REIMAGINE MANHOOD

A Teaching and Action Guide

MASSACHUSETTS White Ribbon Day Campaign
Welcome!

Thank you for using this Massachusetts White Ribbon Day Campaign “Reimagine Manhood” video and discussion guide. Jane Doe Inc. worked with Press Pass TV to produce these materials about the roles men and boys can play promoting healthy masculinities and being part of the solution in ending men’s violence against women and gender based violence.

The video shows several relationships where men and boys of all ages and backgrounds can influence one another regarding values, beliefs and behaviors. This discussion guide facilitates a conversation about those relationships and gives viewers the opportunity to reimagine manhood in their own lives and communities. Feel free to adapt or modify these materials for the communities you work with and to develop your own exercises based on the video.

You can view the video and download this guide including handouts here: http://whiteribbonday.janedoe.org/psaguide

WAYS TO USE THIS GUIDE

SCHOOLS AND YOUTH SERVING ORGANIZATIONS
Educators can use this guide in the classroom or in groups to explore ideas of positive masculinities with young men and talk about ways they can take control of their own identities as they move into adulthood and make healthy choices.

MEN’S GROUPS
Group leaders may use this guide to engage men in the community to consider what manhood means, where it comes from, and how it affects their lives. These conversations are ideal for father’s groups, men’s support groups, Intimate Partner Abuse Education Programs, and more.

COMMUNITIES
White Ribbon Day Ambassadors can use this guide to bring the work of the WRD campaign into their community at any time. You can organize a gathering of friends or partner with other community groups to view the video and use parts or this entire guide to spark discussion.
What is Facilitation?
To facilitate is “to make easier” difficult tasks or “help bring about” a desired outcome (Merriam Webster). You do not need to be a subject matter expert to be a constructive facilitator, just be a respectful leader. Invite your audience to share this important conversation.

Agenda Suggestions
As a facilitator, you will want to take some basic steps as part of your responsibilities.

Prepare to create a safe space for discussion about gender.
This topic raises thoughts and feelings about both individual and societal perceptions, understandings and acceptance of gender (roles, identities, expressions and presentations) and sexual orientation. These exercises point out how impossible it is for everyone to fit into society’s limited gender binary framework. As a facilitator it’s important to become comfortable and knowledgeable about these terms in advance and to let participants know it’s ok to take a break if the conversation becomes overwhelming.

State your objectives at the beginning.
Participants are better prepared to contribute and help you meet the objectives if they know what they are. The objectives are two-fold: first, to understand how current values, attitudes and behavioral and societal norms surrounding manhood and masculinity foster and perpetuate gender based violence and inequities; second, to open a dialogue about how we can reimagine and create a different paradigm that promotes healthy relationships, equity and justice.

Establish group agreements and expectations.
In a nutshell, you want the group to agree to a respectful, collaborative process. Start with one or two items and ask participants to come up with their own list of how they want to interact with each other.

Examples of common group agreements are:
- One person speaks at a time.
- Listen to what other people are saying.
- Respect each other.
- Quiet Voices Step Up, Active Voices Step Back.
- Respect confidentiality: It’s okay to share what was learned and discussed but not personal stories or identifying information without permission.

Stimulate passionate conversation
While passionate people often have a lot to say and suggestions for action, it is not uncommon for sessions to experience silence. On their own, periods of silence are okay. You might want to use the following techniques to keep the conversation going.
- Use probing, open ended questions.
- Ask if someone who hasn’t spoken would like to add anything? Do not put people on the spot.

Provide closure.
- To ensure the session has an ending and that everyone has been included, finish with a check-out round of final words and things learned. You can also gather confidential feedback by distributing an evaluation form. You can create your own evaluation form or use the sample on the WRD website.
1. START BY MAKING INTRODUCTIONS, SETTING GROUP AGREEMENTS AND REVIEWING OBJECTIVES (5 Minutes)

2. FACILITATE AN ICE-BREAKER (5 Minutes)

3. ACTIVITY: SHOW THE VIDEO AND ASK A FEW QUESTIONS (10-15 Minutes)
   - What was this video about?
   - What did you see happening in the video?
   - Talk about a similar time in your life when manhood was portrayed positively for you.
   - Name one thing meant by the phrase “Healthy Manhood and Masculinities.”
   - Why do you think it was important to make this video?

