



Exploring Positive Masculinity, Gender Stereotypes and Anti-Violence with Young People

SCHOOLS/YOUTH WORK RESOURCE PACK

Edition 1



For children and
equality for girls



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INTRODUCTION TO PLAN INTERNATIONAL UK

Plan International is a global children's charity striving for an equal world. One where every child can reach their full potential and every girl can choose her own future. Poverty, violence, and discrimination still hold back millions of children around the world. And it's often girls that are most affected. That's why ensuring girls get equal chances in life is at the heart of everything we do. We work across more than 80 countries to build a future where every child is safe and receives an education. A world where all girls are free from violence, in control of their own body, know their rights and have their voices heard. And if disaster strikes, we're there too. We work to protect children, keep them learning and help their communities recover. But we don't do it alone. To create lasting change, we work together with children, local communities, partners, and supporters, like you, who believe a better future is possible. We won't stop until we are all equal.

We work alongside children, young people, our supporters and partners to tackle the root causes of the challenges facing girls and all vulnerable children. For eighty years Plan International have been building powerful partnerships for children, and we are active in over fifty countries.

We support children's rights from birth until they reach adulthood, and enable children to prepare for and respond to crises and adversity. We drive changes in practice and policy at local, national and global levels using our reach, experience and knowledge.

Our work in Wales

In 2018 Plan International UK launched its first programme in Wales, Champions of Wales, which supported groups of girls and young women to develop youth-led social action campaigns on a range of girls' rights themes. This programme highlighted the challenges still facing girls growing up in Wales and demonstrated that their rights aren't being met.

Our 2019-20 report, The State of Girls' Rights in the UK, told us that girls are 'fed up and frustrated' with the lack of progress on gender equality. They're continuing to face threats to their safety in public, sexism in school and a lack of control over their bodies – and their experiences are still not being listened to.

Following on from our UK research, we shone a light onto the experiences of girls in Wales with our Wales Insights Report. It reflects some of the specific experiences of girls growing up in Wales, both before and during the coronavirus pandemic, revealing the true extent of gender inequality they're facing today.

We know that to tackle the pervasive gender inequality that still exists across Wales and beyond, we must engage everyone in finding the solutions, including men and boys. Too often the burden of addressing the issues affecting girls falls to girls themselves. We need to educate, empower and engage boys and young men as allies to girls and young women, and create safe spaces where boys and young men can be active partners in finding the solutions to the gender inequalities we collectively face.

INTRODUCTION TO THIS PROJECT

This resource has been developed as part of a broader project facilitated by Plan International UK delivered in autumn 2023 across Wales, funded by North Wales Serious Violence Futures Without Violence Fund.

Our project aimed to address the harmful attitudes towards girls and young women by working with boys and young men aged 13-19, their schools, and professionals representing a range of settings including education, health, police and other statutory services, and the third sector.

To do this we partnered with organisation She Is Not Your Rehab to deliver keynote presentations to boys and young men in a range of settings, and to facilitate training to professionals.

She Is Not Your Rehab (SINYR) is a global anti-violence movement founded by Matio and Sarah Brown in New Zealand. SINYR was created to address and dismantle cycles of intergenerational trauma, violence and abuse, by promoting safe relationships and providing support for individuals and communities.

Visiting Wales for the first time, She Is Not Your Rehab partnered with Plan International UK to bring a message of anti-violence, healthy relationships and positive masculinity to boys and young men.

SINYR explored the importance of early preventative work, reframing healthy definitions of masculinity and delivering thought-provoking presentations to encourage boys to consider their own beliefs and attitudes towards women and girls, and explore the impact of violence on individuals, families and communities. Boys and young men attending the events were also encouraged to participate in activities to contribute thoughts and ideas to create a vision for a Wales without violence.

ABOUT THIS RESOURCE

While gender inequality and gender-based violence disproportionately affects women and girls, we know that boys and young men are also harmed by limiting gender stereotypes and gendered roles which keep boys locked into ways of being that can affect their physical and mental wellbeing, as well as contribute to the cycles of harassment, degradation and violence that plague our communities.

To tackle these issues at their root there is an urgent need to include men and boys in conversations about gender and violence, and to encourage boys to find new definitions of masculinity that avoid outdated stereotypes and ideas about dominance, power over women and girls, harassment, abuse and violence.

This resource aims to support educators to work with young people to explore these themes through the facilitation of safe, non-judgmental activities which can allow young people the opportunity to reflect and understand their own experiences, beliefs, values and ideas about gender, and choose more empowering ways of being that not only stop cycles of gender-based violence, but also allow young people to flourish.

Child protection and safeguarding

The activities included in this resource introduce themes and topics which may trigger a disclosure of abuse, neglect or harm, or raise uncomfortable thoughts and feelings for participants. It is extremely important that all facilitators have undertaken robust training in safeguarding and child protection, and understand how to manage a disclosure from a young person, or a concern about a young person's health and wellbeing.

