Being a real man, then, does not mean that men must embody the “Man Box.”
- If men want to become like the “strongest man” in their life, they must work to resist the unhealthy dominant narrative of masculinity.
- It is important to stress to participants that you are not asking them to be weak. You are asking them to redefine strength. Real strength is about valuing and building others up, not tearing them down or being violent in order to boost yourself up.
- There are many privileges associated with masculinity. Remind participants that these privileges come with responsibilities. As leaders, they have a responsibility to help create a safer community for everyone; and this begins by modeling healthy masculinity.

Facilitator Notes

- Model vulnerability and openness by sharing your experiences with this issue.
- The strongest man can be used to underlie the difference between masculine stereotypes and how the dynamics of healthy relationships actually work.
- Contrast lived experiences with stereotypes.

SECTION 3: Break

You may choose to adjust this based on the needs of your group. We recommend having a break to support participants’ focus and accessibility needs. You may choose to put a slide on the screen with a scenario from the **Draw the Line Campaign** during the break.

the unhealthy stereotypes of masculinity often obscure healthy narratives of masculinity.



LENGTH: 15 minutes

GOALS:

- Explore the notion of masculinity as a social construction.
- Present some examples of different types of masculinities.
- Promote dialogue and self-reflection regarding the social construction of masculinity and its effects on people and their relationships.

PREPARATION:

- Build your understanding of masculinities.
- Think of meaningful examples and questions to promote reflection.

Facilitator Notes:

The different types of masculinity presented in this activity aim to show that masculinity is socially constructed.

Masculinity is expected and expressed differently in different cultural contexts.

Use a personal example if you can.

Steps

a) Discussion

How was masculinity enforced on you when you were a kid? A teen? An adult?

Not all man boxes are built the same. The box(es) that each of us are in are likely slightly different, depending on different things that influenced us throughout our lives.

For example, as a kid I was influenced by Mr. Dressup and Fred Penner. They embody very different masculinities than, for example, GI Joe. As a teen, I saw masculinities reflected in TV and movies, such as the Simpsons and Batman.

b) Definitions

Gender and masculinity

is the '...processes and relationships through which men and women conduct gendered lives. 'Masculinity', to the extent the term can be briefly defined at all, is simultaneously a place in gender relations, the practices through which men and women engage that place in gender, and the effects of these practices in bodily experience, personality and culture'." R.W. Connell

- Promote conversation regarding the notion of masculinity by asking questions like:
 - What kind of masculinities have you heard about?
 - How does your cultural community inform the way you see and perform masculinity?
- Present R.W. Connell's 4 types of masculinity.

Hegemonic masculinity

"is a set of values, established by men in power that functions to include and exclude, and to organize society in gender unequal ways. It is a highly visible, respected, and occupy a position of authority in relation to other masculinities, within a particular setting. Such masculinities may not be the most widespread form, but they are likely to be those most admired, and they represent standards for others. Examples might include decisive business leaders, popular boys in a peer group, and certain sportsmen. It defines itself in relation to femininities but also in relation to subordinate masculinities. "Subordinate masculinities are those ways of being male that are denigrated and unvalued within a social context." (Mullins, 2010, p. 6). – Messerschmidt, James W. – Masculinities and Crime.pdf

Resource: <https://www.coe.int/en/web/gender-matters/masculinities>

Subordinate masculinities:

Within the overall framework, there are gender relations of dominance and subordination between groups of men. The most common example is the dominance of heterosexual men and the subordination of homosexual men. From the point of view of hegemonic masculinities, homosexuality is easily assimilated to femininity, and is therefore seen to be inferior. Other examples include men who have made a conscious effort to contest and 'exit' from hegemonic and complicit positions, or those whose physical appearance does not conform to standards set by hegemonic exemplars

Marginalised masculinities:

Marginalised masculinities are those that are categorised as different, on the basis of class, ethnicity or status. They may display and enjoy masculine power in certain contexts but are always ultimately compared to the hegemonic norms

Protest masculinities:

Protest masculinities represent a pattern of masculinity constructed in local working-class settings, sometimes among ethnically marginalised men, which embody the same claims to power of typical hegemonic masculinities, but which lack the economic resources and institutional authority which underpin regional and global patterns.

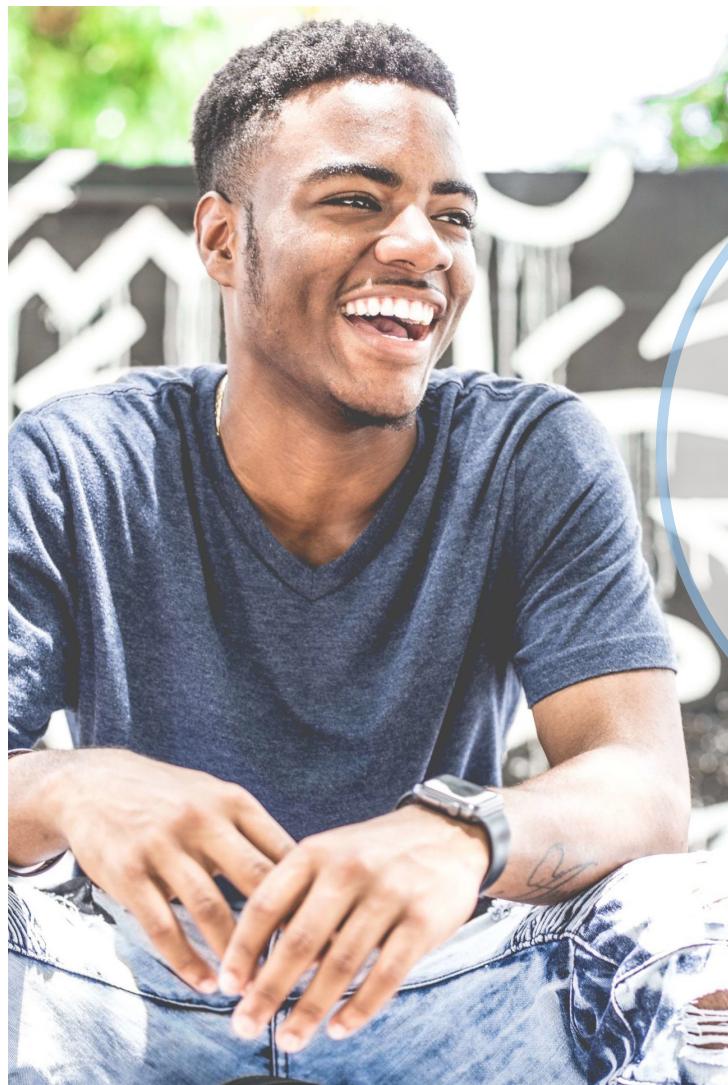
Present other notions of masculinity used.

- **Patriarchal masculinity:** "Patriarchy is a system of relationships, beliefs, and values embedded in political, social, and economic systems that structure gender inequality between men and women. Attributes seen as "feminine" or pertaining to women are undervalued, while attributes regarded as "masculine" or pertaining to men are privileged. Patriarchal relations structure both the private and public spheres, ensuring that men dominate both." – Patriarchy – an overview | ScienceDirect Topics
- **Patriarchy** is the situation whereby men dominate and control the main functions of a social system.
 - "Masculinity is the cultural shaping of men's identity and behavioral tendencies which may or may not support either system. Source: Patriarchy and Masculinity" – The Good Men Project.
 - "Patriarchy is simply a set of systems that are built on the foundational principle that the "weak" must be dominated by the "strong." In patriarchal societies, like the one we currently live in, weakness is seen as undesirable. This includes being emotionally vulnerable or admitting hurt. It is the reason that young boys learn to "tough it out". It is the reason that men have oppressed women for thousands of years. It is the reason that the rich oppress the poor. It is the reason that white people have oppressed people of color, and its lessons don't have to be taught in school, though it is in our curricula, because it is already baked into our culture. Source: An Introduction to Patriarchal Masculinity" – Feminist Masculinity
- **Traditional masculinity:** "Characteristics encompassing traits, appearances, interests, and behaviors that have traditionally been considered relatively more typical of men." – Traditional Masculinity and Femininity: Validation of a New Scale Assessing Gender Roles (nih.gov)
 - strength, courage, independence, leadership, and assertiveness.
- **Alpha male vs Beta male vs Omega Male**
 - Alpha Male: "An alpha male sits at the top of the hierarchy, especially in the animal kingdom. They are typically known to be strong, competent, and confident males who have a higher chance of gaining wealth, power, and even mates. Alpha males have often been considered the epitome of masculinity. But these superficial things are not what makes a man truly alpha. The great thing about having alpha male traits is that you can be strong but still kind, confident with your strides but still know how to be humble, dominant but gentle, and full of power but calm and tempered." – The Fearless Man: The Visible and Noticeable Differences Between Alpha Males and Beta Males (thefearlessman.com)
 - Beta Male: "A Beta male have a close relationship with alpha males. When they work hand-in-hand, they become very productive with work. In many ways, beta males assist alpha males making life and work more manageable for them. They provide an ample amount of support to make things smooth-sailing. Although he may not be the leader, he still gains many benefits in being loyal and supportive to the alpha male. Beta males are typically known to be the "nice guy" instead of the bad boy image of alpha males." – The Fearless Man: The Visible and Noticeable Differences Between Alpha Males and Beta Males (thefearlessman.com)

Organic masculinity

- Tiq Milan concept of organic masculinity one that is steeped in authenticity, self-expression, integrity, honesty, non-patriarchal values, and is non-violent or oppressive.
- Organic masculinity takes culture, society, personal, universal, historical and community and cross them at their intersections to ask how are we leading our lives? How are we holding to our values and beliefs? And how are we practicing empathy with ourselves and others.
- What does it mean to be organic?
 - Going back to our childhood selves.
 - Being curious and explorative.
 - Operating outside the norm.
 - Making conscious choices to unlearn, relearn, seek out supports and to re-educate ourselves.
 - Speaking up against oppression in all its forms.
 - Being better Allies for Femme, gender-nonconforming and queer and trans folks.

Quote: *"I am becoming a man by my own design [literally] and that has meant unlearning and re-learning everything I thought I knew about masculinity and its relationship to the world. Coming into the understanding that masculinity is not the opposite of femininity, but its counterpart gives me a starting point to build authentic solidarity and shift the way we think about the role of women and femme identified folks. We're only better together and manhood cannot be defined by how 'un-feminine' it is but should be invested in creating healthy consanguinity."*



"Coming into the understanding that masculinity is not the opposite of femininity, but its counterpart gives me a starting point to build authentic solidarity and shift the way we think about the role of women and femme identified folks."

LENGTH: 30 minutes

GOALS:

- Explore the meanings associated with “gender” and “sex”
- Review the variety of gender and sexual identities.
- Promote dialogue and reflection regarding the social construction of genders, sexualities and their connection to masculinities.

PREPARATION:

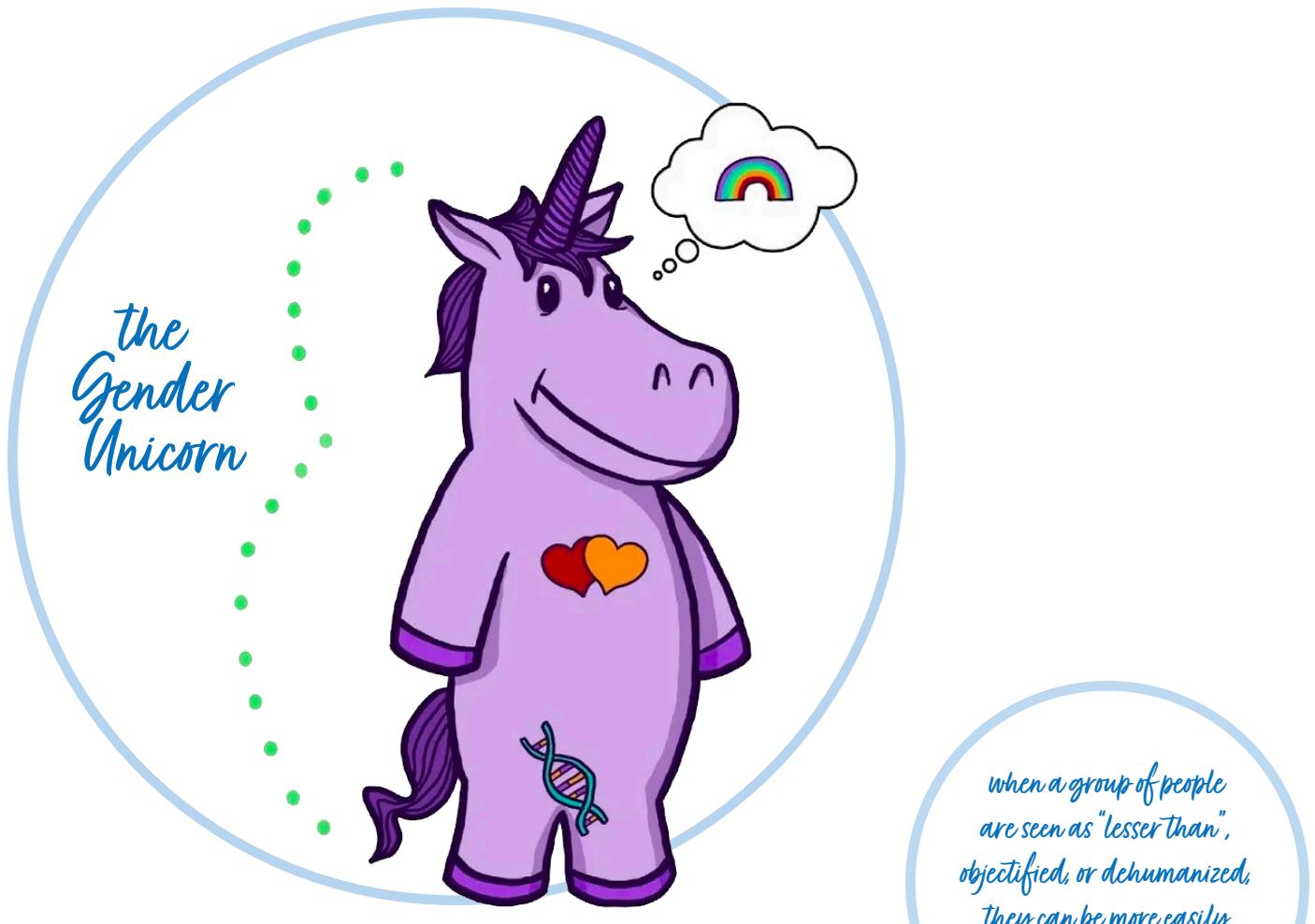
- Build your understanding of the diverse types of genders, sexualities and masculinities.
- Review *“The Gender Unicorn”*, *“The Gender Galaxy”*, and *“The Sexualities Galaxy”* infographics.
- Think of meaningful examples and questions to promote reflection.

