

AGAINST THE GRAIN: YOUNG MEN AND ANTI-VIOLENCE PEER EDUCATION PROGRAMS IN SCHOOLS

Nolan Alles
South East Centre Against Sexual Assault
Victoria



*Paper presented at the
The Role of Schools in Crime Prevention Conference
convened by the Australian Institute of Criminology in conjunction with
the Department of Education, Employment and Training, Victoria, and Crime
Prevention Victoria and held in Melbourne, 30 September – 1 October 2002*

Using dynamic peer-education and single-sex group-work processes, *RESPECT PROTECT CONNECT* disseminates jargon-free information to thousands of young students of both sexes on numerous violence and gender-related issues each year. The program is a cogent example of the practical means by which external agencies, schools and young people *together* can play in eliminating crime and violence from the community. Moreover, it illustrates that young men and women - both as peer educators and students - also have the potential to be active participants in helping to facilitate violence- and crime-prevention processes and not, as the mainstream media continually reminds us, just produce the *need* for them.

Working with year 7 to 12 girls and boys around the south east of Melbourne, this injury prevention program has jointly run out of two prominent local organisations since 1998. The young women's part of the initiative is administered by a community-based women's health service called Women's Health in the South East (WHISE) in Frankston where a myriad of services and referral information related to women's health needs can be sought. The young men's program is based at the South East Centre Against Sexual Assault (SECASA) East Bentleigh. Like other Centre's Against Sexual Assault throughout the state, counselling and referral for survivors of sexual assault and their non-offending family-members, community education and a 24-hour crisis line are provided amongst many other services (Pratt and Pyke, 2001).

An important context for *RESPECT PROTECT CONNECT* is the representation of youth within the mainstream-media. For the majority of the community, this is its prime source of information on crime, violence and youth issues. Yet the mass media tends to saturate the airwaves, often both sensationally and superficially, with the antisocial and violent behaviour that some young men and women display. This style of reporting while creating fear and stereotypes of young people, and young males in particular, also ensures that papers are sold and news broadcasts tuned into. Moreover, such analyses often fail to tackle the difficult role gender plays in these situations. While race, gun ownership, mental illness or the use of drugs and alcohol are often posited as the supposed 'roots' of much violence within our community, the deep-seated issue of the *dominant* way society shapes the behaviour of men from an early age is - continually - excluded from interrogation. In addition, while young men are demonised, the mass media sanctions other forms of *covert* male violence. As such, high rates of family violence occurring in homes around the country, war mongering and terrorism, and the long-term imprisonment of refugee children and families in detention centres by the state are often ignored - both by government and media - as forms of male-perpetrated aggression. All of this is on top of the largely unquestioned violence played out on our sports fields, cinemas and household television screens daily. For young men there is also the added pressure to conform to the dominating model of masculinity by the expectations placed on them by classmates, close friends, workmates, teachers, relatives and families.

RESPECT PROTECT CONNECT must also be placed in the context of the statistics on direct incidents involving the convergence of violence, crime and gender in the community [see Handout 1]. Overwhelmingly, males are the group in society that continues to be the most violent. Thus *RESPECT PROTECT CONNECT* seeks to expose the answer to the question of why this is *really* so and what young men and schools can do about reversing this trend?

The Program

RESPECT PROTECT CONNECT has a large crop of educators with around 30 people across the young men and women's program facilitating workshops from schools as far away as Portsea and Rosebud to those in the inner city areas of Caulfield, St Kilda and Prahran. In doing so, we reach thousands of young men and women from numerous public and private schools annually. Thus in 2001 we conducted close to 200 workshops with nearly 4500 male and female students participating. This is almost a thousand more

than required for a typical year (Pratt and Pyke, 2001). In 2002 we have also worked within some new areas. Thus we have conducted a three-day bullying/masculinity workshop program with year 8 students from an orthodox Jewish school and facilitated a 'positive sexuality' workshop with some of the young men that comprise the sexual offenders' group run from our VISY Centre office at Dandenong.

The ability of our program to reach so many, and such a diverse range of, students is because of its original, dynamic and flexible nature. To have issues such as masculinity, violence,/sexual assault, positive relationships, homophobia, bullying, safe partying or future careers talked about with young men, by other young men using a feminist perspective, is not an everyday occurrence. Peer education principles are seen as one of the best ways to get young men to open up and talk about issues important to their lives. While the program is not peer education in its strict sense due to the fact that most of the peer educators are in their early twenties, it is still seen as having peer education qualities. This is due to the general proximity in age and shared experiences of being young males and, for many of the peer educators, having faced issues of violence as well (Pratt and Pyke, 2001).

In addition, the fact that workshops are conducted as single-sex sessions means that the young men can discuss their issues openly. They can talk about relationships, sexuality or problems without fear of castigation, shame or other feelings that may lead to self-censorship within the normal class room environment produced by the presence of female students or staff. In addition, as many young women under eighteen years of age have already endured some sort of sexual violence, single-sex sessions also ensure the safety of female students who have been through this type of experience. Yet divided sessions also mean that divergent group processes can be used to take into account both the different learning styles preferred by, and maturity levels of, young men and women of similar age (Pratt and Pyke, 2001).