It is important to introduce each topic sensitively and provide a summary of the contents of the session at the beginning, so boys can mentally prepare themselves. Facilitators should 'read the room' frequently, and if needed, break up the session with fun activities, food, or introduce other techniques such as stretching, to lift a heavy atmosphere, for example, when exploring gender-based violence. Boys should know that the facilitator is a safe, trusted adult, and should be able to access other trusted adults if needed.

It is vital that facilitators are prepared for difficult discussions and potential disclosures and be ready to signpost boys to support agencies as required. A list of national organisations for support are included at the end of this resource, and you should also identify local support mechanisms, including signposting students to your school or college counsellor.

The themes explored in these modules may be difficult for some boys to process, particularly for those for whom gender stereotypes feel very comfortable, or who haven't seen or experienced gender stereotypes in a negative way. The exercises on empathy and those that draw on scenarios or other characters can be useful in supporting young men and boys to think beyond their own experience of gender and reflect on how gender stereotypes and power dynamics negatively impact on so many people in their own communities, as well as across the globe.

UNDERSTANDING GENDER

What are gender roles and gender norms?

Gender roles are created by society. They include behaviours, activities and attributes that society considers appropriate for men and boys, versus for women and girls. However, this division of roles is arbitrary as nothing prevents women and girls from doing the things that gender roles assign to boys and men, and vice versa.

Gender roles are based on gender norms, which are social rules that tell us what it means to be a girl or a boy, a man or a woman. Rules are often enforced through control mechanisms, and gender norms are no exception. Gender norms may be enforced through social pressure, or through political or physical control.

In most stages of life, conforming to gender norms is often socially rewarded while resisting them can be associated with social costs. For example, in western culture it is the social norm that women remove the hair from their legs and under their arms. If a girl decided not to follow this social norm, she may face ridicule from her peers and face rejection from friendship groups. In some countries, laws related to gender norms keep women from doing things like driving or participating in politics for fear of being jailed. Around the world, people of all genders who push the boundaries of societies gender norms risk being targeted with physical violence. These control mechanisms are why we are all influenced by gender norms. Our ideas and experiences about gender affect what we do and how we relate to others in all stages and in every aspect of our lives.

What are gender stereotypes?

Gender stereotypes are beliefs and images that are commonly seen as true and unchangeable. Gender stereotypes keep everyone from developing their full potential because they push people to act in accordance with what is expected from them instead of according to their interests or wishes. People are judged by how well they adhere to the gender stereotypes. They can lead to social exclusion of those who do not fit the stereotype.

What do we mean when we say that gender is learned?

We learn which gender roles are expected from us through socialisation, which is something that happens to us all throughout our lives. Parents, siblings, other relatives, teachers, friends, the media, education, religion, and the community all contribute to our socialisation, both knowingly and unknowingly. People of all genders all take part in transmitting and monitoring gender norms.

Gender socialisation leads us to adopt attitudes and expectations about what it means to be a girl or a boy, a woman, or a man. It results in certain attitudes and expectations about men and women. For example, boys and young men commonly learn that they must be assertive, sexually active, unemotional and authoritative in order to be considered 'masculine'. Girls and young women tend to be told that they must be delicate, quiet and pretty in order to be considered 'feminine'. For non-binary people they may be forced to "perform" the social norms expected of the gender that has been assigned to them.

HOW TO FACILITATE THE ACTIVITIES

The activities included in this programme are designed to be accessible for boys and young men and non-binary young people across the spectrum of experience in the UK, and can also be used with girls and young women.

Safe spaces

To deep dive into gender identity and gender inequality, boys need to feel that they are in a safe space. In our society, boys are not usually encouraged to share their feelings, and this can make it harder for them to find the right words to explain how they are feeling. Many stereotypes about men and boys focus on “strength” and “power”, and your role here is to help boys to reflect on what strength and power mean to them. This may mean supporting the group to redefine strength as asking for help, building empathy and positive connections, and power as power to make change. This can be a long and challenging journey for some men and boys, so in order to get the best out of these materials, make sure the space you’re using is quiet and private where boys are not interrupted, distracted or most importantly intimidated by people who pass by. If you can, support the group in making the space their own with decorations, music, furniture, or any other things that may make them more comfortable.

For many boys, starting with personal experience may be challenging, so we’ve used video resources from She Is Not Your Rehab which centre on Matt’s experience of violence to centre discussions, mirroring the presentations provided to boys through this project.

Facilitators shouldn’t force discussions or pressurise participants into sharing their own stories or experiences. Instead, start by focusing discussions generally and in the third person, unless a young person would like to contribute something more personal. You may also wish to consider other ways to help them talk about these issues, combining their own thoughts and feelings as well as imagining other characters and scenarios. Often boys will find it easier to talk about other men or boys; be it friends, celebrities or family members to begin with.