Steps

a) Discussion

- Open the conversation by asking questions like:
 - What comes to mind when you think about the words “sex” and “gender”?
 - Allow the participants to share their thoughts, highlighting the takeaways from what they’ve shared.
- Review *“The Gender Unicorn”* (see the graphic on slides for session 2).
 - Describe the gender unicorn to the participants and ground it in a tangible example from your experience or the experience of someone (can be a fictional or real person.). If it is a real person, it is best not to give an actual name.
 - Key distinctions are gender, sex, and gender expression.
 - Ask participants:
 - Have you seen this graphic before?
 - What do you think about the graphic?
 - And how might you be able to use this in their daily lives?
- Review *“The Gender Galaxy”* (see the graphic on slides for session 2).
 - Describe the gender galaxy to the participants and try to ground it in a tangible example from your experience or the experience of someone (can be a fictional or real person.). If it is a real person, it is best not to give an actual name.
 - Ask participants:
 - Have you seen this graphic before?
 - What do you think about the graphic?
 - How might you be able to use this in their daily lives?
- Review *“The Sexualities Galaxy”* (see the graphic on slides for session 2).
 - Describe the sexualities galaxy to the participants and try to ground it in a tangible example from your experience or the experience of someone (can be a fictional or real person.). If it is a real person, it is best not to give an actual name.
 - Ask participants:
 - Have you seen this graphic before?
 - What do you think about the graphic?
 - How might you be able to use this in their daily lives?
- **Two-Spirit**
 - “Two-Spirit is used by Indigenous people to express our diverse cultural and ceremonial roles and responsibilities in relation to our traditional understandings of gender and sexuality. These understandings vary from nation to nation and each person’s teachings will inform their experience and identity.” – Native Youth Sexual Health Network (NYSHN)
 - “*Two-Spirit is used by and for Indigenous people as a way to relate to ourselves, our communities, and our spirits outside of a western colonial context.*”
 - “*Though colonialism attempted to erase the roles of Two-Spirit community members, this term serves as a starting place to begin the work of healing, recovering, and reclaiming our spaces in the circle.*”

Discussion: How do sexuality and gender influence our understanding of masculinity?



LENGTH: 10 minutes

GOALS:

- Receive verbal informal feedback/questions regarding session 1.
- Ask participants about the takeaways they leave session 2 with.
- Thank participants for their participation and invite them to session 3.
- Remind participants of session 3 (date, time, place).
- Ask participants to do an evaluation survey of the session, if applicable.

PREPARATION:

- Have a plan regarding the evaluation of the Male Allies Training as a whole and which individual sessions will be evaluated.
- Prepare a few questions for your evaluation questions.
- Be prepared to provide information on how and when session 3 will occur.

Facilitator Notes:

- Try to get an initial understanding at the end of session 2 of what you have learned about the participants, their motivations, and their level of engagement with topics you addressed and will be addressing.
- After the session talk to co-facilitator or colleague of your impressions of the session, interactions, activities, learning points, etc.
- Disclaimer on the conversation for next session #3.
 - Selfcare.
 - Being triggered.
 - Stories of sexual violence.

Steps

Ask participants:

- What are your main takeaways from today's session?
- Do you have any questions regarding the upcoming sessions?
- What are you going to do after this call to take care of yourself?

Check-out question:

- What's a characteristic you value the most in the person you are becoming?



Session 3: Gender-based and Sexual Violence

Session 3: Gender-based and Sexual Violence

Overview

This session explores the issues of sexual violence (SV) and gender-based violence (GBV) and their impact. During the session, a working definition of gender-based violence and sexual violence is provided. The aim is to allow men to start talking about gender-based violence as it relates to the people they know and themselves.

Objectives:

- Define gender-based violence from your organization's perspective, grounding it in the work and interests of your organization.
- Explore the causes of SV and GBV and the role of men: as perpetrators of harm, as survivors, and as allies in ending GBV.
- Provide a space for participants to talk about GBV and their experiences or knowledge of GBV.
- Explore the statistics associated with GBV within Canada and your region.

Learning outcomes:

1. Participants can distinguish between the different forms of gender-based violence (GBV).
2. Participants are more aware of GBV and can reflect on the impacts GBV has on their lives.
3. Participants understand the ways in which violence is normalized within Canadian society.
4. Participants are aware of the numbers associated with sexual violence and can clearly express some of the ways it affects people within their communities.
5. Participants can explain the impact of pornography and its relationship to sexual violence.

Estimated time of session: 120 minutes

Sections	Steps	Time (minutes)
1. Check-in	a. Check-in b. Review key points from the last session d. Review session 3 outline	15
2. Gendered-based Violence (GBV)	a. Definitions b. The relationship between GBV, SV, and IPV	20
3. Effects of GBV	a. Power & privilege	25
4. Break		10
5. Exploring causes of GBV	a. Rape culture b. Statistics c. Discussion	
6. Check-out		10

LENGTH: 15 minutes

GOALS:

- Check in with participants. Everyone gets the opportunity of knowing a little more about each other.
- Build trust and cohesion among group members.
- Provide a quick summary of key points from the last session.
- Provide space for reflections and questions.
- Provide session 3 agenda.

MATERIALS:

- Session 3 slidedeck

PREPARATION:

- Think about an interesting check-in question and/or activity to break the ice.
- Provide your understanding of the key takeaways of session 2.

Facilitator Notes:

- Check-in is an opportunity to build interpersonal trust and cohesion through participants' voluntary self-disclosure of aspects of who they are (e.g. main activity, etc.)
- Try to add new information to your land acknowledgment
- Session 3 can be triggering – advise participants

Steps

- Check-in – consider asking a question that permits to better get to know the participants. Consider doing an icebreaker activity.
- Recall the key points of session 2.
 - Ask if participants have questions or reflections.
- Provide the agenda for this session.
- Remind principles motivating brave and safer space.
- Recall self-care, being triggered, and warn that session 3 will address stories of sexual violence.

LENGTH: 20 minutes

GOALS:

- Provide a definition of gender-based violence (GBV).
- Show how gender-based violence (GBV) includes sexual violence.
- Explain the nuances of gender-based violence (GBV) and the different use of terms relating to GBV.
- Begin to explore how men are affected by gender-based violence (GBV) and how men cause GBV.

PREPARATION:

- Build your understanding of the following terms: gendered-based violence, sexual violence, power and privilege
- If using technology to facilitate answers and discussion, prep technology appropriately

Facilitator Notes:

- The session is about gender-based violence, its expressions, causes, and impacts. These topics can be triggering. Invite the participants to practice self-care.
- These talking points may be an interesting focus. A) Define and show similarities and differences regarding violence against women, sexual violence, and gender-based violence. B) Show and define the different types of sexual violence.



*the unhealthy stereotypes
of masculinity often
obscure healthy
narratives of masculinity.*

Steps

a) Definitions

Provide an introduction to, and definitions of, gender-based violence (GBV).

- Gender-Based Violence (GBV): GBV refers to harmful acts directed at an individual based on their gender. It is rooted in gender inequality, the abuse of power, and harmful societal norms. It can also be defined as a structural problem that is deeply embedded in unequal power relationships between men, women, trans, and non-binary people.
- Gender-based violence (GBV) includes sexual, physical, mental, and economic harm inflicted in public or in private. Ex. includes laws preventing 2S-LGBTQIA+ marriages, discriminatory policies or hiring practices in the workplace, etc.
- Gender-based violence is a larger problem not specific to women, but as a broader recognition of violence being shaped by other identity factors (sexual orientation, gender identity, gender expression, race, class, ethnicity, age, nationality, ability, etc).
- Violence against women (VAW): Violence against women is understood as rooted in unequal power relations between men and women. This inequality of power is connected to larger structural inequalities in politics, religion, work, and media (BWSS.org, 2018).
- Sexual violence (SV): Any form of unwanted sexual contact that is perpetrated against someone without their consent. That includes sexual violence in all its forms.

Forms of sexual violence:

- Sexual assault or rape
- Stealthing
- Human trafficking
- Indecent exposure
- Sexual abuse
- Sexual harassment
- Voyeurism
- Hazing
- Sexual exploitation
- Cyber sexual harassment
- Stalking
- Sending degrading images

As you transition from the different forms of sexual violence, explain that sexual violence can have many motives, some are.

- Power and control
- Normalization of sexual violence (media impact)
- Experience of sexual abuse
- Not understanding consent

b) The Relationship between GBV, SV, and IPV

LENGTH: 25 minutes

GOALS:

- Explore power relations in gender-based violence (GBV).
- Reflect on the power and privilege men have within society.
- Provide a space to explore the impacts of GBV on men and different people in society.

PREPARATION:

- Build your understanding of the following terms: gender-based violence, sexual violence, power and privilege.
- Breakout rooms will be needed for larger groups

Facilitator Notes:

- This section starts with questions regarding men's relationship to GBV (as potential perpetrators, actual perpetrators, and victims). Consider having backup questions that may help stimulate conversation by giving hints on relevant issues to consider in regard to the topic.
- Power and Privilege are key concepts that are discussed openly in this session. These notions are very complex and are not easy to understand or explain so it is a good idea to build a basic and practical understanding of these concepts before beginning this conversation. A key point that is being made in the talking points is how male power and privilege are important to understand and explain the occurrence of gender-based violence.
- For the Jamboard question/conversation consider the following:
 - Create a prompting question that explores the common reasons men give to justify sexual violence.
 - Justification of sexual violence frequently blames the victim.
 - When you see this happening consider talking to the person who blames sexual violence on the victim about the impact of their comments.
 - Remind participants to think about the different forms of sexual violence. Ex. Catcalling, alcohol or drug use, being in different settings, clothing, unwanted touch, non-consensual sexual acts, folks with disabilities, sexual violence against sex workers, etc.
 - Acknowledge the impact that media of all forms has on the normalization of sexual and gender-based violence. Examples might include The Notebook, Revenge of the Nerds, etc.
- Allow participants to enter this justification on the online educational platform as some justifications they've heard come to mind.
- Once they have added their comments, review them and ask folks to expand on what they've written or add comments to what others have written.
- Ask participants how they could intervene when they hear these comments being made.
- Conclude with a takeaway that reflects what you're objective for the activity.

Steps

a) Power and Privilege

- Initiate a conversation regarding gender-based violence by asking participants for their understanding of this important concept. – Who is affected by gender-based violence? What are the effects of gender-based violence?
 - When thinking of the effects of gender-based violence, consider them through the lens of physical health, psychological health, the perpetrator, friends and family, the community, and society.
- Possible other Guiding questions to stimulate conversation.
 - How are men affected by gender-based violence (GBV)?
 - Why are men the key perpetrators of GBV?
 - How does this relate to power?
 - How does this relate to privilege?
 - What are some of the privileges men have?
- Jamboard conversation activity question: What are common justifications for sexual violence?

SECTION 4: Break

LENGTH: 35-40 minutes

GOALS:

- Review the reasons that men and other people use to justify sexual violence (i.e., rape culture).
- Review causes and contributing factor effects on victims and other peoples
- Review statistics and tendencies of sexual violence in Canada/your province/your region.

PREPARATION:

- There is a lot of information on the slides; make sure you have an understanding of it before beginning the activity.

Facilitator Notes:

- This section has potentially a large number of slides and information to go over. Be careful with potential time shortage when planning and running the activity.