For the remainder of this presentation, the strategies from O'Leary and Pratt (2001) utilised to discuss the issues of crime- and violence-prevention among young male students in workshops will now be considered.

Typical Workshop Outline:

3.2: A One-Off Workshop Session

(This workshop is based on the model developed for use in the Injury Prevention Program).

3.2.1: Aims of the Workshop

- explore how gender stereotyping of young men inhibits emotional expression and contributes to the development of aggressive and violent behaviour patterns.
- Explore relationships between young men and those around them.
- Explore new ways of being men, with an emphasis on equality, non-violence, health and meaning.

3.2.2: Preparation

Ideally one has all of the information and handouts photocopied and sorted before the day of the workshop. When planning the sessions in your diary, it is useful to schedule time for your 'prep' times as well. Often this can be a way of preventing significant stress.

3.2.3: Approach

The workshop consists of a range of ideas/prompts to generate discussion, a series of the accompanying handouts to be distributed to workshop participants, plus some additional activities which will allow the issues to be explored in more depth if time permits.

3.2.4: Using Guest Speakers

You may wish to involve speakers from: Aboriginal and Torres Strait Islander services, ethnic representatives, men's groups, gay and lesbian organisations, or other youth and social workers.

3.2.5: Time

The time required to complete the workshop will range between 50 minutes and 120 minutes, depending upon the number of additional activities used. Try and keep time aside for evaluation.

3.2.6: Resources Required

You will need a whiteboard and marker, sheets of paper, and copies of relevant handouts. All handouts can be copied onto transparencies and used with overhead projectors.

3.3: Workshop Outline - Overview (Approximately 90 - 100 minutes)

- 3.3.1: Introductions:** Set a non-blaming, non-shaming, positive tone for the workshop, with the boys introducing themselves by naming a male they admire. **10 minutes.**
- 3.3.2: Warm-up exercises:** Move into group work with the boys assembling, in a line, in terms of whether they are sometimes/often/never teased because of their looks, and then have them do it in terms of how often they flirt. **5 minutes.**
- 3.3.3: Group agreements:** Establish what is needed for the guys to safely participate in the session(s). Respect, confidentiality, no shame and right to pass should be discussed. **10 minutes.**
- 3.3.4: Circles of violence:** Identify the prevalence of violence; types and effects of violence; gender of perpetrator; relationship of victims to offenders. **30 minutes.**
Distribute Handout 1: Violence - Who and Where and Handout 2: What is Violence?

OR

Gender Stereotyping? Identify sex-role stereotypes, and illustrate the gendered nature of violence. Refute violence myths. **30 minutes.** Distribute Handout 3: Myths About Violence.

- 3.3.5: What is consent?** Ask the boys: "How do you know when your date wants to kiss?" Clarify the rights of individuals to consent freely without force or manipulation. Refute rape myths. Clarify legal issues concerning consent. **30 minutes.** Distribute Handout 4, Myths About Rape.

OR

'Resistance to adopting non-violent behaviour: Clarify pressures facing young men. **30 minutes.** Distribute Handout 12: Two Choices.

3.3.1: Introductions **(10 minutes)**

When you meet the group for the first time it is important to set the right tone. You should aim to demonstrate an accepting, non-blaming and non-shaming attitude. The following is one suggestion for doing this. You may have your own ideas.

Ask the young men to tell you their names.

- To help yourself remember their names, also ask each one the name of a male they admire. Young men often nominate Arnie Schwarzenegger or sportsmen - men who seem to offer them a 'secure figure' to identify with. Sometimes they mention famous women - ask if they can nominate a male.
- Inevitably someone will ask you whom you admire. At this point the students are probably going to do a brief evaluation of you based upon whether they agree or disagree with your choice.

3.3.2: Warm-up Exercises **(5 minutes)**

- Ask the boys to imagine a line with three points on it, running across the room. At one end is a point called 'never', at the other end a point called 'often', and in the middle a point called 'sometimes'.
- Ask the boys to place themselves on the line in terms of how often they get teased about their physical appearance.
- Ask the boys to place themselves, for a second time, on the imaginary line. This time ask the group to place themselves in terms of how often they flirt with someone. (Although some young men may see this exercise as an opportunity to 'prove' themselves, it is important to keep things light at this point to help the group to relax and keep the energy up).
- Thank the young men, ask them to return to their seats, and introduce the issue of group agreements.

3.3.3: Group Agreements **(10 minutes)**

Discuss and write these agreements on the board:

- We all have the right to be safe, and have our opinions heard (Respect).
- We agree that what is said in the room is 'private', and will stay private after the session (Confidentiality).
- We all have the right to ask questions without being told you are stupid (No shame).
- We do not have to say or do anything in the workshop, and can even 'pass' if we choose (Right to pass).

3.3.4(i): *Circles of Violence* (30 minutes)

Note: This activity is most suited to junior high school classes: ie. Years 7 & 8. For older (years 9 upwards) students, use the alternative exercise.

Distribute Handout 1: *Violence - Who and Where?* and Handout 2: *What is Violence?*

Work with the young men to assist them to see the prevalence of violence in society.