It is important that boys are able to reflect on their own gender identity and experiences of being a young man, but this doesn’t have to be shared publicly. This is because when we can see our own gender attitudes and behaviours, we can better track our path towards equality and apply the concepts of gender to our own lives. Helping participants to understand this insight is a key lesson in gender awareness. Encourage boys to self-reflect privately, and create space for boys to think about the themes explored.

Taking care of yourself and others

Some of the conversations you have with the groups may be emotionally challenging and trigger uncomfortable or difficult feelings in yourself and others. Gender based violence impacts on all of us, whether we experience it directly or not. As such, it’s important to remember to take care of yourself whilst delivering the sessions. This can mean checking in with a colleague for a debrief, accessing supervision or talking to someone at home about how you’re feeling.

Facilitating discussions

Having constructive group discussions is fundamental for the success of these activities. Engaging in discussions with their peers will help boys to reflect on what they learned and get a deeper understanding of it all. Furthermore, the experience of being part of a discussion with mutual respect will enable the boys to practice their newly acquired skills, including help-seeking, active listening, teamwork, empathy, and community engagement.

Your role as facilitator in guiding the discussion is crucial. Here are some general tips regarding the facilitation of any discussion throughout the activities:

- Value all contributions and make it clear that in most cases there is no ‘right’ or ‘wrong’ answer.
- Take the time to thank each participant for their contribution and refer to the way they expressing themselves, not to what they are saying, when you give a compliment. Your questions should always ask the participants to express their own experience or opinion – do not ask about ‘facts’!
- Support boys to express themselves. Some boys will be more confident in expressing their opinions on different issues, but many will find it challenging to express their feelings. Be patient with boys who need some more time to get their point across and ask the group to do the same.
- Ask open questions. Asking about experiences and opinions should be done in a way that avoids ‘yes’ or ‘no’ answers. Try instead to ask “why”, “how”, or “what” questions.
- Bring closure to discussions. Always announce when you are going to close the discussion, for example by stating you’ll ask for one more contribution. Finish the discussion by thanking the boys for all their contributions and briefly summarise everything that has been said. If appropriate, refer to some of the key messages of the session.

Tailoring the material for different groups

The activities provided in the learning activities have been developed specifically for boys aged 13-19. However, they can be adapted for different ages, for young people with varying levels of ability, and for boys and young men outside of formal education settings, by altering the length of the activities, the language used and the style of delivery. Use your judgment as to which activities are most appropriate for your group and be aware that some groups may need to spend longer on some themes than others.



ACTIVITIES

ACTIVITY 1: RIGHTS AND RESPONSIBILITIES

EXPLORING POSITIVE MASCULINITY, GENDER STEREOTYPES AND ANTI-VIOLENCE

OBJECTIVES:

- To help young men better understand their rights and responsibilities

RESOURCES:

- Paper
- Pens
- Sticky-tac

TIME:

15 minutes

PREPARATION:

Write 'Right' and 'Responsibility' on separate sheets of paper and fix to opposite walls

Ask the group to stand in the middle of the room. On one side of the room, place a piece of paper/large sticky note on the wall with "Right" written on it. On the other side of the room write "Responsibility". Explain that in this session, the group will be thinking about our rights and our responsibilities for upholding rights.

When you call out the following points, ask them to run to the side of the room they think is correct.

- To not use violence
- To be kind
- To be able to go to school
- To be safe from violence
- To not hack someone's social media
- To have my privacy respected

ACTIVITY 1: RIGHTS AND RESPONSIBILITIES

(continued)

EXPLORING POSITIVE MASCULINITY, GENDER STEREOTYPES AND ANTI-VIOLENCE

- To be treated equally
- To make sure my partner is consenting to a sexual activity
- To have a home
- To be able to practice my religion
- To not have a tracking device on my phone
- To not share a picture online without checking in with the person

In between call-outs, ask the group why they went to the side of the room they did. Did they change their mind when a friend said something different to them?

Remind them that we all have rights, and we all have responsibilities for upholding these rights. Rights and responsibilities are two sides of the same coin, and it's important we take individual responsibility for supporting other people's rights. Invite discussion on how we can practice this in our everyday life, drawing on their thoughts from the previous session. How can we get involved in supporting other people's rights? What can we do in our day to day lives? What can we do in our communities? Write up their responses on flipchart paper.

Closing

Go round in a circle and ask each group member to share how they found that activity, and anything they might do next after learning more about their rights.

ACTIVITY 2: WHY EQUALITY MATTERS

EXPLORING POSITIVE MASCULINITY, GENDER STEREOTYPES AND ANTI-VIOLENCE

OBJECTIVES:

- Understand why equality matters
- To explore the intersectionality with the group, and how inequality and identity are linked.