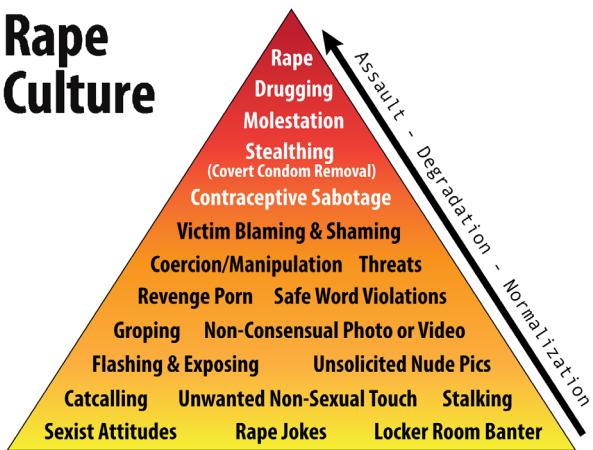
Steps

a) Rape culture

Present rape culture

"A complex set of beliefs that encourage male sexual aggression and supports violence against women [two-spirited, non-binary, trans folks, etc.]. It is a society where violence is seen as sexy and sexuality as violent. In a rape culture, women [two-spirited, non-binary, trans folks, etc.] perceive a continuum of threatened violence that ranges from sexual remarks to sexual touching to rape itself. A rape culture condones physical and emotional terrorism against women [two-spirited, non-binary, trans folks, etc.] as the norm . . . In a rape culture both men and women assume that sexual violence is a fact of life, inevitable." – Emilie Buchwald "Transforming a Rape Culture"

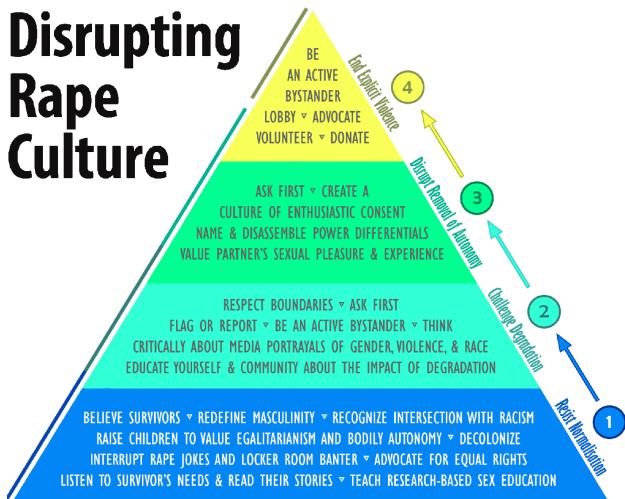
Present Rape Culture pyramid diagram:



Tolerance of the behaviors at the bottom supports or excuses those higher up. To change outcomes, we must change the culture.

**If you see something, say something!
Start the conversation today.**

Present Interrupting Rape Culture Pyramid



All actions matter and reinforce each other to eliminate rape culture.

When you speak up it makes it easier for others to do the same. **STAND UP. SPEAK UP.**

Present YWCA Canada Conviction Rates

Over 460,000 Sexual Assaults in Canada Every Year



Sexual violence according to statistics in your region.

In our slidedeck, the statistics correspond to the Waterloo Region. Please adapt and prepare for your region if applicable.

Statistics on Sexual Violence in Canada

- 1 in 3 women experience sexual violence
- 1 in 6 men
- 1 in 2 trans people

Source: Statistics Canada

Percentage of people experiencing violence

"More than 11 million Canadians have been physically or sexually assaulted since the age of 15. This represents 39% of women and 35% of men 15 years of age and older in Canada, with the gender difference driven by a much higher prevalence of sexual assault among women than men (30% versus 8%)."

- Rate increases for queer and trans people: 58.7% of sexual minority Canadians (i.e., 2S-LGBTQIA+) experienced sexual assault since the age of 15 (Table 2, top of Page 19)6. 2) 58.9% of transgender Canadians experienced sexual assault since the age of 15 (Table 10, bottom of Page 25).

Source: Statistics Canada

The intersection of Marginalized Women

- Black, and Women of color are 2-3 times more likely to experience sexual violence than white women. – Stats Can
- Indigenous women are 3 times more likely to experience sexual violence than non-Indigenous women – Stats Can
- 47% of Trans people have been sexually assaulted at some point in their life. – National Sexual Violence Resource Center
- Women with disabilities are 3 times more likely to experience sexual violence. – CWF
- Women aged 20-24 are 5 times more likely to experience physical or sexual assault by a non-intimate partner. – CWF

The intersections of Queer folks

- Gay, lesbian, bisexual, transgender, pansexual, and otherwise non-heterosexual people are at a greater risk of experiencing violent victimization or unwanted sexual behavior than heterosexual people, in public (57% vs 22%, online (37% vs 15%), at work (44% vs 22%) in the last 12 months (Statistics Canada, 2020).
- Transgender Canadians were more likely to have experienced violence since age 15, and also more likely to experience inappropriate behaviors in public, online and at work (Statistics Canada, 2020).
- Sexual minority Canadians were more than twice as likely as heterosexual Canadians to have used drugs or alcohol to cope with emotional abuse or physical violence that they experienced since age 15 (24% versus 10%) (Statistics Canada, 2020).
- Overall, sexual minority Canadians were more likely than heterosexual Canadians to report that they considered their mental health to be poor or fair (32% versus 11%). They were also more likely to have seriously contemplated suicide in their lifetimes (40% versus 15%), and to have been diagnosed with a mood or anxiety disorder (41% versus 16%) (Statistics Canada, 2020).

Some truths about sexual assault

- Sexual assault is the most under-reported of all violent crimes. Only 5% of sexual assaults were reported to the police in 2014.
- False reports of sexual assault are extremely rare. They are no more common than false reports for any other type of crime (2–4%).
- Most women are sexually assaulted by someone they know (family or friend, acquaintance, intimate/dating partner, spouse), and most sexual assaults occur in a home or vehicle, or in a commercial or institutional setting.
- Most sexual assaults are premeditated – they involve planning, coercion, force and/or threats of some kind. Many sexual assaults are facilitated by alcohol and/or drugs, and most sexual predators are repeat offenders who deliberately target those they see as vulnerable.
- In Canada in 2014, an estimated 633,000 women and girls aged 15 years and older were sexually assaulted.
- The majority of sexual assaults are committed by men against women, but sexual assault also happens to men and people who identify as trans.
- While sexual assault can happen to anyone, at any age, girls and young women (aged 15–24) are most often targeted.

Impacts of sexual assault

- Everyone responds differently
- Might not talk about it at all or want to talk a lot
- Depression, anxiety, PTSD, eating disorders, addictions
- Dissociation and memory loss
- Low self-esteem, self-blame
- Inability to focus at work or school
- Changes in personality and/or sexual behaviour
- Feeling disconnected from self and others
- Loss of trust, problems in relationships with others
- Changes in sleeping/eating behaviours
- Feeling powerless and helpless
- Hyper-alertness
- Flashbacks of the violence
- Feeling frozen or numb
- Suicidality

Why Engage Men?

- Call back to the Three Pillars of Male Allyship
- SV is inherently gendered; men commit 92.5%-98.1% of all cases of sexual violence (Black et al., 2011)
- This violence is intrinsically tied to gender norms, and patriarchal masculinity

Impacts on Men/Boys

- Anger/Aggression
- Difficulty with authority
- Rule/law breaking
- Addictions
- Suicidality

c) Discussion

- Frame a question regarding porn to begin a conversation on porn culture.
- Debrief based on opinions provided during the conversation on porn culture.

Facilitator Notes:

- This is a conversation-based activity. Please note that debate can become heated in certain circumstances so be attentive to interactions and be prepared to moderate interactions if needed.
- This activity can consume significant amounts of time so be aware of time restrictions.

Steps:

- Based on the conversation we've had tonight; do you think that porn can increase the likelihood that young men will commit sexual assault? Why or why not?
- Debrief the themes and topics that emerge out of this conversation. Allow participants to know that the conversation will continue (in the case the conversation is not finished by the end of the session).

Consent is the freedom and capacity to make a choice.



LENGTH: 5 minutes

GOALS:

- Receive verbal informal feedback/questions regarding session 3.
- Ask participants about the takeaways they leave session 1 with.
- Thank participants for their participation and invite them to session 4.
- Remind participants of session 4 (date, time, place).
- Ask participants to do an evaluation survey of the session.

PREPARATION:

- Have a plan regarding the evaluation of the Male Allies Training as a whole and which individual sessions will be evaluated.
- Prepare a few questions for your evaluation questions.
- Be prepared to provide information on how and when session 4 will occur..

Steps

- Possible check-out question: What's one thing you do to take care of yourself?
- Evaluation, if applicable.
- Remind participants of time and place of session 4.



*Sexual assault is the
most under-reported of
all violent crimes.*



Session 4: Consent Work: Sexual and Non-Sexual

Session 4: Consent Work: Sexual and Non-Sexual

Overview

In this session, the group explores the notion of consent, ideas participants have about it before the workshop, its representation in the media, and its importance in preventing gender-based and sexual violence. The session will outline and define consent in a way that reflects survivors' needs while providing participants with tools to engage in consensual relationships.

Objectives:

- Gain an understanding of how the participants understand consent.
- Explore and reflect on notions of consent in popular culture.
- Explore and reflect on the nuances regarding consent.
- Provide consent tools to prevent sexual and gender-based violence.

Learning outcomes:

1. Participants understand notions of consent and its relationship to gender-based violence prevention.
2. Participants can provide a definition of consent that has meaning for them.
3. Participants understand and can explain the legal definition of consent and sexual violence.
4. Participants can explain the difference between intent to harm and impact of harm.
5. Participants start creating a toolbox of strategies to practice consent.

Estimated time of session: 120 minutes

Sections	Steps	Time (minutes)
1. Check-in	a. Check-in b. Review last session c. Session 4 agenda	10
2. What is Consent?	a. Discussion b. Definitions	10
3. Rape Culture in the Media	a. Rape Culture and Consent Culture Pyramid review b. Video and reflection c. Pornography discussion	20
4. Grey Areas of Consent	a. Definition b. Rape Myths c. Discussion	15
5. Consent and the Law	a. Legal definitions b. Discussion	15
6. Break		5
7. Consent	a. Discussion	15
8. Tools for Consent	a. FRIES model b. Want, Will, Won't Lists	15
9. Check-out		5

LENGTH: 10 minutes

GOALS:

- Check in with participants. Everyone gets the opportunity of knowing a little more about each other.
- Build trust and cohesion among group members.
- Provide a quick summary of key points of the last session.
- Provide space for reflections and questions.
- Provide session 4 agenda.

MATERIALS:

- Session 4 slidedeck

PREPARATION:

- Think about an interesting check-in question and/or activity to break the ice.
- Provide your understanding of the key takeaways of the last session.
- Trigging topic! Advise participants.

Facilitator Notes

- Check-in is an opportunity to build interpersonal trust and cohesion through participants voluntary self-disclosure of aspects of who they are (e.g., main activity, etc.).
- Try to add new information to your land acknowledgment.
- Promote the sharing of personal experiences regarding these ideas. For example, the facilitator may want to share their lived experiences with these ideas as way of modeling vulnerability and being open to the group.

Steps

a) Check-in:

- How has the week been?
- If you could have a superpower, what would it be and why?
- Ask participants to share their land acknowledgement

b) Review key topics of the last session

- Open space for questions, comments, and/or reflections

c) Session agenda for this session

LENGTH: 10 minutes

GOALS:

- Participants share personal experiences regarding what consent means to them and how they learned about the topic
- Participants learn of specific definitions of sexual, non-sexual, and authentic consent
- Participants learn of the main reasons specific knowledge of consent is necessary

PREPARATION:

- No specific preparation is required

Facilitator Notes

- This is an opportunity to gain further knowledge of participants' experiences regarding consent and gender issues.
- Remember there may be survivors present. Provide trigger warning.

Steps

a) Discussion

- Prompting questions
 - What do you think of when you hear the word "consent"?
 - Where have you heard it before?
 - What's the first thing that comes to mind?
 - How did you learn about consent when you were growing up?
 - When did you learn about consent?

b) Definitions

- General definition of consent: Consent is the freedom and capacity to make a choice.
 - Freedom: Making choices free from pressure or power dynamics
 - Capacity: Understanding yes or no, and what you're actually agreeing to if you say yes
- Non-sexual consent: Asking, acknowledging, and respecting someone's boundaries in a non-sexual context.
Examples include:
 - Entering someone's personal space
 - Touching someone
 - Sharing triggering or emotionally taxing information
 - Sharing care and affection
- Sexual consent: Knowing our own sexual boundaries, respecting the sexual boundaries of others and communicating those boundaries to those we are entering a sexual relationship with.
- Before bringing up "authentic consent", it can be useful to contextualize it. This can look something like the following:
 - *"Often, consent gets reduced to this idea that "no means no", or, in more progressive spaces, "only yes means yes, since many things can mean no." However, I would wager that almost everyone here today has been in a place where they wanted to say no to something, but felt like they had to say yes, due to some outside influence. That's why it's important to understand the idea of authentic consent."*
- Authentic consent: *"When everyone is ok with what is happening. An agreement motivated by people's sincere desire to have sex that may include (but aren't limited to) pleasure, exploration, generosity, love, baby-making, or because it is their job."* – Dr. Nadine Thornhill
- Why is this level of understanding of consent necessary?
 - Not understanding consent can lead to harm and sexual violence
 - Because more consent increases the possibility for more pleasure for both partners
 - Consensual conversations increase safety

LENGTH: 20 minutes

GOALS:

- Continue the conversation about consent in the media

PREPARATION:

- Refresher on rape culture
- Watch the video to see what some takeaway points would be
- Construct a meaningful way to connect this to the presentation
- Video: https://youtu.be/hpWvL1t4_LI
- Touch back on how pornography affects people's minds about consent and sexual activity

Facilitator Notes

- Remember there may be survivors present. Provide trigger warning.
- Pornography can be a particularly contentious topic. Make sure you are prepared for a little push back on it and ensure that you are fully up to date on your organization's stance on sex work.