- Begin by placing a small circle on the white board. Write, "school" next to it.
Ask: "**Does violence happen here?**" Write down the forms of violence next to the small circle. That is, bullying, sexual harassment, physical violence, etc.
- Next draw a slightly larger circle, asking: "**What sort of violence may occur in homes in your neighbourhoods?**" If there are no answers, you can write next to the outer circle: "domestic violence, sexual abuse, physical abuse, stranger and date rape, etc.
- Next draw a slightly larger circle again, and ask: "**What sort of violence happens in your suburb?**" Here they may answer about recent crimes such as: stabbings, bashings, murders, stranger rapes, armed hold-ups, clergy abuse in churches, racial violence, etc.
- Once again, draw another larger outer circle and ask: "**What sort of violence is happening in Melbourne/the city you are in?**" Usually more violent crimes are reported. Often violence in sport is overlooked.
- The second-last outer circle is drawn, and the question asked refers to violence in the nation: "**What sort of violence happens in Australia?**" (biker gang wars, Port Arthur)
- The last and largest outer circle is drawn, and the question is asked: "**What sort of violence is happening in the world?**" It is worth mentioning that all of the violence already listed occurs overseas, as well as wars, terrorism, international paedophile rings, etc.
- Identify on the circles how most of the violence is not 'stranger danger' violence.
- **Ask the young men to define violence or give them a written definition.** Refer to 'Handout 2: What is Violence?' Brainstorm the effects of violence.
- **Ask who the perpetrators of violence are.** Clarify that in general, men are the perpetrators. Have they ever heard of a "gunwoman"? This question leads you to "*What causes violence?*"
- **Refute the myth of stranger danger in relation to sexual abuse.**
Clarify that most sexual abuse occurs within a trusting relationship where authority, threats, violence and manipulation are used. The victim is never to blame. Remember that around 1 in 9 boys will be sexually abused before the age of 18, so how you impress upon the guys that it is not the victim's fault may have a personal meaning for some of the students present.
- Beside the circles with different descriptions of violence, note the effects of violence, such as: shock, fear, anxiety, bruising, death, Post Traumatic Stress Disorder, suicide, shame, etc.

At the end of this session students should know the extent of violence in the community, that violence is more likely to be perpetrated by someone known to the victim, and that men are generally the perpetrators.

OR

3.3.4(ii): What Causes Violence? - Gender Stereotyping

For Year 9 and above.

(30 minutes)

Resource: 'Handout 3: Myths about Violence'.

Trainer's note: This exercise aims to clarify the gendered nature of violence, and make it simple and understandable for the boys. Essentially they are being challenged to accept that men have a range of behaviours to act from and that some of these are stereotyped as manly, and some are stereotyped as woosy, poofy, or girly. Thus violence is often perpetrated to prove toughness/ manliness. Generally the power dynamic between the two groups is one of domination of the 'feminised' group by the 'macho' group. This is not an easy concept to grasp if you already have a big investment in being tough, so expect a "bumpy ride".

Firstly, identify sex role stereotyping in action.

- Ask the boys:
- "Raise your hand if you have seen your father/male caregiver cry?" Usually about 20 per cent of hands go up. "And your mother?" Most hands are raised.
- "Raise your hand if you have seen your father/stepfather get angry? Usually 100 per cent of hands rise. "And your mother?" Most hands go up.
- Ask the boys: "Why don't men show their hurt publicly?" (Presumably this is because it is stereotyped as a woosy/girly/gay thing to do.)

Secondly, identify the limitations of sex role stereotyping.

- Work with the boys towards making a list similar to the following on the whiteboard:

MEN are:	WOMEN are:
strong, workers, proud, bosses, tough, sporty, rational, police, gangsters, etc.	Creative, sensitive, mothers, nurses, silly, communicative, sexy, dumb blondes, etc.

- Encourage discussion of these descriptions and how they reinforce stereotypes, and ways of being. Using the examples listed above, ask if any of the descriptions under "women are" could be transferred across to the "men are" column and vice versa.
- Ask for the names used to describe a sexually active male (stud, Casanova, Romeo) and a sexually active female (slut, nympho, whore). Discuss the hypocrisy and disrespect.
- Ask the young men: "**Who has heard the violence myth that a real man does not back down from a fight?**" Distribute *Handout 3: Myths about Violence*. Ask the young men to take turns to read out the myths, and discuss them.
- **Draw a chalk line or imaginary line on the floor. State that on one side is toughness and on the other side is non tough.** At times men feel strong pressure not to cross the 'toughness line'. This may include not backing down from a fight, not showing emotions, and participating in a culture where girls / gays / woosies are seen as less tough than real men.

At the end of this exercise, students should begin to understand the gendered nature of violence.

3.3.5(i): *What is Consent?*

(30 minutes)

Resource 'Handout 4: Myths about Rape'.