4. ACTIVITY: TELL STORIES - PUT YOURSELF IN THEIR SHOES (20 minutes)
   (Story Activity Handout on Page 5)
   This activity invites participants to imagine the backstory of the men and boys in the video to open up dialogue about choices, circumstances, and opportunities to be role models and active bystanders. Encourage them to be specific about why these men who are family members, friends, coaches and players reject the negative, unhealthy and sometimes violent beliefs and behaviors named on the puzzle pieces and choose to celebrate the positive values.
   To help people stretch their imagination and develop empathy for people different than themselves, randomly assign the parts. Each participant randomly chooses a card that identifies one of the characters in the video and makes up a short story about them.

5. ACTIVITY: GETTING OUT OF THE BOX (30 minutes)
   (Gender Box Activity Handout on Page 6) You can use this handout for create your own for participants.
   This activity is designed to reveal the ways that gender expectations can constrict our ability to be fully human. The goal is to expand our conceptions of gender and the associated roles and think about the human qualities that allow for greater self-expression, healthier choices and safer, more intimate relationships. Participants will learn about the concept of the “gender box” in which people are taught to align with certain social expectations in a gender binary framework and what happens when they don’t. This activity further exposes the power dynamic inherent in our gender norms and what happens when people don’t “measure up” to conceptions of masculinity and femininity. It also illustrates how traditionally masculine attributes such as courage and strength have become interwoven with violence and control.

   Ask questions such as: how do these things make you feel? How is this vision of manhood (or womanhood) limiting for you and for others? How could these gender boxes harm one’s health, wellness and relationships? How could it put loved ones at risk? How might we reimagine these frames and values? If you have time and resources, it would be great to share the trailer or first few minutes of the video Hip Hop: Beyond Beats and Rhymes, by filmmaker Byron Hurt, which explores these deeply ingrained beliefs. Download here: https://vimeo.com/83401471

   You can create a handout for participants to fill in their own boxes as well as write down responses from the group on a board or pad. Be sure to leave space between the man box and the woman box and go through the same steps for people who don’t fit into either box or flow from one to another.

6. CLOSURE (10 Minutes)
   Share thoughts about how you might put this all to use in your life.
   Share appreciations for having an important conversation.
PUT YOURSELF IN THEIR SHOES

Let’s begin to investigate this subject with some Story Telling and by putting yourself in their shoes.

1. There are several relationships portrayed in this short video.
   - Which one stands out for you? Why?
   - Was anything particularly meaningful, surprising or familiar to you?
   - Why do you think the video showed everyone in pairs?

2. Write a short story based on the character you picked. Be creative! Consider the following:
   - Who are they and how would you characterize their relationship to one another?
   - What is their life like? What might be happening for them?
   - What are they talking about? Describe the situation they are in.
   - How do they show support to one another? To other men?
   - What do they show about manhood or being a man?
   - How does their story connect to the puzzle piece they flipped around?

   Write your story here:

3. Take turns sharing your story with the group.

   - What’s happening in your story?
   - How is becoming a man a part of the story?
   - In what ways does this remind you of your own relationships?
In this activity, we will brainstorm words, ideas, actions or scenarios that help us explore the implications of diverse cultural ideas about gender. Rigid definitions of manhood/womanhood and masculinity/femininity both box in and box out people who do not conform to these expectations and norms.

**Step 1. The Man Box**
*Write these responses within the box.*
- What words, qualities, behaviors and beliefs are typically associated with being a man/boy?
- What personality traits are considered “manly”?
- What things are men/boys explicitly not allowed to do?

**Step 2. Policing the Man Box:**
*Write these responses outside the box.*
- What are things men and boys are called and how are they treated when they step outside this box?
- How else are men and boys taught to stay within the box?