Steps

a) Rape and consent culture pyramids

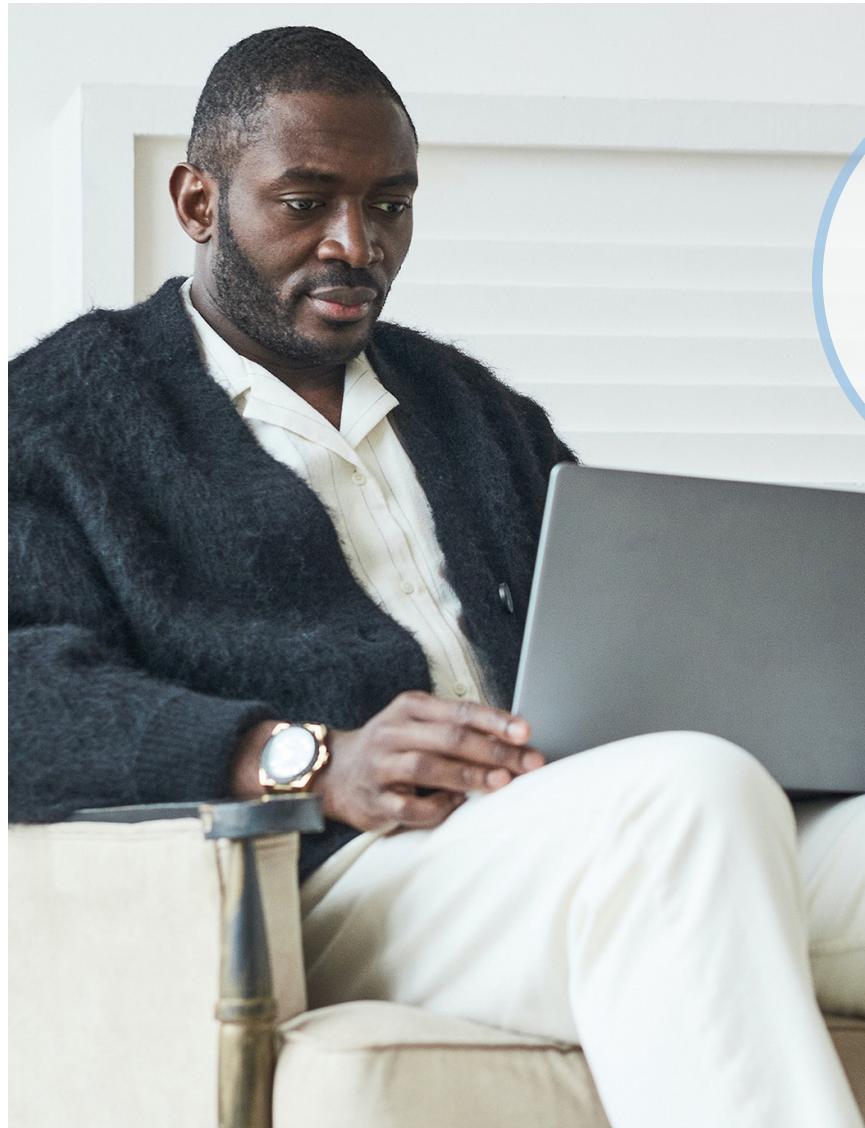
- This material should have already been covered in the previous session. The purpose of bringing it back up here is to remind people of the intricacies of rape culture, and to remind them of the minor things that perpetuate it. These are a lot of the important details the video will be showing.

b) Video and reflection

- Suggestions to frame the video watching
 - Inform the participants that they'll be viewing a short video that talks about consent in the media
 - Inform them that the video will present examples of how consent is not a part of what we see in the media for the most part. Inform them that the video talks about the prevalence of rape culture in North American media
 - Inform them that most of the references are from the United States media, but it can still be seen as a representation of content we see in Canada
- Show video: https://youtu.be/hpWvL1t4_LI
- Debrief questions and important points
 - Was there anything that came up that you didn't think about before?
 - Do you think the media influence how we engage in sexual relationships and relationships in general?
 - Why do you think we see these representations in the media?
 - Has the media taught you any positive things about consent?

c) Pornography discussion

- Discuss ethical vs. non-ethical pornography
 - When discussing sex work, it is important to center the choices of survivors and workers
 - Sex work has high rates of harm; this isn't due to the nature of sex work, but rather the non-ethical implementation of porn
 - Choice is the difference between sex work and sex trafficking. If the person is being coerced, pressured, manipulated etc. into doing it, then it isn't sex work
- Discussion questions:
 - How does pornography play a role in rape culture?
Normalizes violence in sexual activity i.e.. hitting, choking, spitting. This is all okay if both parties are informed and willing to partake, but it isn't "vanilla" like most porn portrays it as.
 - Ignores consent
 - Gives an unhealthy representation of what sex looks and sounds like i.e. positions aren't meant for pleasure, but rather to look good on camera.
 - How is consent represented in most porn?
It usually isn't; most porn skips over any sort of consent conversations, and sometimes even ignores people who don't want it until they suddenly do.



Pornography normalizes violence in sexual activity and skips over any sort of consent conversations.

LENGTH: 15 minutes

GOALS:

- Discuss and dismiss common myths and misunderstandings of consent
- Discuss and foster a better understanding of nuanced scenarios where consent can be more confusing to ascertain

Facilitator Notes

- This topic may be likely to inform an audience member of harm that has occurred in the past. Make sure to reiterate that this is a brave space.
- Grey areas of consent such as the influence of drugs and power dynamics are nuanced conversations. Give yourself some time to explain, as people are most likely to have questions.

Steps

a) Definition

Frame the concept of “Grey Areas of Consent”

- Ask the audience what they believe the term means.
 - The idea of a grey area of consent is a scenario where consent must be obtained, but how it is obtained and whether it was obtained (or even can be obtained) properly and with care is more difficult to ascertain.

b) Rape Myths

Common rape culture myths

- Ask the following “True or False” questions, with time to add to each point:

True or False: Consent can change at any time, even during a sexual act.

- True! Consent is always reversible; people always have autonomy over their bodies. Even if they have agreed to something prior, they can change their mind about it. Consent cannot be revoked retroactively.

True or False: If someone continuously asks to have sex or show nudes and the person eventually gives in, this counts as consent.

- False! Consent should be given free from pressure or manipulation. Continually asking people for sexual activities even after they have denied it can, and often does, constitute sexual harassment.

True or False: The person who initiates the sexual activity must ask for consent.

- True! The onus is on the initiator to receive clear, affirmative consent. If the other parties aren't clear about this, sexual activity should pause until everyone is clear on what they want.
- Asking is the best way to initiate it in most cases.

True or False: Someone can consent if they are drunk or high.

- False! With conditions. This is a difficult topic and many people will have questions. Legally, within Canada, any amount of impairment means people cannot consent. However, we live in a culture that often presents drunk/high sex and hookups as the most common way to do it, particularly at younger ages.
- If someone is too inebriated to be making proper decisions, they cannot consent. However, many people will feel they are perfectly fine at making these decisions if they are only a little inebriated. This line is going to be different for everyone. The safest, and probably most enjoyable, way is to wait until everyone is sober.
- What if both parties are inebriated? This is probably the most common question you will receive on this topic, and the truth is that people are capable of harming each other simultaneously. This is perhaps the most difficult and famous example of a grey area of consent.

c) Discussion

Question to ask: What are some grey areas of consent that you can think of?

- Some people might bring up other common rape myths, such as what people were wearing, or that the person consented at the time but then after claimed that they didn't. Prepare to acknowledge some of these common misconceptions, centering the support and belief of survivors in your answer.
- Another example might be between people with a power dynamic i.e. a boss and an employee. Often, there will be explicit organizational rules that prevent these relationships (i.e. a professor and a student). If there isn't, then everyone involved needs to be aware of, and communicate about, the power imbalance. Even if a person never actually uses their position of power over somebody in these relationships, the passive threat of that happening can be a form of coercion.

LENGTH: 15 minutes

GOALS:

- Cover the legal definitions of consent in Canada, including age of consent
- Discuss how this may be insufficient to protect survivors

PREPARATION:

- Try to have a decent understanding of how sexual violence laws work within Canada but recognize that you are not a lawyer and cannot speak to specific cases most of the time

Facilitator Notes

- Remember there may be survivors present. Provide trigger warning.
- This section may require more intimate knowledge of how consent is typically handled in Canadian law and the insufficient care survivors often face through the judicial system.

Steps

a) Legal Definitions

Define consent

Subsection 273.1(1) defines consent as "*the voluntary agreement of the complainant to engage in the sexual activity in question. Conduct short of a voluntary agreement to engage in sexual activity does not constitute consent as a matter of law.*"

Subsection 273.1(2) lays out the following situation where consent is NOT obtained:

- Where the agreement is expressed by the words or conduct of a person other than the complainant
- Where the complainant is incapable of consenting to the activity
- Where the accused induces the complainant to engage in the activity by abusing a position of power or authority
- Where the complainant expresses, by words or conduct, a lack of agreement to engage in the activity, or
- Where the complainant, having consented to engage in sexual activity, expresses by words or conduct, a lack of agreement to continue to engage in activity

The legal age of consent

The legal age of consent in Canada is laid out according to the following:

- Children under the age of 12 cannot consent to any sexual activity
- Children aged 12-13 can consent to sexual activity with people within 2 years of their age
- Children aged 14-15 can consent to sexual activity with people within 5 years of their age
 - This particular fact normally has people object. This is a great foundation to get into a conversation about the shortcomings of the law in regards to consent and survivors
- 16 is the official age of consent in Canada
- People under the age of 18 cannot consent to people in positions of power/authority over them and cannot distribute sexually explicit material. This is considered child pornography.
- The distribution of sexually explicit material without consent also has specific laws. For people under the age of 18 it constitutes child pornography, but for adults the law is as follows:

"Everyone who knowingly publishes distributes, transmits, sells, makes available or advertises an intimate image of a person knowing that the person depicted in the image did not give their consent to that conduct, or being reckless as to whether or not that person gave their consent to that conduct, is guilty" – Section 162.1 of the Criminal Code of Canada

b) Discussion

Ask the question: *"Are there ways that the legal definition of consent falls short?"*

- Some topics that might come up are the legal relationship between a 15-year-old and a 20-year-old, and not clearly establishing what proper conduct is for establishing consent and non-consent.

SECTION 6: Break



LENGTH: 15 minutes

GOALS:

- Discuss ways in which people may engage in consent-based conversations in their day to day lives

PREPARATION:

- Presenters should be familiar with multiple modes of consent-based conversation

Facilitator Notes

- Remember there may be survivors present. Provide trigger warning.
- It is useful when talking about consent conversations to focus on how effective consent communication can be sexy and increase pleasure for all parties. While this is a useful framing of it, it is important that you emphasize that consent is mandatory before it is sexy.
- It is important to reframe consent conversations from these semi-contractual obligations we must get to something that is helpful, compassionate, and living.

Steps

a) Discussion

Questions:

- Do you ask your friends/loved ones before you hug them?
 - Many times, the answer to this question will be "it depends." This is good, as it allows for a conversation around the fact that communication can look different for people that we are close to. Many times, you will ask new friends, but just assume that best friends or partners will be okay with it. Body language may also be a key role.
 - Talk about how even this small act can be radical through the lens of the culture of consent pyramid. Modelling this for other people to see shows that it is easy and compassionate to check in with people before touching them.
- What are some of the ways you practice consent?
 - This can be great for sexual and non-sexual consent conversation examples.
 - Non-sexual:
 - Asking before hugging
 - Asking to borrow something
 - Checking in if a friend seems unsure about something
 - Sexual:
 - This can be awkward for many people if they aren't practiced in these discussions. Tell them not to worry, as practical examples will be coming up.