- Ask the young men the question: "**How do you know when your date wants to kiss?**" Typically they respond with answers like "It's in her eyes", "You just know" or "You can feel it in the air".
- Then ask the following: "If you were going to take a bus from Brisbane to Sydney, how would you know if it was the right bus?"
- They might reply: "You would see it written on the front". "The driver would check your ticket" or "You could always ask the driver just to be sure".
- Discuss the idea that the same applies to asking your date if she wants to kiss. Point out that if young men assume there is no need to ask their date whether she wants to kiss they may also assume that there is no need to obtain consent to intercourse or any other form of sexual contact. Also explore the risk of asking and being rejected.
- Ask the young men: "**What is 'consent'?**" Often they will say that it means asking permission. This is a good starting point for further discussion and for introducing the idea of mutuality (ie. that it is not so much a question of seeking permission for what they want to do but of checking that their partner shares their feelings). Inform them that **the law states that sex without consent is rape**. Digital penetration without consent is also rape. Refer to "Handout 4: Myths about Rape."
- Remind the young men that contrary to the myth that "No means Yes", "No" actually means "No". Explain that if they think in terms of respect, consent and mutuality, and are prepared to accept rejection, then they are acting legally and ethically.
- Additionally pose the following hypothetical question:
"A man and a woman have sex. He doesn't ask, and she doesn't say 'No'. Could it be rape? That is, could silence sometimes mean 'No'?"
- Point out to the boys that there are two different ways of being sexual with another person: with consent freely given (ie. without pressure, guilt) or without consent.
- Without consent, forced sex is rape. Hence **rape is about power not sex**. Sex is about mutual pleasure. Everyone has the right to choose how and when they are going to be sexually intimate.
- At this point I ask the guys to carefully stand on their tables and chairs. Does the room look any different? 'A little bit' comes the reply. I then tell the story about Theo and Mary who see people diving off a 15 metre diving board and say to each other: "let's do it". But at the top of the diving board it all looks very different! Mary changes her mind - She's just not ready to take the plunge – it seemed like a good idea at the bottom of the ladder, but now that she is about to do it, she just does not feel right.
- Talk about the legal definitions of consent. This may include a discussion of: how old you have to be to have sex; whether the law is any different for men and women; whether the law is different for same sex relationships and heterosexual relationships; can you give consent when drunk/drugged? does intellectual disability affect giving consent? etc. An excellent resource for the answers to these and other questions is "Am I Old Enough?", published by Victorian Legal Aid and available free by phoning (03) 9269 0223, or visit the website: www.legalaid.vic.gov.au

Additionally, Ask the boys to (carefully) stand on their tables or chairs for a minute or so, and to notice how different the room looks - then ask them to step down. Why? It serves to help explain the following tale about sex:

"One day at the pool, A couple looked up at a diving board and saw lots of people diving from the 15-metre board and the five-metre board. The boyfriend had been off the 15-metre board lots of times, but his partner had never even been off the 5-metre board. He took his partner's hand and laughing, they climbed up the 15-metre board, and waited until it was their turn. His partner walked along the board to the edge and stood looking down - it was a totally different feeling. The excitement had gone and now there was just a nervous feeling. He realised his partner just wasn't ready for this. They had rushed it a bit. He took his partner's hand and they turned back, climbed down to the 5-metre board and dived from there."

The point is that your partner may think they are ready for sex, but at the time of sex, may not want to proceed. We need to be aware of the different pace of sexual intimacy that each of us has.

At the end of this session the young men should understand the concepts of consent and mutuality, as well as the legal definition of rape.

OR

3.3.5(ii): Resistance to Adopting Non-Violent Principles

(30 minutes)

Resources: butcher's paper and pens

Distribute 'Handout 12: Two Choices'.

Trainer's note

This exercise has two aims. *Firstly* it is designed to help young men recognise and identify the need to change those factors which prevent them from adopting non-violent behaviour patterns. *Secondly*, it is to encourage young men to support community efforts to end sexual assault and violence. Thus this exercise is intended to challenge the young men to match their behaviour with their values (safer communities, human rights, etc.).

Method

- Invite the young men to express where they stand in relation to supporting community efforts to end violence in the community. Remind the guys that not behaving violently is actively making a difference to society. It is contributing to building safer communities (use either a show of hands, or line up on a continuum).
- Read the following 'hypothetical' to the boys, and invite the boys to be the judge:
*Two bank robbers decide to rob a bank. They obtain semi-automatic weapons, a getaway car, plan to shoot the guards if necessary, and agree that the **end justifies the means - the money**. (Clarify what this saying means.) On the morning of the robbery, they drink several whiskeys each, to calm their nerves. At the robbery, they shoot and kill one of the guards, escape with the 'loot', but are caught later that afternoon. At the court case, several witnesses testify that the two robbers appeared to be intoxicated.*

The quick-thinking defence barrister changes his defence strategy on the spot, and claims that the two would not have committed the robbery if they were not drunk.

- Ask the following questions of the students:
Q: "Hands up who thinks this is a fair defence? Why? Why not?"
Q: "Did the robbers do the robbery because they were drunk?"
Q: "How did the belief 'the end justifies the means' affect their actions?"
Q: "What right did the bank security guard have?"
- Describe to the boys how domestic violence is often described as an argument, or two people 'at it again'. But when a man uses violence in a relationship, it usually means that it is occurring in a cycle of **violence - calm - tension build-up - violence**, and so on. Thus it is a way of both keeping control, and behaving aggressively (manly). Again, the violent husband/defacto believes that 'the end justifies the means'.
- Refer again to the 'Violence Myths', and work through 'Handout 12: Two Choices'. Clarify how it is useful to decide on strategies to deal with violence before the event, not during it. This means knowing you are still a worthwhile person, even if you are called a 'woos' for backing down from a fight.