RESOURCES:

- Copies of Resource 1: Equality Pizza
- Copies of Resource 2: Person Profiles

TIME:

30 minutes

PREPARATION:

Cut up Resource 2 to hand out to each boy.

On one side of the room place the fake pizza on a chair, on the other, ask young people to stand in a line. Young people are given person profile cards in Resource 2. Give them a minute to think about what it might be like to be this character.

Ask them all to line up. Ask them to step forward if:

- They have lots of money
- English is their first language
- They've received support from family or teachers
- They can access healthcare freely
- They can access education
- They have control of their finances
- They have a support system around them
- They can be themselves in any situation

ACTIVITY 2: WHY EQUALITY MATTERS

(continued)

EXPLORING POSITIVE MASCULINITY, GENDER STEREOTYPES AND ANTI-VIOLENCE

Ask them to step back if:

- They are poor
- They've experienced racism
- They've experienced sexual harassment
- They've experienced discrimination on the basis of their gender or sexual orientation
- They've experienced poor mental health
- They are able to take public transport without fear of harassment or violence

If they're not sure, ask them to share with the group or ask for ideas from each other. After you've finished asking these questions, ask them to walk to the other side of the room to get the pizza. Who got there first? Was it easier or harder for them?

Explain that this is how inequality works; we are not all starting at the same point. Ask the group to share their thoughts on their characters; how complex are identity and inequality? What does this mean for how we move through the world? Do we experience it the same? What impact does inequality have on us?

Finally, the person/s with the pizza should now be asked what they will do with their prize. Will they share it? Why? Equality is better for everyone, but it also means that some people will have to give up something (all the pizza) to benefit everyone (we all share the pizza). Whatever they decide to do, ask them to share how they feel about that decision. Is it fair? Does it feel good?

Ask them to now share their character cards, would they see it the same way as their peers? Why? Encourage them to share why they thought their character had more or less access to the 'pizza'.

Closing

Reaffirm that inequality impacts on different people differently, but some more than others. Having less barriers in your way doesn't mean that you won't experience some challenges, but it means you have more resources to overcome those challenges. Explain that governments, individuals and communities all have a role in levelling the playing field, so that everyone gets a fair share of "the pizza". Go round the group asking individuals to share their favourite pizza toppings.

ACTIVITY 3: WHAT DOES IT MEAN TO BE A BOY OR YOUNG MAN?

EXPLORING POSITIVE MASCULINITY, GENDER STEREOTYPES AND ANTI-VIOLENCE

OBJECTIVES:

- To identify the ingrained gendered roles and perceptions of manhood
- To begin to identify alternative ways of being that are more healthy and empowering

RESOURCES:

- Flipchart paper
- Pens
- Sticky Notes

TIME:

25 minutes

Explain that the purpose of this activity is to uncover our thoughts and perceptions about manhood and being a boy, and stress that there are no right or wrong answers. Remind participants of the importance of being respectful.

Split the participants into smaller groups of 4-5, and give each group a piece of flipchart paper and pens. Ask them to write in the centre of the flipchart paper 'Being a Boy/Man Means....'

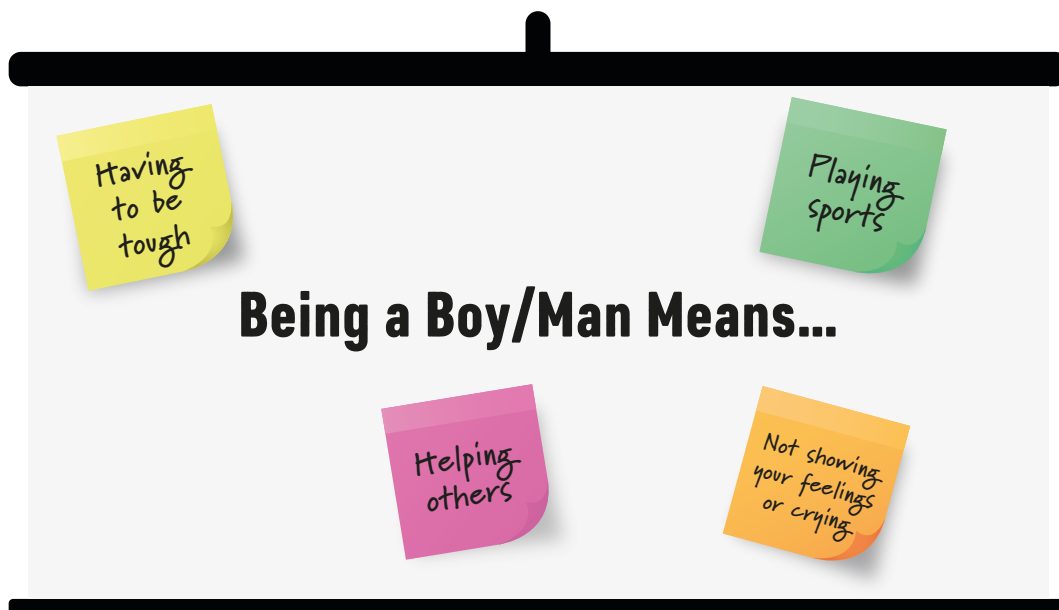
Ask the groups to finish that sentence, writing ideas of what they associate with being male. If the groups are struggling, ask them to write down what they think their friends might associate with being a man, or their male family members.