Define consent conversations and give examples

- A consent conversation includes asking, answering, and establishing boundaries so that all parties are confident and secure in what is happening.
 - A consent conversation is ongoing, sexy, curious, and free from pressure.
- What does it look/sound like:
 - Asking in sexy ways (even beforehand, like through sexting)
 - Ongoing check-ins
 - Ask what feels good/what they like
 - Dirty talk
 - Safe words
 - Safe words are not just for BDSM or BDSM-adjacent sexual activities! They can be used by everyone to help foster a safe and consensual understanding between parties
 - After care
 - A broad term for how people support their sexual partner(s) after sexual activity.
- Consent is sexy; give lots of examples of ways people can ask for consent. It's extremely important when presenting this info that it is emphasized that consent is mandatory before it is sexy.
 - I would love to kiss you
 - I'm okay with hearing no
 - Does this feel good?
 - Do you want to take this further?
 - I think it's hot when...

What does consent not look like?

- Methods that void somebody's consent
 - Pressuring
 - Threatening
 - Intimidating
 - Blackmailing
 - Gaslighting/manipulating
 - Guilt tripping
- Different ways to say no
 - I'm uncomfortable
 - Maybe later
 - I'd rather do something else
 - This doesn't feel right
- If you find it helpful, a slide reiterating many misunderstandings of consent:
 - Trying to change a no to a yes
 - Someone who is disengaged or non-responsive
 - Making assumptions based on clothing, buying something for someone, etc.
 - Legal age
 - Drugs or alcohol
 - Assuming it's okay because you've done it in the past

LENGTH: 10 minutes

GOALS:

- Provide tools for practicing consent
- Provide an easy-to-remember acronym

PREPARATION:

- Think about examples that are relatable to the group you're going to present to.

Facilitator Notes

- Remember there may be survivors present. Provide trigger warning..

Steps

a) FRIES Model of Consent

Present FRIES model

- Review each aspect of consent and provide the definition with a relatable example or personal experience
- For each word, get the audience to try and answer how that term might be relevant to consent
- FRIES model of consent:

- **Freely given**

Consent is a choice that we make without pressure, manipulation, or under the influence of drugs

- **Reversible and Repeated**

Anyone involved in the activity can change their mind at any point during, whether it be before anything happens or in the middle of sex

Consent should be repeated throughout the activity and should be received before anything new happens

- **Informed**

People should know exactly what it is they are agreeing to. People need the full story to be able to consent. This can include information like:

- Sexual health
- Use of protection/contraception
- What acts will be occurring
- Recording
- Safe words (pick a word that is easy to say)

- **Engaged and Authentic**

- All parties must be willing and involved in the process. If somebody is just letting something happen to them without participation, then they may not be fully engaged and consenting in what is occurring.

- This is an adaptation of the FRIES model that was created by Planned Parenthood, where they use the term "Enthusiastic". We have made this change because there are many situations where a person can willingly consent without being enthusiastic or excited about the process, such as:
 - Nervous (first time, new partner, new things, etc.)
 - Neurodivergence
 - Job (sex workers)
 - Trying to conceive
 - Any other reason someone might want to engage in sex but not be outwardly expressing joy/enthusiasm about the process

- **Specific**

- We should be specific about the process of what is going to happen. Terms like "hook up" and even "sex" can be nebulous and unclear, as they might mean different things to different people.
- Consent is specific to the exact occasion it is being given. Consent with someone else for the same thing, or consent with the same person at a different time, are both different specific instances of consent and do not guarantee consent in this moment.

b) Want, Will, Won't Lists

Present other tools for understanding consent and boundaries between people

- The purpose of this section is to provide people with different tools and strategies to start consent conversations in more comfortable ways. The tool we usually provide is the concept of "Want, Will, Won't" lists.
- A Want, Will, Won't list is a simple concept for understanding what the boundaries are for everybody involved.
 - The Want column is where people put the things that they actively seek out. These are the things that they know they like and are usually comfortable partaking in with other people.
 - The Will column is dedicated to experiences that one would be willing to try, but there might need to be more communication to lay out expectations and precautions to ensure everybody feels comfortable before doing things.
 - The Won't column is hard boundaries; things that aren't up for discussion and will not be happening.
 - These columns can change over time as people become more comfortable learning what their own boundaries and comforts are.
- This tool doesn't have to be used in a sexual manner. Examples of how to use this in non-sexual ways could be in discovering food that all parties like to eat, what people are looking for in a house/car/large purchase, or what activities people might like to take part in together.
- This tool is extremely beneficial in normalizing consent conversations outside of the immediate context in which consent is needed. When you partake in conversations like this beforehand, not only can it act as a form of foreplay (if all parties are interested), but it also takes away some of the guesswork and the fear of suggesting something and hearing "no," as you already have an idea of what your partner(s) might enjoy.



A Want, Will, Won't List is a simple concept for understanding what the boundaries are for everybody involved.



LENGTH: 5 minutes

GOALS:

- Receive verbal informal feedback/questions regarding session 4
- Ask participants about the takeaways they leave session 4 with
- Thank participants for their participation and invite them to session 5
- Remind participants of session 5 (date, time, place)
- Ask participants to do an evaluation survey of the session

PREPARATION:

- Have a plan regarding the evaluation of the Male Allies Training as a whole and which individual sessions will be evaluated
- Prepare a few questions for your evaluation questions
- Be prepared to provide information on how and when session 5 will occur

Steps

Possible Check-out question:

- What's one thing you do to take care of yourself?
- How are you feeling about the conversation?
- What's one thing you took away from the conversation?

Evaluation, if applicable

Remind participants of time and place of session 5

A person who discloses a moment where they caused harm is an opportunity to learn from past experiences and prevent future harm.





Session 5: Bystander Intervention

Overview

This session explores bystander intervention as a tool to prevent gender-based and sexual violence. This tool is presented from the point of view of male allyship and how men can engage other men in conversations about different forms of masculinity, gender-based violence, gender equity, and other topics that aim to create awareness and build knowledge to prevent incidents of sexual violence. We also focus on in-the-moment prevention with the 5 Ds of bystander intervention.

Objective:

To offer men tools they can use to practice male allyship through a bystander intervention approach. The session explores gender-based violence and sexual violence through conversation regarding certain beliefs, values, and attitudes that can impact women, Two-Spirit, gay, queer, and non-binary folk.

Learning outcomes:

1. Participants will build an understanding of male allyship connected to bystander intervention
2. Participants will develop skills to practice being an active and engaged bystander
3. Participants will be able to explain barriers people face when an incident occurs

Estimated time of session: 120 minutes

Sections	Steps	Time (minutes)
1. Check-in	a. Check-in b. Review of the last session and questions c. Provide the agenda of the session	10
2. Bystander Intervention	a. Statistics b. Definitions c. Discussion	40
3. Break		10
4. Tools for Bystander Intervention	a. 5-Step Process b. Active Bystanders c. 5 D's of Bystander Intervention d. Trauma	30
5. Scenarios	a. Practice	25
6. Check out		5

LENGTH: 10 minutes

GOALS:

- Check in with participants – everyone gets the opportunity to learn a little more about each other
- Build trust and cohesion among group members
- Provide a quick summary of key points of the last session
- Provide space for reflections and questions
- Provide session 5 agenda

MATERIALS:

- **Session 5 slidedeck**

PREPARATION:

- Think about an interesting check-in question and/or activity to break the ice
- Provide your understanding of the key takeaways of the last session

Facilitator Notes

- Check-in is an opportunity to build interpersonal trust and cohesion through participants' voluntary self-disclosure of aspects of who they are (e.g., main activity, etc.)
- Try to add new information to your land acknowledgment
- Promote the sharing of personal experiences regarding these ideas. For example, the facilitator may want to share their lived experiences with these ideas as a way of modeling vulnerability and being open to the group.

Steps

a) Check-in

- Possible questions:
 - What is one word to describe how you are feeling?
 - How has the week been?
 - If you could have a superpower, what would it be and why?

b) Review Last Session

Review key topics of the last session

- Open space for questions, comments, and/or reflections

c) Session 5 Agenda

Session agenda for this session

LENGTH: 40 minutes

GOALS:

- Reflect on potential situations when you witness violence
- Identify, through statistics and anecdotes, why bystander intervention is necessary
- Define bystander intervention
- Identify common reasons one might not intervene in a potentially harmful situation
- Explore bystander intervention's role in allyship and privilege

PREPARATION:

- Have relevant statistics to demonstrate why intervention training and practice is necessary
- Understand the intricacies of the relationship between intervention and allyship

Facilitator Notes

Ensure you have plenty of relevant statistics regarding both sexual and gender-based violence, as well as bystander intervention, ready to go and understand the implications of these statistics.

- For example, in a statistic that is commonly used, it may show that the least reported form of sexual and gender-based violence in a workplace is transphobic harassment (4% reported transphobic harassment). This may make it seem like this is the least common, but the reality is most likely that the sample of people who participated in the survey only had a small percentage of trans participants, and so the actual rate of a trans person being harassed is close to 100% for those individuals.

Steps

a) Statistics

Workplace/general statistics on sexual violence

- This section demonstrates the need for bystander intervention by demonstrating how widespread and common many kinds of sexual violence are in common places. Workplace and school-based statistics work especially well for this, as these are places where people tend to underestimate how common these forms of harm are perpetrated and are places where people can be active bystanders.
- This can also be a place to revisit intersectionality and use statistics to show the disparity in how different marginalized communities are affected by the same issues.
 - This is important to acknowledge because bystander intervention is one of the most direct and essential forms of allyship, and is directly reliant on privilege, as people with certain privileges (gender, race, etc.) are less likely to face harm or consequences for standing up for others in spaces like the workplace.

b) Definitions

What is bystander intervention

- Start with a discussion question: *"What does it mean to you to be a bystander?" or "What does the word bystander mean to you?"*
 - This offers the chance for the audience to get involved and many will probably answer with the common misconception that a bystander is someone who doesn't do anything. This is important, as it allows us to challenge these misconceptions.
- Define bystander intervention
 - Example definition: *"Bystanders are individuals who witness emergencies, harm, or violence, and by their presence may have the opportunity to provide assistance, do nothing, or contribute to the negative behaviour."*
 - Based on your definition, you should then clarify the difference between active bystanders and passive bystanders.
 - Active bystanders contribute in SOME way to minimize or negate the harm that is being caused or offer support to the person(s) being harmed. They intervene in some way to impact the outcome positively.
 - Passive bystanders see an incident and do nothing to help.

c) Discussion

The relationship between allyship and intervention

- After defining what bystander intervention means, it's important to understand why it is valuable. Ask the following discussion questions:
 - Why are active bystanders needed?
 - People in vulnerable situations may need help
 - Not everybody is comfortable (or safe) speaking/acting for themselves in these situations
 - Reduces the risk of harm
 - Why do we need active bystanders?
 - Crucial step in allyship work to identify and mitigate harm in all its forms
 - Intervention is praxis; a real-world combination of all the theory and discussion that is had in these groups to materially affect the lives of those in our communities.
- Review concepts of male allyship from session 1
 - A callback to the continuum of engagement is important, as bystander intervention is a key component in the "active" category. This shows the relationship between the two concepts and why taking action is such a key step in allyship work.

Why don't people intervene?

- After laying out why bystander intervention is needed, it's important to ensure that your audience understands why people do not take these actions, even if they are very necessary.
- Discussion question: "Why do you think people don't intervene?"
 - The main goal of this question is for people to bring up scenarios in which someone might not be comfortable stepping up and reducing harm
 - The main takeaways to look for here are personal safety and privilege
- List of potential reasons why people don't step in:
 - Unsure of what to do (#1 reason)
 - Fear of making things worse for everyone
 - Fear of misreading the situation
 - Fear of getting hurt
 - It's someone else's job to deal with the problem (bystander effect)
 - Not your business
 - People with less power or privilege may be putting themselves in harm's way
 - An anecdote or example drives home the point that effective allyship often uses one's own privilege to change the outcome of a situation.

What should intervention look like?

- Now that the participants are comfortable with the notion of what bystander intervention is, it is time to start informing them on how to do it safely and effectively
- Discussion question: "Think of a time when you saw somebody stand up for someone else. What did the bystander do well? What could they have done differently?"
 - The purpose of this question is to have the audience provide real-life examples of what bystander intervention might look like and let them know that there are guidelines to follow on how to intervene effectively

Reshare the rape culture pyramid:

- Effective bystander intervention usually tackles the issues at the bottom of the pyramid. These are the everyday instances of violence that we most often see around us and calling them out and intervening against them is what helps to create a safer culture and community as a whole

Reshare the consent culture pyramid:

- Emphasize how acts of bystander intervention appear on every level of the pyramid. It is a crucial step in shifting the culture towards one of compassion and care rather than violence

What actions can bystanders take:

- List some of the ways in which bystander intervention can be done:
 - Naming and stopping situations that could lead to gender-based and sexual violence before they happen
 - Stepping in during or after an incident occurs
 - Speaking out against ideas and behaviours that support gender-based and sexual violence
 - Call others into the conversations
 - Hold yourself and others accountable
 - Discuss your boundaries

LENGTH: 30 minutes

GOALS:

- Understand what makes certain acts of intervention more effective than others
- Reflect on the many different ways in which one might intervene in a situation
- Practice empathy and compassion with the survivors of harm in a situation

PREPARATION:

- Review your understanding of 5 D's of bystander intervention. Try to have different examples of each form of intervention to help conceptualize each method.
- Create different examples for each of the 5 Ds.