Students should have further explored the reasons behind violence.

3.3.6: Finishing the Session

(10 minutes)

Resources: Details of relevant youth services, cards, contacts, etc. You can put together a resource kit for your region by visiting your local youth centre and community health centre, ringing, relevant services (ie: drug and alcohol services, mental health services, etc).

- Assure the young men that they are not alone with their issues and thoughts.
- Hand out your kit of relevant youth services, cards and contacts.
- Stress the need for safety in the young men's lives and the value of acting ethically. Encourage them also to recognise the value of both "masculine" and "feminine" traits.
- Thank the young men for giving you the opportunity to work with them and applaud their willingness to explore such important issues. Wish them well and encourage them to contact you later if there are any matters they would like to discuss further.

3.3.7: Evaluation

Discussion and Completion of Evaluation Form.

(10 minutes)

Here are two ways of evaluating the workshop:

- Distribute an evaluation form
- Ask each participant to nominate one thing they liked, one thing they did not like about the group, and something new they might be taking away with them from the session.

3.3.8: Optional Additional Activities

When using the workshop model, some areas may require further exploration with the boys. The listed activities in Section 7 allow the exploration of a number of topics, including gender, sexuality/homophobia and violence.

Part Seven: Activities

- 7.1: Activity 1:** *Exploring Men’s Violence*
- 7.2: Activity 2:** *Exploring Homophobia*
- 7.3: Activity 3:** *Hiding The Real You - The Teeth Exercise*
- 7.4: Activity 4:** *Standing Up To The Pressures Of ‘Manliness’*
- 7.5: Activity 5:** *Building Self-Esteem And Better Relationships*
- 7.6: Activity 6:** *Risking Being Yourself*
- 7.7: Activity 7:** *Introducing Conflict Resolution*
- 7.8: Activity 8:** *Assertiveness*
- 7.9: Activity 9:** *Racism*
- 7.10: Activity 10:** *What Kind Of Man Do You Want To Be?*
- 7.11: Activity 11:** *Power Pairs*
- 7.12: Activity 12:** *“Who Wants To Be A Zillionaire?”*
- 7.13: Activity 13:** *Definitions Of Violence: Cue Card Activity*
- 7.14: Activity 14:** *Minefields*
- 7.15: Activity 15:** *Anger Tubes*

Appendix 1

Handout 1: Violence - Who and Where?

Who?

- Sixty-two per cent of murder victims are males and sixty-three per cent know their killers (Age, 13/11/99).
- In 1998, 94 per cent of Australian jail inmates (18,711) were male. Their average age was thirty-three.
- Ninety-eight per cent of the perpetrators of violence are male (McDonald, 1993)
- Ninety-seven per cent of sex offenders are male (VCCA, 1991)
- There were 14,568 sexual assaults reported in 1998 in Australia; eighty per cent of the victims were female. Eighty-three per cent knew their attacker (Age, 13/11/99).
- *Violence and sexual assault is never the fault of the victim.*

Where?

- Twenty-three per cent of women have experienced violence by their spouse during their relationship (ABS, 1996).
- Violence occurs in almost 3 out of 10 households. Women are most at risk at home (Community Education Taskforce on Family Violence, 1986).
- Eighty per cent of women know the man who raped her (Bagnall, 1992; p.30).
- Rape occurs in 7 - 10 per cent of marriages (McDonald, 1993; p.2).
- Gender-based violence and bullying are the most systematic and constant forms of violence within schools. In the majority of cases, men and boys are the perpetrators and women and girls are the victims (Forsey, 1994; p.9).
- Explicit sexual harassment of the girls by the boys generally goes unnoticed by teachers or is explained as 'boys being boys' (Milligan and Thompson; cited in Forsey, 1994; p.9).

(O'Leary and Pratt, 2001)

Handout 2: What is Violence?

Violence:

Is unwanted, uninvited, and undeserved
Causes physical, sexual or psychological damage to the victim
Frightens, dominates and controls the victim

Violence is never the victim's fault.

Violence includes the following types of behaviour:

Physical violence such as hitting, kicking, slapping, punching, choking, hair-pulling, throwing things, or other forms of physical assault.

Using or threatening to use weapons, such as knives or guns, or threatening to hurt or kill a partner, the children, or others.

Verbal violence such as swearing, intimidation, name calling, humiliation.

Emotional/psychological violence such as threatening to take the children away, damaging or threatening to damage the woman's property, telling the woman she is useless, ugly, or a whore, or that she would not be able to survive alone, insulting her in public.

Sexual violence such as incest, or forcing a woman to do sexual things she does not want to do.

Stalking, for example, repeatedly following, telephoning, or sending things to someone with the intention of harming or frightening them.