**Step 3. Living outside of this Box:**
*Write your responses in the thought cloud.*
- What are your ideal attributes of masculinity and manhood?
- What qualities do you think men and boys need to be a full person?
- Are these inside or outside the box?
- How would you describe the men in the “Reimagine Manhood” video?

**Step 4, Step 5 and Step 6: Repeat Steps 1, 2 and 3 for The Woman Box**
- Go through all the questions above in terms of womanhood and femininity.

**Step 7, Step 8 and Step 9: Repeat Steps 1, 2 and 3 for those who are Transgender and Gender Non-conforming**

**Step 10. What have you learned from this activity?**

What would it be like to live in a world without rigid gender boxes and expectations?

What will it take for someone to live outside the box and enable themselves to be that kind of person for themselves, their friends, their partner, and their community?

What is the difference between the man box and the woman box and how do they relate to one another?

How is this framework the same and different for people who are transgender and/or gender non-conforming?

Filmmaker Byron Hurt puts it this way:
“I guess what I’m trying to do is to get us men to just take a hard look at ourselves. We’re like in this box. In order to be in that box, you have to be strong. You have to be tough. You have to have a lot of girls. You got to have money. You know, you got to be in control. You have to dominate other men, other people. If you aren’t any of those things, then people call you soft, or weak. And nobody wants to be any of those things, so everybody stays inside the box.”

(See full video: [https://vimeo.com/83401471])
GETTING OUT OF THE BOX

THE MAN BOX

THE WOMAN BOX

LIVING OUTSIDE THE BOX
If you want to explore this issue further, there are many great resources to use. You can start by checking out Jane Doe’s White Ribbon Day campaign website at

http://www.northeastern.edu/sportinsociety/mentors-in-violence-prevention/

OTHER CURRICULUM

Mentors in Violence Prevention (MVP)
Active learning strategies are utilized to help the participants personalize the issue of gender violence, highlight the power of bystanders, and reinforce the importance of their leadership intervening and confronting potentially dangerous situations where peers might need assistance.

http://www.nurturingfathers.com

Nurturing Father Curriculum
The Nurturing Fathers Program is an evidence-based, 13-week training course designed to teach parenting and nurturing skills to men. Each 2½ hour class provides proven, effective skills for healthy family relationships and child development. Available in Spanish.

http://nurturingfathers.com

ATask (Asian Task Force Against Domestic Violence)
Youth Empowerment Project PSA series
Youth Empowerment Project (YEP) is designed to engage teens in addressing issues of dating violence through leadership development, community organizing, and awareness building. YEP educates Asian/Asian American youth about the impact of domestic violence for teens and within our communities.


The Halls - Class Dismissed
A web series created by the Building Healthy Teen Relationships Initiative and the Defending Childhood Initiative at the Boston Public Health Commission, Division of Violence Prevention. THE HALLS tells the stories of three young men in Boston, and their struggles shifting through relationships, trauma, masculinity and their own identities. Tension starts building in their worlds when rumors swirl around the school about an accused rape of a student. Watch and explore their journey through THE HALLS!

http://thehallsboston.com/

BOOKS


Real Boys: Rescuing Our Sons From the Myths of Boyhood. Pollack, William. (Owl Books, 1999)


VOICE MALE MAGAZINE
Voice Male chronicles the social transformation of masculinity. This is a tool to assist men and boys navigating their passage to an engaged understanding of manhood and masculinities. To learn more Visit: http://www.voicemalemagazine.org

WEBSITES
http://www.howmanyam.com/

http://masculinities101.com/

http://www.nationalcompadresnetwork.com/

FILMS
The Mask You Live In:
http://therepresentationproject.org/film/the-mask-you-live-in/

The Boy Game: https://www.newday.com/film/boy-game

Byron Hurt Video: https://vimeo.com/83401471

Toni Porter Ted Talk:
https://www.youtube.com/watch?v=tld1PbsVGB0

Knock, Knock by Daniel Beatty:
https://www.youtube.com/watch?v=8VLZPajqE0

DEFINITION OF LGBTQ TERMS

EXTENDED BIBLIOGRAPHY
http://whiteribbonday.janedoe.org/resources/

GET INVOLVED

The range of ways in which a White Ribbon Ambassador can be involved, either individually or in conjunction with others, is solely limited by our imagination. There are lots of ways to host events in your community or get involved with Jane Doe. Contact us for more information.