Facilitator Notes

This session discusses the impacts of trauma and identifies some of the common responses to it. Familiarize yourself with these to help better discuss how they might come up in these situations. Also, sharing this information may inform audience members that they are responding similarly to their own trauma. Provide support if possible.

Steps

a) 5-Step Process

Identify the 5 Steps of Bystander Intervention.

- After the break, it is time to start learning how to respond in the moments identified in the first half
- Start by identifying that bystander intervention is a process:
 1. Have the skills to intervene: Before any intervention can begin, active bystanders must know skills and strategies on how to respond in these situations. Thankfully, that is exactly what this training provides.
 2. Noticing: In order to respond to a situation, a bystander must first notice that a situation is occurring.
 3. Interpreting: Use your own knowledge and critical thinking to interpret whether this is a situation that is harmful and/or an emergency. Decide if you have the capacity to help, and what that might look like.
 4. Assume Responsibility: Challenge the natural bystander effect response in yourself and take charge in being the individual(s) who will affect change in the situation before you.
 5. Intervene: Use the skills you have acquired to intervene in the situation. When possible, ask for consent before you do so.
Proper intervention provides the person being harmed with options and choices. Active bystanders should not be choosing what is best for the other, and instead provide them with support so they can respond in the way that is safest and best for them.

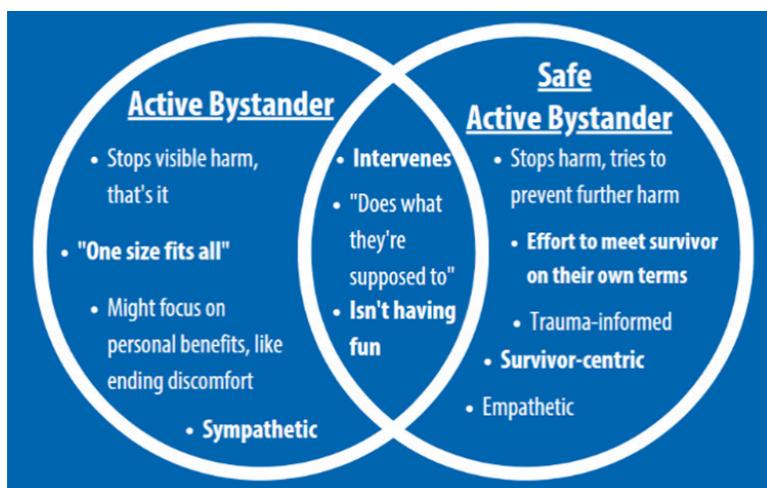
b) Active Bystanders

Effective bystander intervention

- Call back to the discussion you had before the break on what people did effectively in the scenarios that the audience has seen. Pull out some of the common themes and threads you saw in what made each intervention effective or not.

– Things to look out for:

- Offers support
- Offers choices for the person being harmed (does not just pull them away or something similar)
- Friendly and calm approach
- Is curious when approaching, rather than accusatory
- Tries to deescalate the situation, if possible
- Calls for help if needed
- Stays safe (most important one)
- Using a graphic such as a venn diagram, identify the differences and similarities between active bystanders and safe and effective bystanders



Identify when to intervene

- Recognizing what situations require intervention or not is a vital skill in being an effective bystander, or you might find yourself butting into situations that were completely harmless
- There is no way to be 100% certain with every situation, but a general layout of the spectrum of behaviours that may concern sexual and gender-based violence looks like the following:
 - Interaction is healthy, mutually respectful, and safe > Interaction is mutually flirtatious and playful > Interaction is age-inappropriate or non-mutual (one sided) > The interaction involves one party harassing the other > The interaction is sexually abusive and violent
- Intervention should happen at any point at or past the third stage. As soon as the interaction is non-consensual and one party may be harmed by it, it is time to act. As the interactions move past the third stage, it is increasingly important to identify what actions you can take to keep yourself safe.

c) The 5Ds of Bystander Intervention

- In general, bystander intervention looks one of two ways: calling someone out during a situation or calling someone in to discuss it in private
 - Calling out is direct, immediate, and happens in front of whoever may be around. This is immediate and effective but runs the risk of escalating a situation or making the subject of the call out defensive.
 - Calling in is delayed, educational/supportive, and is done in private. This is usually greatly effective but requires much more emotional energy on your end and can be awkward.
 - Both are valid ways to address harm.
- The 5Ds of bystander intervention is a mnemonic device developed by the organization Right to Be.
- When discussing this, it can be effective to ask your audience what they predict each of the 5Ds are and what they mean in the context of bystander intervention.
- Additionally, providing examples of what each might look like can be useful.

- **The 5 Ds are as follows:**

- **Document**

- Literally documenting the event that happened, whether it be through writing things down or taking photos/videos of the situation
 - Provides more direct evidence than relying on memory (which isn't trustworthy in times of duress)
 - Documentation should ONLY be shared with the individual who was harmed in the situation. Sharing with others (barring legal reasons) can cause even more harm to the survivor.

- **Direct**

- "Calling out"
 - Directly addressing the harm being caused in the moment, and letting everyone around you know it is unacceptable
 - Directly address what type of harm is being caused, so everyone knows why this is being done and what types of behaviour are not acceptable

- **Delay**

- "Calling in"
 - Take time after the situation has ended to discuss what occurred
 - This can be used to provide direct support to the person harmed or provide education to the person who caused the harm without making them feel targeted in front of everyone.

- **Distract**

- Doesn't address harm directly, but instead creates a situation which prevents further harm from happening.
 - Create a situation (i.e., ask a question, change the topic, make a scene) that distracts from the harm that is occurring to provide a window in which the person being harmed can get out of the situation.

- **Delegate**

- Involve others in the process in order to increase odds of success and safety for everyone involved.
 - Give others tasks so that you can focus on a part of the situation that you feel most comfortable doing.
 - It is important to note that very often, there is an opportunity to do more than just one of these in a situation. For example, one might document while they wait for the situation to end so they can provide a delayed intervention afterwards.
 - Often, after a situation is immediately over and the survivor is supported, then your role as an active bystander is finished. However, in some cases, bystanders have a duty to report what happened.
 - A duty to report might differ based on your role and/or position, relative to the context in which the situation occurred.
 - Every person within Canada has, at the very least, the obligation to report a situation in the following contexts:
 - The scenario was harmful and/or sexual in nature and was happening to someone who cannot legally consent. This must be reported to Family and Children's Services.
 - You truly believe that there is a risk of suicide or homicide regarding any of the individuals involved in the situation. This must be reported to the police.

d) Trauma

- Often, in situations that require bystander intervention, the person who is receiving support will be willing and grateful to receive said support. However, trauma impacts how people behave in traumatic situations in different and unpredictable ways.

- Common trauma responses can be remembered as the **Four Fs**:

- **Fight:**
 - Survivor will act aggressively and unpredictably.
 - **Flight:**
 - Survivor might be incredibly restless or anxious and may try to leave or avoid a situation as much as possible.
 - **Freeze:**
 - Survivor might be checking out of the situation/dissociating. They might feel as though they are stuck and their mind is blank, and they aren't responding to many prompts.
 - **Fawn:**
 - Common in ongoing abusive relationships, this response involves the survivor being overly passive or nice to the person harming them to protect themselves from further harm.

- It is important that bystanders are aware of these responses and do not take any of them personally, as research shows that people have no control over how their brain will react in situations of duress.

- Overall, bystanders should intervene with care, compassion, and in a trauma-informed way.

- Trauma-informed care: "... responding to clients in ways that convey respect and compassion, honor self-determination, and enable the rebuilding of healthy interpersonal skills and coping strategies." – Levenson, J. (2017).A) Activity Goals and Preparation

LENGTH: 30 minutes

GOALS:

- Provide examples of situations that the audience might come across.
- Practice intervention methods and strategies discussed in this training without the risks associated with trying them for the first time in real life.

PREPARATION:

- Scenarios provided should be customized for the audience they are being provided for. For example, a workplace training will benefit mostly from scenarios that take place in settings they will be most familiar with.

Facilitator Notes

- This section should take up a fair bit of the end of the training. Providing enough time to practice what was learned in the beginning of the session is important in ensuring that people take the learnings with them into their daily life.
- Consider providing the 5Ds for the audience to recall during each scenario.
- If effective for your group, consider breaking the larger audience into subgroups to tackle each scenario independently, and then going through them all in depth. This encourages group discussion for each scenario beforehand and hopefully minimizes the facilitator's role in adding context to each suggestion.

Steps

a) Practice

Identify that the rest of the session, before the questions and check-out, will be spent practicing scenarios. If necessary, divide the audience into subgroups for each scenario.

Provide the scenarios, giving the participants adequate time to parse the scenarios and respond in meaningful and differentiated ways.

- Some example scenarios are included here:
 - *“While chatting before a meeting, your coworker makes a joke about someone “dropping the soap” in prison. You know that this is a joke about rape. Some of your coworkers laugh and the others say nothing.”*
 - *“You are at a party and your friend is intoxicated and being really flirty with people. You can tell that he is making people uncomfortable. You notice that he is trying to kiss another one of your friends who looks really awkward.”*
 - *“As a supervisor, one of your teammates shares that they have experienced sexually demeaning comments. When discussing next steps with your peers on the leadership team, another leader says: ‘If women had tougher skin, we wouldn’t have to deal with this.’”*
- Try to relate each of the responses to the 5Ds if possible.
- Sometimes, in response to a scenario, an audience member might share that they would not intervene at all. This can be a really useful response to delve into, as it also helps identify that there might be situations where people aren’t safe to intervene in the ways that have been outlined.

LENGTH: 5 minutes

GOALS:

- Receive verbal informal feedback/questions regarding session 5.
- Ask participants about the takeaways they leave session 1 with.
- Thank participants for their participation and invite them to session 6.
- Remind participants of session 6 (date, time, place).
- Ask participants to do an evaluation survey of the session.

PREPARATION:

- Scenarios provided should be customized for the audience they are being provided for. For example, a workplace training will benefit mostly from scenarios that take place in settings they will be most familiar with.

Facilitator Notes

Possible Check-out question:

- What's one thing you do to take care of yourself?
- How are you feeling about the conversation?
- What's one thing you took away from the conversation?

Evaluation, if applicable.

Remind participants of the time and place of 6th session.

A person who discloses a moment where they caused harm is an opportunity to learn from past experiences and prevent future harm.





Session 6: Responding to Disclosures

Overview

This session focuses on providing best practices when responding to disclosures of sexual violence and harm caused by perpetrators of sexual violence. It seeks to provide tangible tools to respond to disclosures of sexual assault in a trauma-informed way.

Objective:

Provide participants with a trauma-informed way of responding to survivors of GBV and SV disclosing that they've experienced harm.

Learning outcomes:

1. Participants will be able to define disclosures of sexual violence and harm
2. Participants will understand and explain different types of disclosures
3. Participants will be able to identify when someone is disclosing an incident of harm
4. Participants will be able to explain best practices to respond to disclosures
5. Participants will build their own toolkit of strategies to respond to disclosures

Estimated time of session: 120 minutes

Sections	Steps	Time (minutes)
1. Check-in		10
2. Active Listening	a. Activity 6.1 Active Listening	15
3. Disclosures	a. Definitions b. Types of disclosures	5
4. Impacts of Sexual Violence	a. Trauma	15
5. Break		5
6. Responding to Disclosures	a. Discussion b. Barriers c. Responding	25
7. Responding to Disclosures of Harm Caused	a. Responding b. Tools for Accountability	25
8. Scenarios	a. Practice	10
9. Check-out		5

LENGTH: 10 minutes

GOALS:

- Check in with participants. Everyone gets the opportunity of knowing a little more about each other.
- Build trust and cohesion among group members.
- Provide a quick summary of key points of the last session.
- Provide space for reflections and questions.
- Provide session 6 agenda.

MATERIALS:

- **Session 6 slidedeck**

PREPARATION:

- Think about an interesting check-in question and/or activity to break the ice.
- Provide your understanding of the key takeaways of the last session.

Facilitator Notes

- Check-in is an opportunity to build interpersonal trust and cohesion through participants voluntary self-disclosure of aspects of who they are (e.g., main activity, etc.)
- Try to add new information to your land acknowledgment.
- Promote the sharing of personal experiences regarding these ideas. For example, the facilitator may want to share their lived experiences with these ideas as way of modeling vulnerability and being open to the group.

Steps

1. Check-in
 - Possible questions:
 - How have you been?
 - How do you take care of yourself in challenging times?
2. Review key topics of the last session
 - Open space for questions, comments, and/or reflections
3. Session agenda for this session

LENGTH: 15 minutes

GOALS:

- Practice active listening to improve how participants might respond during a disclosure.
- Practice providing space to speak without interruption during a disclosure.

PREPARATION:

- If using technology, identify how you will create the breakout rooms. If in person, have a plan on how to create all the pairs.