Financial deprivation, for example, keeping a woman totally dependent, not giving her enough money to buy things for the household, or her basic needs.

Social deprivations such as keeping a woman away from her family or friends, not letting her leave the house.

Spiritual violence which is aimed at eroding or destroying an individual's cultural or religious beliefs through ridicule or punishment.

Men who are physically violent towards their partners commonly also use other forms of violence such as sexual, social, emotional, psychological and verbal.

(O'Leary and Pratt, 2001)

Handout 3: Myths about Violence

1. ***"I just lost it/I saw red/It just happened."***
Most times there are warning signs of tension and aggression that build-up before a violent episode. Often there is an issue of control or reputation at stake that the violence is contesting.
2. ***"He/she asked for it. He got smart. He/she started the argument and I'm finishing it."***
There are many more statements like these, all of which serve to make the other party responsible and deflect responsibility from the offender. This myth is also known as "She deserved it" or "He was dashing for a bashing".
3. ***"He's not normally like that", or even, "He can't help it."***
We can all learn to control our behaviour.
4. ***"Crazy people are dangerous"/ "He's a psycho."***
People with psychiatric disabilities are more likely to be victims of violence than perpetrators of violence. They are more likely to fear violence than to threaten violence.
5. ***"A real man doesn't back down from a fight."***
There is no such thing as a real man or a real woman.
6. ***"Violent people come from low income or 'bad' families".***
Violence occurs throughout all levels of society. It is about the misuse of power.
7. ***"She/he lied."***
This allows the offender to hide behind the stereotype of the 'lying woman' or 'the dobber'.
8. ***"It didn't do any harm/It's no big deal/He's not hurt badly."***
This is an attempt to minimise the damage (and guilt) caused by violent actions.
9. ***"Stranger danger"***
Most perpetrators of violence are not strangers. Their victims know them.
10. ***"He was beaten up as a kid, so he can't help it. It's all he knows."***
We are all responsible for the choices we make. Many victims respond to their experiences and become involved in peace or environment groups. Some who have experienced oppression, the Dalai Lama, Martin Luther King, Ghandi, and Nelson Mandela, have become world leaders in peace and justice movements.
11. ***"He's got an anger problem".***
We all get angry at times - anger is not the problem - abuse is the problem. Often we feel frightened or pressured, and this is when we lash out. Try some healthy ways of dealing with anger - take some time out, talk it over with someone, or exercise it out. Anger is OK, abuse is abuse.

(O'Leary and Pratt, 2001)

Handout 4: Myths About Rape

1. *"I couldn't stop myself."*

It's never too late to stop. Most men have had at least one time when sex has been interrupted. Men may get "blue balls", but they don't die of it.

2. *"She asked for it."*

That's a fantasy in the minds of men. No woman or girl ever asks to be raped. This myth blames women for the actions of men.

3. *"It just happened."*

This myth trivialises rape and fails to hold men responsible for their actions. Anything and everything else is blamed. This myth sees rape as spontaneous, whereas in most rapes there is planning and preparedness on the part of the man.

4. *"He's not normal."*

It reassures us. Studies have shown that even violent convicted rapists have psychological profiles comparable to non-raping men.

5. *"A real man doesn't take 'no' for an answer."*

'Yes' means 'Yes' and 'No' means 'No'. Seduction is rape. Consensual sex, that is sex between equals, never involves force.

6. *"She deserved it."*

This myth blames the woman: "A woman like her." Whether she is a prostitute, a runaway or a hitchhiker, no woman or girl ever deserves to be raped. All women always have the right to say 'no'.

7. *"She lied."*

This belief is simply false. It hides rape behind the stereotype of the vindictive woman.

8. *"She loved it."*

This is a male fantasy. Women don't want to be raped and don't enjoy being raped. The myth confuses rape as sexual desire. Rape is the desire to dominate the victim.

9. *"No big deal."*

This myth says rape is not really a problem for women. The reality is that rape causes long-term debilitation in many victims. The threat of rape affects all women all the time. This myth simply serves the interests of rapists.

10. *"Lie back and enjoy it."*

Women are conditioned to be passive and weak and to say 'No' to sex. Men are conditioned to be strong and forceful, to "seduce". Women are raped, and usually it is men who rape. Women are not trained to resist rape or to fight back effectively. Men are not trained to take 'No' for an answer or to stop when they encounter resistance.

Source: Tony Nairn, *XY Magazine*, Winter, 1992

(O'Leary and Pratt, 2001)

Appendix 5

Handout 5: How to be Assertive

1. Identify and own your feelings.
2. Avoid blaming or shaming someone (even though you might feel like it).
3. Avoid a tone that is judgmental, harsh or sarcastic.
4. Be brief and clear.
5. Keep to the facts.
6. State what you would like.
7. Avoid body language that is intimidating or submissive.
8. Be open to other people's thoughts and feelings and what they say they will do next time to prevent the conflict repeating itself.
9. Take stock of any unreasonable assumptions you might have about the other person.

For example:

"You and a friend have been planning for months to go to a great concert. He has the tickets and you are bringing the drinks. Your friend is an hour late. You have missed half of the concert. If you don't tell your friend straight away how you feel, you'll sit in the concert furious and tense."