ACTIVITY 3: WHAT DOES IT MEAN TO BE A BOY OR YOUNG MAN?

(continued)

EXPLORING POSITIVE MASCULINITY, GENDER STEREOTYPES AND ANTI-VIOLENCE

For example:



When the groups have finished, come back together and share some ideas. Ask the groups:

- Where do these ideas about being a man come from?
- How do you feel about the ideas you've written? Does this feel like a healthy way to be a man, or does it feel unhealthy, or both? Why?
- What influences us to act and think in a certain way?

Closing

Finally, ask the participants to take some sticky-notes and write down ideas for what they would like being a boy or a man to mean, in an ideal world. How would they be if they were completely free to choose? Attach the sticky notes on top of their ideas on the flipchart paper.

Ask each group to share a few answers and discuss what might be stopping us from being this version of ourselves.

ACTIVITY 4: SHE IS NOT YOUR REHAB – STEREOTYPES & THE MEN IN MATT'S CHAIR

She is
not
your
rehab

EXPLORING POSITIVE MASCULINITY, GENDER STEREOTYPES AND ANTI-VIOLENCE

OBJECTIVES:

- To encourage development of empathy and understanding for one another
- To understand the concept of stereotypes and how they impact upon our behaviour and choices

RESOURCES:

- [She Is Not Your Rehab TEDx Talk Video](#)
- Screen/Projector
- Flipchart paper
- Pens
- Sticky notes

TIME:

60 minutes

PREPARATION:

Watch the TEDx talk by Matt Brown of She Is Not Your Rehab to ensure it is appropriate for the age and ability level of your young people. The video includes references to abuse and violence.

Start the session by explaining that the group will watch the TEDx talk by Matt Brown of She is Not Your Rehab, entitled 'The barbershop where men go to heal.' Provide a trigger warning and explain an overview of the contents. The video is approximately 25 minutes long. The video can be found on YouTube here: <https://www.youtube.com/watch?v=4UhP3OZ9ZCE&t=717s>

ACTIVITY 4: SHE IS NOT YOUR REHAB – STEREOTYPES & THE MEN IN MATT’S CHAIR

(continued)

EXPLORING POSITIVE MASCULINITY, GENDER STEREOTYPES AND ANTI-VIOLENCE

After watching the video, ask the group to share any immediate reflections about what they have seen and heard.

Explain to the group that they will explore the idea of ‘stereotypes’. Explain that a stereotype is a label we put on a group of people, expecting them all to behave in a certain way, such as saying all boys like playing football, or all girls like the colour pink.

In the video, Matt talks about having all sorts of people in his barbershop chair and welcoming them all equally, from firefighters to men in suits, to gangsters. Underneath it all, what connected those men was that they all had a story to tell and had experienced violence and abuse themselves. Some men then went on to abuse others, while some had turned the abuse on themselves and developed poor mental health as a result.

Hand each group a sheet of flipchart paper and ask them to divide the paper into three columns. They should write a different type of man that Matt welcomed into his barbershop in each of the columns: firefighter, gang member, professional man in a suit. They can also add their own examples.