Facilitator Notes

This activity requires your audience members to be quite vulnerable with each other. It is important to emphasize that they don't need to share if they aren't comfortable in doing so. It is also important to create an environment, preferably over the course of the previous 5 sessions, where moments of vulnerability are encouraged and treated with dignity and respect.

Steps

a) Activity 6.1: Active Listening

Divide participants into pairs and provide activity instructions. Inform the audience that this may be a very personal subject, and that all activities are done to engage in the material but are never done without their consent. Remind the audience that if they don't feel comfortable disclosing this information or asking these questions, they do not need to do so.

- Each person will take turns sharing an experience and the other person will be the listener.
- Each person will be given 5 minutes to share whatever they choose.
- During the share, the listener should not interrupt the sharer, but show that they are listening with intent.
- The goal of the listener is to be present and listen, leave space for the speaker to share, and not interrupt them while they are sharing. If they finish early, do not pry for more information, and allow the conversation to come to a natural end.
- At the end of the sharing, the listener can thank the speaker for sharing, offer empathy and validate their experiences with words of kindness and strength. The listener can also take a few minutes to inquire about offering support and allow the other person to agree to receive support/resources before sharing.
- Switch when the first-person finishes
- We will take a few minutes to debrief after.

During the activity, provide the audience with the following prompt questions:

- What's something that you've been struggling with over the past few months?
- How have you handled this process?
- Did you talk to someone about it?
- How did it feel after you told them?
- And what changed or did not change?

After the pairs have finished (or 10 minutes have elapsed), call the audience back to the main discussion, and engage in the following discussion questions:

- What was it like to listen to what the other person was saying?
- What did you notice as the sharer vs the listener?
- What did you notice in their body language?
- What was going on in your mind as you were sharing and listening?
- How did it feel to share something that you were struggling with?

LENGTH: 5 minutes

GOALS:

- Define disclosures and the types of disclosures that audience members may receive.

PREPARATION:

- Ensure you have an adequate and trauma informed definition to provide.

Facilitator Notes

This is a very brief activity, simply meant to inform the audience on what disclosures are. If you haven't already, make sure to inform the audience that this will be a particularly emotionally heavy session, and make sure you reiterate the points brought up in your "Safer/Braver Space" section.

Steps

a) Definitions

Define what "disclosure" means in this particular session:

- Disclosure: "A disclosure is when someone reveals they have directly experienced or perpetrated violence. The violence may be ongoing, have happened recently or occurred in the past."

b) Types of Disclosures

Differentiate between the different types of disclosures.

- A few examples of the different types of disclosures:
 - Disclosures from survivors
 - Disclosures from people who have caused harm
 - Disclosures from friend, family, or community member
 - Disclosures from children
 - Disclosures with a responsibility to keep it confidential
 - Disclosures with a responsibility to report
- Use this time to emphasize that every single disclosure is going to be different. We practiced active listening earlier in order to acknowledge that there is no perfect procedure to respond to disclosures, and instead the audience's role when receiving disclosures is simply to listen and offer support.

LENGTH: 20 minutes

GOALS:

- Reflect on the individual and widespread impacts of sexual violence.
- Inform in more depth the process and impact of trauma, and how it affects disclosures of violence..

PREPARATION:

- Ensure you have an adequate and trauma informed definition to provide.

Facilitator Notes

Similar to session 5, when discussing trauma in depth like this, it may be a cause of emotional distress in the audience. Additionally, it may lead to the realization for some folks that they have been traumatized in some way, which can be overwhelming. Ensure you are facilitating with care, and that there are supports in place to assist with audience members who may react negatively to the information.

Steps

a) Trauma

This session focuses very heavily on the impact on survivors and the trauma that they face. To preface this conversation, it can be important to recall the discussion from session 3 on how there are waves of impact to every level of society that are caused by sexual violence.

- Prompt the audience with the same question: Who is impacted, and how, by sexual violence?
- Remind the audience of the different levels that are affected:
 - Impact on survivors
 - Impact on friends and family
 - Impact on community
 - Impact on society
- Remind the audience that all these levels play into how individuals may or may not choose to disclose to people.
- All of these waves of impact come back to affect how an individual is affected by their own experiences.

Discuss, in depth, the forms and effects of trauma.

Define the different forms of trauma:

- Acute trauma: Results from exposure to a single overwhelming event.
- Complex trauma: Results from a single traumatic event that results in long-lasting effects,
- Chronic trauma: Results from extended exposure to traumatizing situations.
- All of these are valid forms of trauma that require support and compassion. However, the methods of support may differ based on the type and the individual.

What causes trauma:

When an individual is going through a high stress/traumatic event, the brain reacts in specific ways.

- The brain produces a lot of cortisol; a stress hormone that impairs the brain's ability to form long-term memories.
- The brain produces adrenaline, which ramps up the brain's ability to form sensory memories and prepares us to face (or flee) the stressor/danger that is causing this response.
- The flood of hormones changes how the brain functions, and minimizes the function of the pre-frontal cortex, which impacts one's capacity to make decisions and solve problems. (This can be referred to as a "primal" or "animalistic" brain state.)
- This is what causes the behaviours that are covered with the Four Fs: Fight, Flight, Freeze, Fawn. Show the information on these again and go back over the information from session 5.
- This flood of hormones puts the brain through a "stress cycle." Trauma, and particularly long-form trauma, occurs when these cycles do not finish and/or continuously occur even without a source of stress/danger.

The effects of trauma:

The reoccurring presence of these stress cycles in the brain can cause a large variety of impacts, even long after the initial traumatizing event is over.

- Some behaviors that occur because of trauma occur due to people turning to coping methods that complete the stress cycles for us. When these behaviors can't happen, it can lead to side effects like hyperarousal, burnout, chronic health issues, etc.
- Common impacts of trauma:
 - Not all of these need to be included; this list is here for you to pull from as needed.
 - Encourage questions if there is an effect that people do not understand but try not to spend too much time on this as it is not engaging for audiences to sit through lists.
- Physical Symptoms
 - Headaches/migraines
 - Abdominal or back pain
 - Chronic muscle tension
 - Chronic fatigue
- Fear and Anxiety
 - Fear of abandonment/ isolation
 - Generalized fear of men/women
 - Panic attacks/anxiety attacks
 - Phobias, i.e., agoraphobia
- Distorted Beliefs
 - Everything is my fault
 - No one can be trusted
 - I am inherently shameful/bad
- Substance Abuse
 - Alcohol
 - Prescribed medication
 - Drugs
 - Other addictions
- Sleep Pattern Disturbances
 - Restless sleep/insomnia
 - Nightmares/night terrors
 - Sleep paralysis
- Relationship Problems
 - Poor interpersonal boundaries
 - Attraction to abusive partners
 - Lack of assertiveness
 - Neediness and/or distancing
 - Addiction to conflict/drama
- Self Esteem
 - Poor self-image
 - Poor body image
 - Feelings of worthlessness
- Emotional Difficulties
 - Depression
 - Guilt/shame/self-blame
 - Anger/rages
 - Inappropriate emotional expression
 - Flattened affect (numbing)
 - Crying/sadness/feelings of helplessness
- Sexual Difficulties
 - Avoidance of sexual intimacy
 - Sexual dysfunction
 - Sexual compulsiveness/ addiction
 - Offender behaviour

- Dissociative Experiences
 - Memory lapses/blackouts
 - Flashbacks
 - Spacing out
 - Distorted sense of reality
 - Amnesia
- It's crucial to note that no two survivors will experience the same symptoms or effects from their trauma. It is important to know, however, that certain populations of survivors (usually) have similar effects.
- Masculine survivors typically exhibit the following effects:
 - Emotions come out as primarily anger and aggression
 - Difficulty with authority
 - Substance use disorders
 - Suicide
- Child survivors typically exhibit the following effects:
 - Trouble explaining what happened
 - Worried about getting in trouble (due to "bad behaviour" or because the person who harmed them is important to them in some way)
 - Might see abuse as normal
 - 2/3 will not tell anyone.

there are waves of impact to every level of society that are caused by sexual violence.

SECTION 5: Break



LENGTH: 25 minutes

GOALS:

- Address the difficulties that come along with disclosures
- Discuss important factors when responding to disclosures
- Provide tools and ideas in responding to disclosures.

PREPARATION:

- This activity relies a lot on discussion of the various sections in order to get an accurate picture of what is involved in responding to disclosures. Ensure that you stay on track and on time so you don't have to rush through the later activities.

VIDEO LINK: Brene Brown Video: <https://www.youtube.com/watch?v=1Evvgu369Jw>

Facilitator Notes

- Ensure discussion is focused on the questions at hand. Often, audience questions will be addressed in a different part of the presentation, so if questions do keep popping up, it can be helpful to inform the audience of what will be covered so they can hold questions for an appropriate time.
- A person who discloses a moment where they caused harm is an opportunity to learn from past experiences and prevent future harm. We can address and show how rape culture can cause harm. It is a moment to reflect on our actions and the negative effects they can have on the people we love and care for, and our community. You can use examples from your personal life, works of fiction, or someone else's experience, to talk about the effects of objectifying women, sexist language, attitudes, and toxic behaviour by groups of men

Steps

a) Discussion

Before launching into the steps of responding to a disclosure, it is important to inform your audience of the barriers and nuance that is needed to support someone going through a particularly difficult situation.

- Start with some discussion topics that can help the audience reflect on what their role and capacity is as someone supporting a survivor.
 - Ask the audience to think of a time when they shared an experience of harm or trauma with someone that they trusted.
 - After giving them time to ponder that, ask them the following questions:
 - Why did they choose that specific person?
 - What conditions were in place that made them comfortable to share?
 - What was done that made them feel safe and understood?
 - What could have been done differently?
 - These questions encourage the audience to think of the traits that made someone feel supported, and how it might not boil down to "getting justice" or "receiving a solution." Next, ask the audience to reflect on how they can inform others that they are a safe person to speak to, with the previous discussion in mind.
 - Prompt: "Survivors in your life look for signals that you are a safe person to talk to. What are you telling them?"
 - After people have shared a few answers, it can be effective to reshare the Culture of Consent pyramid and remind the audience that all of the actions on the pyramid are ways that they can display they are safe and supportive in their day-to-day lives.

b) Barriers

Discuss barriers to disclosures.

- The audience, over the course of the previous training sessions, should recognize that there are both individualistic and societal barriers that play into how, when, and if a survivor will disclose harm.
 - Discussion question: What barriers or difficulties are there for people who are trying to make a disclosure?
 - Answers may include:
 - Trauma
 - Fear they don't be believed
 - Fear of being blamed
 - Feelings of embarrassment or shame
 - Worry if drugs or alcohol were involved

- Might not want the perpetrator to get in trouble
- Avoiding being retraumatized
- Lacking a safe person to disclose to
- Facing threats, coercion, or isolation
- Fear of consequences
- Fear of reprisal
- Fear of response of the justice system
- Normalization of violence (might not even realize what has occurred)
- Mental and emotional development
- Lack of support

• Due to these barriers, and the individual response to trauma, no two disclosures are going to look the same. Some common forms that disclosures take are as follows:

- Disclosure may be casual and even flippant, made in an offhand way
- Disclosure may be very serious, involving the person asking you to sit down to chat
- The survivor may seem detached or overly calm
- The survivor might have a heightened emotional state
- The survivor may be laughing or crying, depending on how their brain processes the situation
- The survivor might make little to no eye contact
- The survivor might have trouble finding the right words or their story may seem inconsistent
 - Trauma impacts our memories, as discussed earlier in the session. Just because a survivor's story doesn't 100% line up doesn't mean they are not telling the truth, but simply that their brain doesn't have all of the details needed and is filling in the gaps from the experience.

c) Responding

How to respond to a disclosure of violence.

- The following list are the key components of responding to disclosures of sexual and gender-based violence:

Conditions for Safety

- Active Listening
- Belief and Support
- Increase Choice and Possibilities
- Provide Resources
- Follow-up care

- **Creating the conditions for safety ie. Trauma-informed care**

- Actions on the Culture of Consent pyramid inform the people around us that we are safe people to disclose to. Once they have decided to disclose, we must create safe conditions and responses to ensure the person is actually safe and supported.
- Define and describe trauma-informed care, expanding on what was presented in session 5. Some examples include:
 - Ensuring survivors feel safe
 - Building trust slowly and with transparency
 - Empowering survivors with choice
 - Celebrating strength and resiliency
 - Trauma-informed care changes the question "what's wrong with you?" to "*What happened, and how can I avoid traumatizing you further?*"
 - "*Adopting a trauma-informed approach is not accomplished through any single particular technique or checklist. It requires constant attention, caring awareness, sensitivity, and possibly a cultural change at an organizational level.*" Source: CDC
 - Conditions for safety also include confidentiality. Where possible, keep disclosures as confidential as possible.
 - Remind the audience about their duty to report in situations where the survivor is a minor (report to Family and Children's Services) or if there is a risk of suicide/homicide (report to police).
 - Always inform the survivor of your duty to report as early as possible. Some people may choose not to disclose if it means that other people will have to know about it. This is an essential step in making sure the survivor is supported as well as possible.