INTERESTED IN MAKING A DIFFERENCE?

Taking a cue from down under, here are some ideas from the White Ribbon Foundation of Australia for other ways that Ambassadors can make a difference:

* Promote public interest by talking with colleagues and friends about the campaign i.e. about what the campaign is involved in, how important it is to change community behaviors and attitudes, etc.

* Talk about your role as an Ambassador in as many situations as possible and in particular when attending public engagements.

* Approach local councils, men’s organizations and congregations and offer to host or speak at an event to mark White Ribbon Day.

* Participate in media opportunities wherever possible, e.g. direct interviews, writing articles, utilizing personal media contacts to extend the White Ribbon campaign message.
Who and what is LGBQ/T?

Terminology and concepts regarding gender and sexuality are constantly evolving to reflect the personal experience of gender, gender identity, gender expression, gender presentation, and sexual orientation. Some terms are more encompassing while others are very specific. We urge facilitators to create a safe space where people can discuss these issues and be their authentic selves.

This compilation of terms and definitions was written by The Network/La Red a JDI member program. We appreciate their allowing us to include it here as a resource for facilitators and participants.

The Lesbian, Gay, Bisexual, Queer and/or Transgender communities are made up of people from all races, socio-economic, religious and non-religious, and age backgrounds. Some may use the labels of LGBQ/T to describe themselves, others may not use labels. When working with folks it is best to follow their lead in language. If they use language such as “partner”, use “partner”, or if they refer to themselves as a “gay woman”, then use that terminology. The following are some basic definitions for labels or terms people may use to describe themselves or their relationship.

**Sexuality**
- **Orientation- who you want**: who you love and/or who you are attracted to physically, emotionally, sexually
- **Behavior- what you do**: date, hook-up, have relationships, sexual involvement etc.
- **Identity- what you call yourself**: the label used to describe yourself (self identification)

**Sexuality Identity Labels**
- **Lesbian**: person who identifies as a woman who is attracted to people who identify as women
- **Gay**: person who identifies as a man who is attracted to people who identify as men
- **Bisexual**: someone who is attracted to people who identify as men and people who identify as women
- **Heterosexual**: someone who is attracted to a person of the opposite gender
- **Queer**: used as an identity for folks who are attracted to people of all genders

The words people use and how they define them may differ based on community, age, language or geographical location. The above list is by no means comprehensive; examples of some other common identities include dyke, down low, homothug, lover of women, lover of men, in the life, in the lifestyle, and same gender loving.

**Concept of Gender**
- **Gender**: A socially constructed concept that ascribes qualities of masculinity and femininity to people; may include self-expression, presentation, actions, behavior, dress, grooming of culturally prescribed norms.

- **Gender Identity**: Inner sense of ‘being’ a man/masculine or a woman/feminine, both, or neither, includes sense of self and one’s image presented to the world. For some it is flexible, for others it is more fixed. A person’s gender identity may or may not be the same as their gender assigned at birth. This is a self-identification.

- **Gender Binary System**: The idea that there are only two genders (M/man and F/woman) and is based on physical anatomy at birth. Along with this comes the idea that people must strictly adhere to culturally acceptable behavior for men/boys and women/girls. For example men/boys are to exhibit masculine gender presentation, behaviors, and social roles and women/girls are to exhibit feminine gender presentation, behaviors, and social roles.

- **Assigned Gender**: decision made at (or before) birth about the gender of the infant based on visible genitalia.