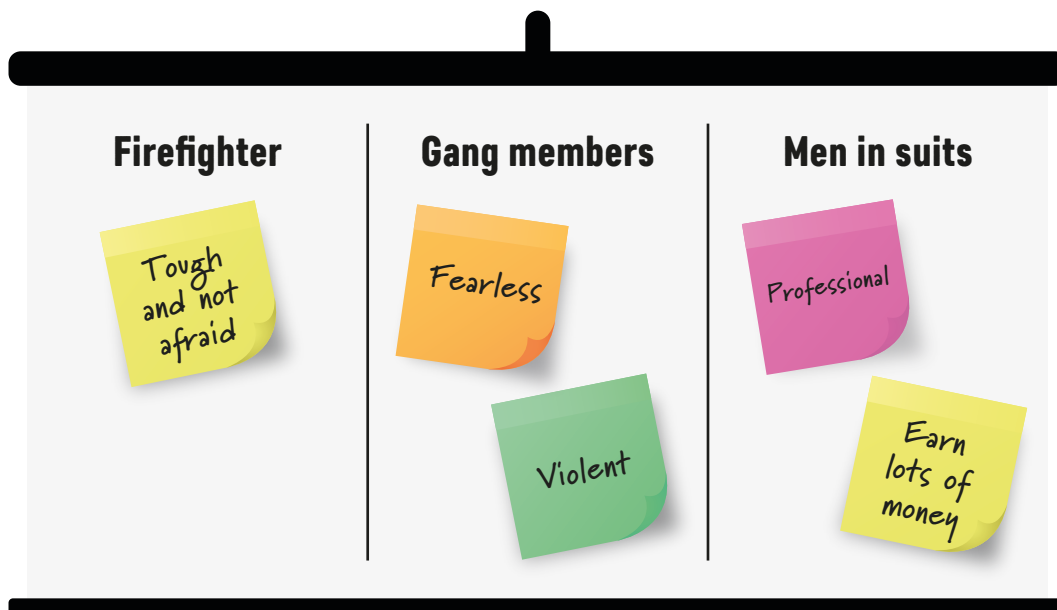
Underneath each heading, ask the participants to write down the stereotypes or ideas we collectively hold about each person. What words, images or ideas do they associate with firefighters or police officers, with gangsters, or with professional men who wear suits? Stress that there are no right or wrong

ACTIVITY 4: SHE IS NOT YOUR REHAB – STEREOTYPES & THE MEN IN MATT’S CHAIR

(continued)

EXPLORING POSITIVE MASCULINITY, GENDER STEREOTYPES AND ANTI-VIOLENCE

answers.



For example:

When complete, come back together and share ideas.

Ask the group:

- Are these stereotypes about these types of men true?
- Where do these ideas come from?
- What might these men be like really, underneath all of those stereotypes?
- Do men feel as though they have to live up to these stereotypes, even if they don't like them? How difficult is it for us to be our true selves?

ACTIVITY 5: SHE IS NOT YOUR REHAB – BEING SEEN

She is
not
your
rehab

EXPLORING POSITIVE MASCULINITY, GENDER STEREOTYPES AND ANTI-VIOLENCE

OBJECTIVES:

- To identify the barriers people face which stop them from being their authentic selves
- To encourage authentic self reflection and self-awareness

RESOURCES:

- Resource 3: Mask outlines
- Pens
- A4 paper

TIME:

45 minutes

PREPARATION:

This activity follows on from the previous and is related to the video of the TEDx talk by Matt Brown. You will need to print copies of the mask template in Resource 3, one per person. As the facilitator, you may wish to prepare your own 'mask' to share with the group, which can set the tone for being honest and allowing ourselves to be 'seen'.

In the video, Matt shares the importance of 'taking off our masks' and allowing ourselves to be the real person underneath. Watch the clip of this part of the video if needed, to refresh everyone's memory.

Matt talks about his violent father, and how through doing his healing work with other men he has come to forgive him. He says, "I see the man behind the mask."

ACTIVITY 5: SHE IS NOT YOUR REHAB – BEING SEEN

(continued)

EXPLORING POSITIVE MASCULINITY, GENDER STEREOTYPES AND ANTI-VIOLENCE

Discuss with the group what they think this means, to ‘see the man behind the mask.’ Ask the group:

- Do we all wear ‘masks’?
- Why do we wear a mask? What does the mask cover up?
- Why do people find it difficult to remove their masks?

Explain to the group that they will now work individually to think about the mask they wear. Give each participant a copy of the mask outline in Resource 3 and ask them to write or draw their interpretations of their own mask, which might be different in various circumstances, for example, they might wear one mask at home, another at school, and so on.

When complete, ask the participants to turn over their mask or take a blank sheet of paper and write or draw ideas of what’s underneath their mask. Who are they really?

There are no right or wrong ways to do this activity, and stress the importance of being respectful to one another as they create and share their masks (if they choose to do so).

When complete, ask whether anyone would like to share their mask and their true self underneath it. You may wish to start by sharing your own to encourage others.

Closing

Matt shares the following quote from author Brené Brown at the end of the video: “Courage starts with showing up and letting ourselves be seen.” Ask the group to share what this means to them. Why does it take courage to be seen? How can we move beyond the stereotypes, masks and our fear of being seen, to be able to be ourselves and to be a role model to others?

ACTIVITY 6: SHE IS NOT YOUR REHAB – SAFETY AND CYCLES OF VIOLENCE

She is
not
your
rehab

EXPLORING POSITIVE MASCULINITY, GENDER STEREOTYPES AND ANTI-VIOLENCE

OBJECTIVES:

- To identify the root causes of violence
- To identify the ways in which violence can become cyclical

RESOURCES:

- Resource 4: Violence and Safety Worksheet
- Flipchart paper
- Pens
- Sticky notes

TIME:

15 minutes

In his TEDx talk, Matt talks about one word to describe his childhood: unsafe. He describes how violence was 'normal' for him growing up – he didn't know any different. Now as an adult, he is committed to helping to break these cycles of violence.