- **Active Listening**

- Modeled by the activity at the beginning of the session.
- Allow them to speak and focus all your attention on listening instead of trying to formulate a response. There will be time to respond when they are done, and silence is not necessarily a bad thing.
- Thank them for telling you.
- Do not make it about yourself

- Similar anecdotes of your experiences are usually not very helpful.
- Use the language choices that they use
- Match their energy levels

- **Belief and Support**
 - Survivors should be believed when they speak up and feel supported when they are done sharing.
 - This is done by validating their experience and the decisions that they made
 - They should be empathized with, instead of sympathized
 - If time allows show “Brene Brown on Empathy” video by RSA on YouTube. Link listed in the activity.
 - Reassurance that they are not at fault, and that you believe them.
 - Tell them they are not alone, and that you can support them
 - Ensure to have boundaries with this. It is important not to promise too much support that you may be unable to properly deliver.
- **Increase Choice and Possibilities**
 - Support can look like a lot of things. Offer support through whatever form is most feasible for you, be it listening, body doubling, providing company, doing chores, providing support through processes, etc.
 - Ensure you do not push labels or choices on the survivor. They are the ones who will choose what they need.
 - Do not shame coping methods. If you think they are destructive to the individual, then support can be offered towards that issue separately.
- **Provide Resources**
 - Ask if they would be interested in hearing about whatever form of resources you may be offering. Part of providing them with choice is also understanding that they may not want or need to access the resources and supports you know about.
 - If they do want supports, offer a wide array to provide them with choices.
 - Reporting is not for everyone! It is important to make sure they do not feel obligated to report unless that is the process that the survivor wants to take to facilitate their own healing.
 - Try to make resources as local and accessible as possible.
- **Follow-up Care and Ongoing Support**
 - After someone has disclosed, the care and support shouldn't immediately end. Healing can take a long time, and so care and support should be shown throughout the entire process.
 - Ongoing support can look like a number of things, including:
 - Avoiding triggers in future interactions
 - Patience and understanding of their behaviours
 - Reminding them to be kind to themselves
 - Providing distractions when appropriate
 - Checking in with them periodically
 - Informing them of other community resources as you learn about them
 - Listening

As there are many common responses to these situations and most people learn about this from exposure through media, it is important to cover what not to do when responding to disclosures:

- Avoid pushing for details. The survivor will share the details that they feel they need to.
- Judging them or their decisions
- “Why” questions usually aren’t helpful, as they may seem innocuous but can create a feeling of judgement. Examples include “Why were you alone with him?”
- Minimizing their experience
- Blaming them in any way
- Touching them (without explicit consent)
- Making promises you can’t keep i.e., “We’ll find the person who did this.”
- Trying to “fix” it. There is no way to fix what happened.
- Telling them what to do.
- Providing counselling. You are a support, but not a counsellor. This task is better left to a professional without the same possible attachments that you have.
- Ensure you are taking care of yourself through this entire process. Responding to disclosures and supporting survivors is emotionally draining work and can lead to vicarious trauma that deserves similar levels of care. A) Activity Goals and Preparation

LENGTH: 25 minutes

GOALS:

- Reflect on how to hold those who have caused harm accountable
- Identify tools and supports for holding someone accountable
- Reflect on systemic barriers that impair people's ability to identify their behaviours and grow from them

PREPARATION:

- Familiarize yourself with the subject matter.

VIDEO LINK: How to Support Harm Doers in Being Accountable video: <https://youtu.be/AhANo6wzBAA>

Facilitator Notes

This session touches on the side of disclosures that rarely gets talked about and discusses some of the issues in a purely punitive approach to justice. This is not a mentality and approach that many people are familiar with and can cause some heightened feelings. Proceed with care and compassion and remind the audience about why it is important to live in a community where people can grow past their mistakes.

Steps

a) Responding

How to respond to disclosures of harm caused.

- Identify that this is a sensitive subject, and inform the audience that very often, when engaging in sexual and gender-based violence prevention work, individuals will realize that they have caused harm in the past, and as such it is invaluable to be able to respond to these types of disclosures as well.
- Steps to take:
 1. Inform them of their responsibility to take accountability for their actions. This does NOT mean that they should reach out to the person they harmed (this is often just traumatizing) but should instead look for supports and resources to learn and grow from.
 2. Offer supports and resources to them, if available. It can be difficult to realize we have caused harm after the fact, especially when that was not the intention.
 3. If possible, follow up with them to check in on how they are doing and what steps they have taken to grow and take accountability.
 4. If necessary, report the violence. This is important in instances where the person has no remorse for the harm that they have caused and they seem to intend to continue to do so, or the report falls under your duty to report.
- Some key pieces to cover in your response may include:
 - Sharing new information
 - Informing them of how their actions might have been harmful
 - Teaching them about consent and sexual violence
 - Discussing boundaries and their importance in our interactions with others
 - Ensuring they understand what you are saying

- Acceptance and invitation
 - The goal in these conversations is to educate the other and start them on their own path towards allyship and sexual and gender-based violence prevention. Demonizing them only ensures that they might not tell others or seek ways to take accountability for their actions due to fear of being judged/punished.
 - Often, many people realize they have done harm due to a lack of education on how to not cause harm. This can be a very difficult realization but isn't one that necessitates punitive measures.
- Set expectations
 - Inform them that it is their responsibility to take accountability for the harm they caused.
 - Encourage them to do their own research on what that accountability may look like.
- Now that the standards for what this session is about have been set, you can discuss the importance of accountability to healthy and safe communities:
 - Discussion prompt: Why is accountability important in ensuring we have safe and healthy communities, and how do we engage in accountability?
 - This discussion should focus on the ability for people to grow past their mistakes, and the failure of a rape culture that normalizes the kinds of violence people cause without allowing for introspection.

b) Tools for Accountability

Tools for accountability:

- First, it is important for the audience members to acknowledge what accountability looks like. A tool for ensuring accountability in your community is by modelling it yourself, so start with a discussion of the following prompts:
 - Can you name a time when you've witnessed or experienced accountability in action?
 - What did the person do that was meaningful to the person that was harmed?
 - What did the other person do that created space for accountability to be taken?
 - What did they do to change their behaviour?
- The goal of this discussion is to model for ourselves what effective accountability may look like. Additionally, it may be worth discussing how one can practice accountability without the space of the person who was harmed.
- Example tools for accountability:
 - In general:
 - Listening to survivors
 - Taking responsibility for harm caused
 - Accept that reasons are not excuses
 - Don't play "survivor Olympics" (no need to compare traumas and harm)
 - Take the survivor's lead in the process
 - Face the fear of accountability
 - Separate guilt from shame
 - Don't expect anyone to forgive you
 - Forgive yourself
 - Seek supports and community
- An organization called Community Justice Initiatives (CJI) has created a 5-step "Continuum of Accountability" with a focus on restorative justice practices.
 - It is outlined here:
 - I acknowledge that I caused harm
 - I understand and can express care and concern about how my actions impacted others
 - I understand and can share that I could have made other choices
 - I can work to repair harm
 - I will make an ongoing commitment to make changes in my life to avoid future harm.
 - If time allows, discuss with your group how they feel about this continuum and if they feel like it needs any adjustments
 - Leave your audience with the knowledge that accountability, like allyship, is a lifelong journey that involves self-reflection and growth.

LENGTH: 10 minutes

GOALS:

- Provide examples of situations that the audience might come across.
- Practice response methods and strategies discussed in this training without the risks associated with trying them for the first time in real life.

PREPARATION:

- Disclosures can come from a wide variety of places, so the example scenarios you choose should reflect that.
- Prepare disclosure scenarios, but ensure they aren't too graphic to avoid potentially triggering anyone.

Facilitator Notes

If effective for your group, consider breaking the larger audience into subgroups to tackle each scenario independently, and then going through them all in depth. This encourages group discussion for each scenario beforehand and hopefully minimizes the facilitator's role in adding context to each suggestion.

Steps

a) Practice

- Identify that the rest of the session, before the questions and check-out, will be spent practicing scenarios. If necessary, divide the audience into subgroups for each scenario.
- Provide the scenarios, giving the audience adequate time to parse the scenarios and respond in meaningful and differentiated ways.
 - Some example scenarios are included here:
 - *"Your friend says someone cat called her on the way home from work"*
 - *"You are chatting with friend and they mention having a "bad date" and then go on to describe a sexual assault. They are quite casual though and say things like "it wasn't that bad", "they were just a jerk, it wasn't a big deal."*
 - *"Your partner tells you that their boss always puts his arm around the back of her chair as they talk, and sometimes he puts his hand on her leg."*
 - Ensure responses prioritize care for the survivor, rather than justice on the perpetrator.

LENGTH: 10 minutes

GOALS:

- Receive verbal informal feedback/questions regarding session 6.
- Ask participants about the takeaways they leave session 6 with, and the training as a whole.
- Thank participants for their participation throughout all the sessions
- Ask participants to do an evaluation survey of the session.

PREPARATION:

- Have a plan regarding the evaluation of the Male Allies Training as a whole and which individual sessions will be evaluated.
- Prepare a few questions for your evaluation questions.

Steps

Possible Check-out question:

- What's one thing you do to take care of yourself?
- How are you feeling about the conversation?
- What's one thing you took away from the conversation?

Evaluation, if applicable.

- Thank participants for their participation. Make them aware of their accomplishments, and provide information on further learning, and, volunteering, etc. opportunities, as you see fit.

engage boys and men, with their unique ability and responsibility, in ending systemic and everyday forms of gender-based violence.



Resources

Michael Flood (2019). A book that provides an overview from the perspective of the social sciences of the main issues related to engaging men and Boys in violence prevention: Flood-Engaging-Men-and-Boys-in-Violence-Prevention-2018.pdf (gh-f.org)

Michael Flood's Gender Equality Resource Page has numerous reports, and studies that are useful in violence prevention work: Michael Flood | www.xyonline.net

Male Allyship Programs

Manhood 2.0 is Equimundo's (previously known as Promundo) violence prevention program for 13- to 19-year-old males. It is a program that has been evaluated and has empirical evidence supporting the approach: Manhood 2.0: A Curriculum Promoting a Gender-Equitable Future of Manhood | Equimundo

Coaching boys into men is violence prevention program aimed at high school male athletes. It is a program that has been evaluated and has empirical evidence supporting the approach: Home | Coaching Boys Into Men (CBIM) (coachescorner.org)

Culture of Respect, ending campus sexual violence is a program aimed at college-enrolled men. It is a program that has been evaluated and has empirical evidence supporting the approach: Men's Program | Culture of Respect

Men of Strength Clubs (MOST) is a prevention program directed at males to mobilize them against sexual and dating violence. It is a program that has been evaluated and has empirical evidence supporting the approach: Men of Strength (MOST) Club — We Are MCSR | Creating Cultures Free from Violence

Men's Story Project is a narrative-based approach based on men's public performances of personal nonfiction stories about themselves as men. It is a program that has been evaluated and has empirical evidence supporting the approach: Home – The Men's Story Project (mensstoryproject.org)

Maine Boys to Men is a program to engage middle and high school youth in interactive dialogues and activities about gender norms and messages, gender-based violence, healthy relationships, empathy, and intervening in abusive inter-peer conduct. It is a program that has been evaluated and has empirical evidence supporting the approach: Maine Boys to Men – Maine Boys to Men is a nonprofit focusing on the healthy emotional development and support of boys and men. Maine Boys to Men provides experiential workshops in schools and community settings.

Violence Prevention Programs

Safe Dates: an adolescent dating abuse prevention curriculum is a document that presents this program aimed at male and female middle and high school youth in school settings. It is a program that has been evaluated and has empirical evidence supporting the approach: Safe Dates (hazelden.org)

Positive Change (+ Change) is web-based intervention designed by Dr. Amanda Gilmore, Lindsay Orchowski, and Kelly Cue Davis for mixed-gender audiences. It is a program that has been evaluated and has empirical evidence supporting the approach: Web-Based Alcohol and Sexual web-based prevention Program With Tailored Content Based on Gender and Sexual Orientation: Preliminary Outcomes and Usability Study of Positive Change (+Change) – PubMed (nih.gov)

Take Care is a program based on the Bystander Intervention model, aimed at male and female college students, the following link is an evaluation of the program: TakeCARE, a Video Bystander Program to Help Prevent Sexual Violence on College Campuses: Results of Two Randomized, Controlled Trials – PMC (nih.gov)

Facilitator Manual from **Ottawa Coalition to End Violence against Women: Manifest Change** Facilitator Manual

Hollaback's bystander intervention training is an organization that seeks to end harassment. The platform is not gender-specific: Homepage – Right To Be

BSafe is a mobile app focused on safety and security designed for groups such as companies, families, and nonprofit organizations. It can be purchased as package and includes an SOS button, which alerts others in the network: Bsafe – Security and Safety Solutions (getbsafe.com)

Ontario Council of Agencies Serving Immigrants has a program to end gender-based violence, the web page provides key elements of the program, contacts, and other resources: Initiative to End Gender-Based Violence | OCASI



Providing men the opportunity to learn how they can work to end sexual violence against women and children.



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