- So:
- 1) Own your own feelings. (*I'm furious, I feel let down.*)
 - 2) Avoid blaming and shaming. (*Revenge is ugly, not sweet.*)
 - 3) Avoid a tone that is judgmental, harsh or sarcastic, etc. (*How you speak can betray what you say.*)
 - 4) Be brief and clear.
 - 5) State what you'd like.
 - 6) Stick to the facts. (*"You're an hour late" not "you're pathetic".*)
 - 7) Avoid body language that is intimidating. (*Unclench your fist!*)
 - 8) Be open to:
 - (a) Their thoughts and feelings (*"I'm sorry, I forgot that there are fewer trains on Sunday"*) and,
 - (b) What they say they will do next time (*"i'll check the timetable".*)

(O'Leary and Pratt, 2001)

Appendix 6

Handout 6: Confidential Contacts

SECASA	(03) 9594 2289 www.secasa.com.au
Kids Help-Line	1800 55 1800 (free call)
Child Protection Crisis Line	13 12 78
Men Against Sexual Assault	(03) 9882 6601
Men's Referral Service	(03) 9428 2899
Gay and Lesbian Switchboard	(03) 9510 5488 or 1800 631 493
Aboriginal Health Service	(03) 9419 3000
Family Mediation Centre	(03) 9555 9300 or FREECALL 1800 639 523
Relationships Australia	(03) 9261 8700
Victorian Aids Council/ Gay Men's Health Centre	(03) 9865 6700
Melbourne Sexual Health Centre	(03) 9347 0244 or FREECALL 1800 032 017
Care Ring	136169
Family Violence after hours service	(03) 9594 2289
Youth Rights At Work	1300 666 610 www.youth.vic.gov.au/youthatwork

(O'Leary and Pratt, 2001)

Appendix 7

Handout 7: Consent And Mutuality

Sex and relationships in the new millennium are fun, exciting and full of risks. Remember these four things:

1. Respect

*Trust and closeness will not happen without respect.
Your partner has feelings about how they are treated. Everyone deserves
Respect - yourself included.*

2. Consent

*The law states that sex without consent is rape.
Consent is saying 'yes' to sex without pressure or force.*

3. Mutuality

*Sex is meant to be good for both partners.
When you want the same things at the same time, it's mutual.
It is pressure-free sex, guilt-free sex, enjoyable and safe sex, for both partners.*

4. Communicate

*Check out if she feels free to say 'Yes' or 'No' to sex, or
What you feel like doing. Silence on her part does not mean consent.
Because kissing does not always mean sex is next, it is just as well to ask.*

It is normal to feel curious about sex, as well as sometimes confused. Here is some handy information on what the law says: Any uninvited or unwanted sexual comments or touching, or penetration is sexual violence, and is against the law.

The survivors of rape and abuse often feel pain, rage, self-blame, shame, fear, and sexual anxiety. No one ever deserves or wants to be raped.

(O'Leary and Pratt, 2001)

Appendix 8

Handout 8: Men's Business?

A man in the USA was shot through the head with an arrow by accident as part of an initiation into an outdoor group called Mountain Men Anonymous. The arrow was actually supposed to knock a petrol can off his head. "I don't think that's a good initiation" the man said at a hospital news conference, "I think a hug would have been better".....

(Adapted from The Sydney Morning Herald, 7/5/93)

(O'Leary and Pratt, 2001)

Appendix 9

Handout 9: Your Sexual Rights

- ✓ You Have The Right To Enjoy Healthy, Pleasurable And Satisfying Sex.

- ✓ You Have The Right To Sexual Privacy

- ✓ You Have The Right To Say 'No'.

- ✓ You Have The Right To Control Touch And Sexual Contact

- ✓ You Have The Right To Say 'Yes' To Some Sexual Activities And 'No' To Others

- ✓ You Have The Right To Stop Sexual Arousal That Feels Inappropriate Or Uncomfortable

- ✓ You Have The Right To Be Respected And Cared For During Sex

- ✓ You Have The Right To Have Time Out During Sex

- ✓ You Have The Right To Experience Sex According To Your Sexual Preferences And Orientation

Adapted from Wendy Maltz (1992) and Helen Benedict.

(O'Leary and Pratt, 2001)

Handout 10: Nine Myths About Sex (Adapted From Zilbergeld, 1978)