Discuss:

- What do we mean by a cycle of violence?
- How can violence spread from one person to another, or one generation to another?
- What can stop us from repeating these cycles?

Hand each person a copy of Resource 4 and first ask them to write or draw images they associate with violence and feeling unsafe. Next, they should consider words or images they associate with feeling safe. Ask them to share back with the group when complete.

ACTIVITY 6: SHE IS NOT YOUR REHAB – SAFETY AND CYCLES OF VIOLENCE

(continued)

EXPLORING POSITIVE MASCULINITY, GENDER STEREOTYPES AND ANTI-VIOLENCE

Remind the group that Matt talks about women not being ‘rehab’ for men, which led to the name of his organisation, She is Not Your Rehab. What does he mean by this?

Matt says in his video that your trauma wasn’t your fault, but your healing is your responsibility. What does he mean by this?

Discuss:

- How can men and boys be allies or supporters for women and girls?
- What can we do to keep ourselves safe physically?
- What can we do to keep ourselves safe emotionally?
- How can we be responsible for our own healing and personal growth? Ask the group to name some organisations they could go to for support if they need professional help, or self-care tips and tactics to ensure they are looking after their own wellbeing and mental health.

ACTIVITY 7: SHE IS NOT YOUR REHAB – DEAR MR. ROCK

She is
not
your
rehab

EXPLORING POSITIVE MASCULINITY, GENDER STEREOTYPES AND ANTI-VIOLENCE

OBJECTIVES:

- To identify the qualities of a good role model
- To encourage boys to consider ways in which to demonstrate pro-social behaviours and become a role model to others

RESOURCES:

- [She is Not Your Rehab Dear Mr Rock Video](#)
- Screen/Projector
- Flipchart paper
- Pens
- Sticky notes

TIME:

20 minutes

PREPARATION:

Watch the She is Not Your Rehab video 'Dear Mr. Rock' and ensure you have a screen/projector to play the video to the group.

Ask the participants whether they consider Matt to be a role model for other men and boys. Why/why not? What does it mean to be a good role model for others? Watch the video 'Dear Mr. Rock' which can be accessed here:

https://www.youtube.com/watch?v=3jo9w_xpl7k

Matt and the She is Not Your Rehab team created the video to raise awareness of the violence perpetrated in communities and families and their work to combat it, as part of 'White Ribbon Day' which takes place every year on 25th November. This is an international movement to put a stop to men's violence against women.

ACTIVITY 7: SHE IS NOT YOUR REHAB – DEAR MR. ROCK

(continued)

EXPLORING POSITIVE MASCULINITY, GENDER STEREOTYPES AND ANTI-VIOLENCE

Matt describes how The Rock (Dwayne Johnson) is a symbol of positive masculinity and a role model to many people. They ask him to share their message of anti-violence to inspire others.

Give each group a sheet of flipchart paper and some pens and ask them to write down ideas for people they consider to be good role models in their own lives. For example:



These might be family or community members, teachers, other boys, celebrities and so on. Ask the boys to then write down the qualities of each person which make them a good role model.

- What values does a good role model hold?
- What beliefs does a good role model hold?
- How can we become good role models to others, such as our younger siblings and family members, or younger students at school or college?

Share back some answers and discuss.

ACTIVITY 8: A WALES FREE FROM VIOLENCE

EXPLORING POSITIVE MASCULINITY, GENDER STEREOTYPES AND ANTI-VIOLENCE

OBJECTIVES:

- To identify the root causes of violence
- To identify how we can create safer communities and create a Wales free from violence

RESOURCES:

- Flipchart paper
- Pens
- Sticky notes

TIME:

15 minutes

The purpose of this project led by Plan UK and partners She is Not Your Rehab and the Violence Prevention Unit Wales was to begin the process of co-creating a vision for a Wales free from violence. Share the following statistics with the group:

- The Crime Survey for England and Wales estimated that for Wales, around 11% of children aged 10 to 15 were victims of at least one crime in the year ending March 2020.
- Across England and Wales a higher percentage of boys aged 10 to 15 relative to girls of the same age experienced victimisation in the year ending March 2020, for the categories of all violence, all thefts and all crime.
- A report by the Youth Endowment Fund found that half of teenagers in England and Wales have witnessed or been victims of violence. One in five teenagers admitted they had skipped school during the last 12 months because they felt unsafe, according to the Youth Endowment Fund (YEF).