- **Transgender**: An umbrella term for people who do not subscribe to gender norms or cross society’s idea of gender lines.
**Transition**
Social Transition—may include changing name, pronouns, clothing, bathrooms used, etc.
Medical Transition- May include hormone therapy, and/or sex reassignment surgery
Physical Transition- May include aspects of medical transition, binding, tucking, stuffing, packing, tattooing, haircut, wigs, etc.

**Live Full Time**- Refers to the actions of an individual to live full time in the gender they have transitioned to or self identify as. An individual may or may not use medical intervention (such as hormones) or sex reassignment surgery. Living full time can include changing name (legally or through common usage), dressing in clothing of gender they identify with and using pronouns of gender they identify with.

**The Transgender Community can include:**
- **MTF**- male to female, person born/identified at birth as male/boy transitions to live as woman/female (may also identify as a woman, transwoman or transgender woman)
- **FTM**- female to male, person born/identified at birth as female/girl transitions to live as man/male (may also identify as a man, transman or transgender man)

*Sexual orientation may or may not change with a person’s transition and transgender folks can identify as heterosexual, gay, lesbian, bisexual or queer, etc.*

**Gender Identities**
- **Cross Dresser**- person who wears clothing different from the gender they identify as for comfort, pleasure or fun. Usually this is not all the time.
- **Gender Queer**- person whose gender identity/expression/presentation is fluid or non-conforming and may identify with both or neither male or female. May or may not medically transition.
- **Drag Queens**- person, often men, impersonating women for performance
- **Drag Kings**- person, often women, impersonating men, for performance
- **Androgynous**- a person who presents/express their gender as neither or both masculine and feminine
- **Butch**- masculine gender characteristics and/or appearance
- **Femme**- feminine gender characteristics and/or appearance

The words people use may differ based on community, age, or geographical location. The above list is by no means comprehensive; examples of some other common identities include one-spirit, two-spirit, wintke, femme queen, femme boi, and butch boi.

**Intersex is (not) an identity**
“intersexuality is a set of medical conditions that features "congenital anomaly of the reproductive and sexual system." That is, a person with an intersex condition is born with sex chromosomes, external genitalia, or an internal reproductive system that is not considered "standard" for either male or female. (*from Intersex Society of North America website, [www.isna.org](http://www.isna.org)*)
What makes intersex people similar is their experiences of medicalization, not biology. Intersex is not an identity. While some intersex people do reclaim it as part of their identity, it is not a freely chosen category of gender—it can only be reclaimed. Most intersex people identify as men or women.

*Adapted from Intersex Initiative (IPDX)*

**Other terms and definitions**

“*Outing*” The act of disclosing a person’s sexual orientation or gender identity.
**Homophobia** Fear of gay and lesbian people and belief in stereotypes and myths about gay and lesbian individuals
**Biphobia** Fear of bisexual people and belief in stereotypes and myths about bisexual individuals
**Transphobia** Fear of transgender people and belief in stereotypes and myths about transgender individuals
“From this day forward, I promise to be part of the solution in ending violence against women and all gender based violence.”

About Massachusetts White Ribbon Day Campaign

As part of an international human rights effort, Jane Doe Inc. created the Massachusetts White Ribbon Day Campaign to invite men and boys to be part of the solution in ending violence against women and gender-based violence. The WRD Campaign celebrates positive and healthy masculinities that foster and value respect, equity and justice.

On the first Thursday in March, men throughout Massachusetts speak out to:

- change societal attitudes and beliefs that perpetuate and make excuses for violence against women and end gender-based violence!

- promote safety and respect in all relationships and situations!

- build a network of resounding voices that will support and advance the initiatives and efforts of Jane Doe Inc. and its member organizations to promote the safety, liberty and dignity of survivors!

Communities operate their own local White Ribbon Day Campaign Proclamation events and other activities throughout the year at times of their own choosing.

To learn more and to join, visit [http://www.janedoe.org/whiteribbonday](http://www.janedoe.org/whiteribbonday)

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MASSACHUSETTS
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