- 1. *Men should only have certain types of feelings during sex.***
You don't have to be in 'conquer mode' during sex. All sorts of feelings about intimacy can emerge: vulnerability, longing, fear and tenderness. Surely these are normal feelings that can occur for any of us during sex.
- 2. *In sex, it is performance that counts.***
Sex is about respect, consent, mutuality, pleasure and connection. You do not have to perform any more than your partner has to – it is OK to just be who you are.
- 3. *In heterosexual sex, the man must always initiate and direct how the sex happens.***
This idea short-changes both men and women – women miss out on being equal sexual beings who may wish to initiate sex, and contribute to how the sex unfolds. This would mean that men miss out on a sense of equality in their relationships as well as missing out on a more interesting and varied sex life.
- 4. *Men are always ready and willing to have sex.***
This belief never allows for men to be tired, 'not in the mood', or to make choices about sexual intimacy.
- 5. *All physical contact leads to sex.***
If your partner finds that every hug becomes foreplay. Then when she or he is not in the mood for sex the hugs may stop. Sometimes a hug can lead to sex, but touching, hugging and holding can be special in their own right.
- 6. *Sex is intercourse.***
There are a lot of ways to be sexual that do not include intercourse.
- 7. *Sex should naturally be spontaneous.***
Many couples trying for pregnancies do a lot of planning, especially if they are on the IVF program.
- 8. *You have to have an erection to have sex.***
Firstly, there are a variety of non-penetrative forms of sexual intimacy that do not require an erection. Secondly, feeling sexual does not require an erection. Thirdly, this all means that men's sexuality does not have to solely focus around his penis. The benefit of this is variety and sensuality.
- 9. *Good sex always progresses from arousal to excitement finishing with an orgasm.***
Sometimes men can have an orgasm without ejaculating as well as ejaculating without having an orgasm. Could postponing orgasm increase the pleasure and variety during sex?
- 10. *Anal sex is what all Gay men do.***
Not all gay men have anal sex – some prefer oral sex or masturbation. Some heterosexual women like anal sex and some heterosexual men like anal penetration by their girlfriend or wife.
(O'Leary and Pratt, 2001)

Appendix 11

Handout 11: Eight Date No-No's From Norway

Researchers in Norway, found that one-night stands were headed for disaster or disappointment when the following happened:

Sex was pursued for its own sake!

Sex was quickly begun without discussing its meaning.

Sex without feelings for each other, whilst drunk or stoned!

Ruining a good friendship by having sex with friends.

Having sex with work colleagues

Having sex with someone of a different social status

Being pressured, coerced or threatened into sex (i.e., Rape)

Not having strong feelings for the partner returned

Norwegian Advice: Avoid these pitfalls by communicating what the encounter means to the two of you, and use respect, consent and mutuality!

Source: Treen, B: cited in Psychotherapy Australia, Vol. 7 (2) 2001.

(O'Leary and Pratt, 2001)

Appendix 12

Handout 12: Two Choices

The following situations could be reacted to in two ways. The aim here is to clarify how our beliefs are linked to our choices. **We suggest to the young men that in every problem there are three parts - the problem, the healthy solutions and the costly solutions.**

1. A man and a woman have been dating each other for three months. He asks her to have sex with him, and she says 'No'.

The two choices:

<u>Abusive Choices</u>		<u>Respectful Choices</u>	
Beliefs: A real man doesn't take 'No' for an answer	Actions: <i>Force a date To have sex (rape)</i>	Actions: <i>Take 'No' for an answer</i>	Beliefs: It is everyone's right to say 'No'

2. A man is challenged to a fight by a guy who calls him a 'gutless poof'.

The two choices:

<u>Costly Choices</u>		<u>Healthy Choices</u>	
Beliefs: "A real man Doesn't Back down from a fight."	Actions: <i>Fight the guy</i>	Actions: <i>Walk away</i>	Beliefs: Violence is not on. It's his problem not mine

3. A footballer is told by his coach to hit his sporting opponent when the team starts to lose.

The two choices:

<u>Abusive Choices</u>		<u>Healthy Choices</u>	
Beliefs: Win at all costs. Do whatever it takes.	Actions: <i>Hit the opposing player.</i>	Actions: <i>Do Your best. Take pride in trying your hardest</i>	Beliefs: Winning isn't everything: I'm also playing for the love of the game.

(O'Leary and Pratt, 2001)

Appendix 13

Handout 13: What Kind Of Man Do You Want To Be?

<u>1. Sturdy Oak</u> (Stands alone, No intimacy)	<u>2. Give 'em Hell</u> (Take high risks, prove yourself)	<u>3. No Sissy Stuff</u> (No emotions, tough at all times)	<u>4. The Big Wheel</u> (Life is all about work and winning)
<i>Problems:</i> "Others are the problem - when they do things my way the problem is fixed"			

<u>1. Connected</u> (Has support & Is interdependant)	<u>2. Respectful</u> (Is responsible for own actions)	<u>3. True to One Self</u> (Finds safe people to be himself with)	<u>4. Resilient</u> (Learns from mistakes/life)
<i>Problems:</i> "the problem is the problem - there will be a solution"			

<u>1. Space Invader</u> (Has no boundaries - Can't see own strengths)	<u>2. Self Slayer</u> (Sees himself" as the problem)	<u>3. The Doormat</u> (Non-assertive)	<u>4. The Lost Man</u> (Lost confidence and direction)
<i>Problems:</i> "I am the problem - others are the solution"			

(O'Leary And Pratt, 2001)

Bibliography

O'Leary, Tim and Pratt, Russell, *RESPECT PROTECT CONNECT: Boyswork in the New Millennium*, South East Centre Against Sexual Assault, Melbourne: 2001.

Pratt, Russell and Pyke, Carol, ' Respect, Protect, Connect: A Workshop Program for Young People in Schools', *Australian Journal of Primary Health* v7, no 3, 2001.