ACTIVITY 8: A WALES FREE FROM VIOLENCE

(continued)

EXPLORING POSITIVE MASCULINITY, GENDER STEREOTYPES AND ANTI-VIOLENCE

Discuss:

- How do you feel about these statistics? Do they ring true for you?
- Why is there so much violence in our communities? How does it start?
- What are the consequences of young people feeling unsafe?

Split young people into groups of 4-5, and give each group a piece of flipchart paper and some marker pens. Ask them to consider what a Wales free from violence might look like and draw their violence-free community. Consider:

- What does it feel like to live in this community?
- What would people be doing?
- What's changed? What is there more of? Less of?

Ask each group to present back their violence-free community drawings.

Next, give each group another sheet of flipchart paper, pens and some sticky notes. Ask them to draw three concentric circles on the paper.

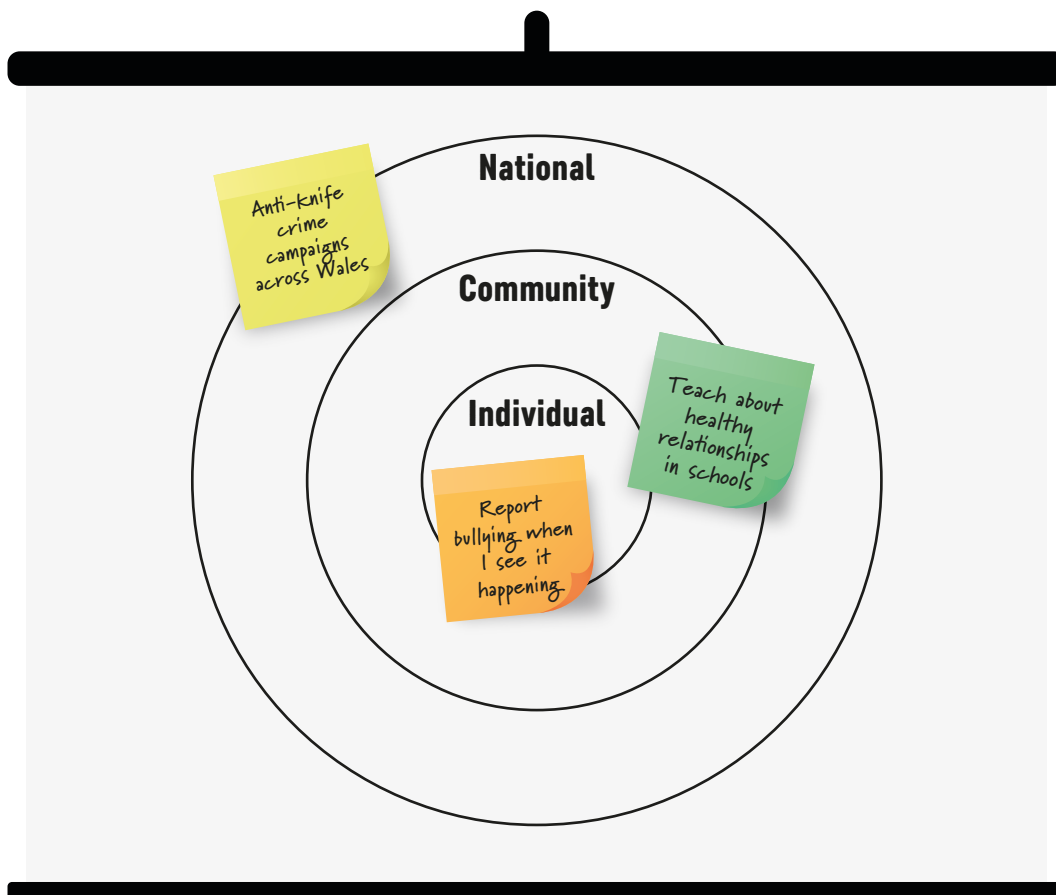
- In the outer circle, consider who needs to be involved and what needs to change at a national level (e.g. what should Welsh Government do or the Police?) to reduce violence and ensure people's safety.
- In the next circle, consider who needs to be involved and what needs to change at a community level (e.g. schools, community leaders, religious leaders) to reduce violence and ensure people's safety.
- In the final circle in the middle, consider what we need to do and to change in terms of our own behaviours and actions that can contribute to violence. This might be about us not perpetrating violence, or condoning violent attitudes by saying nothing when someone makes a sexist or racist joke, or not reporting crimes, and so on. We can also consider how we can facilitate a feeling of safety for ourselves and others, promote peace, connection and a sense of community.

ACTIVITY 8: A WALES FREE FROM VIOLENCE

(continued)

EXPLORING POSITIVE MASCULINITY, GENDER STEREOTYPES AND ANTI-VIOLENCE

For example:



Remind the group that it is NOT our role to try and stop someone from being violent if we witness it happening, as we might get hurt. Instead, we should go and get an adult to help.

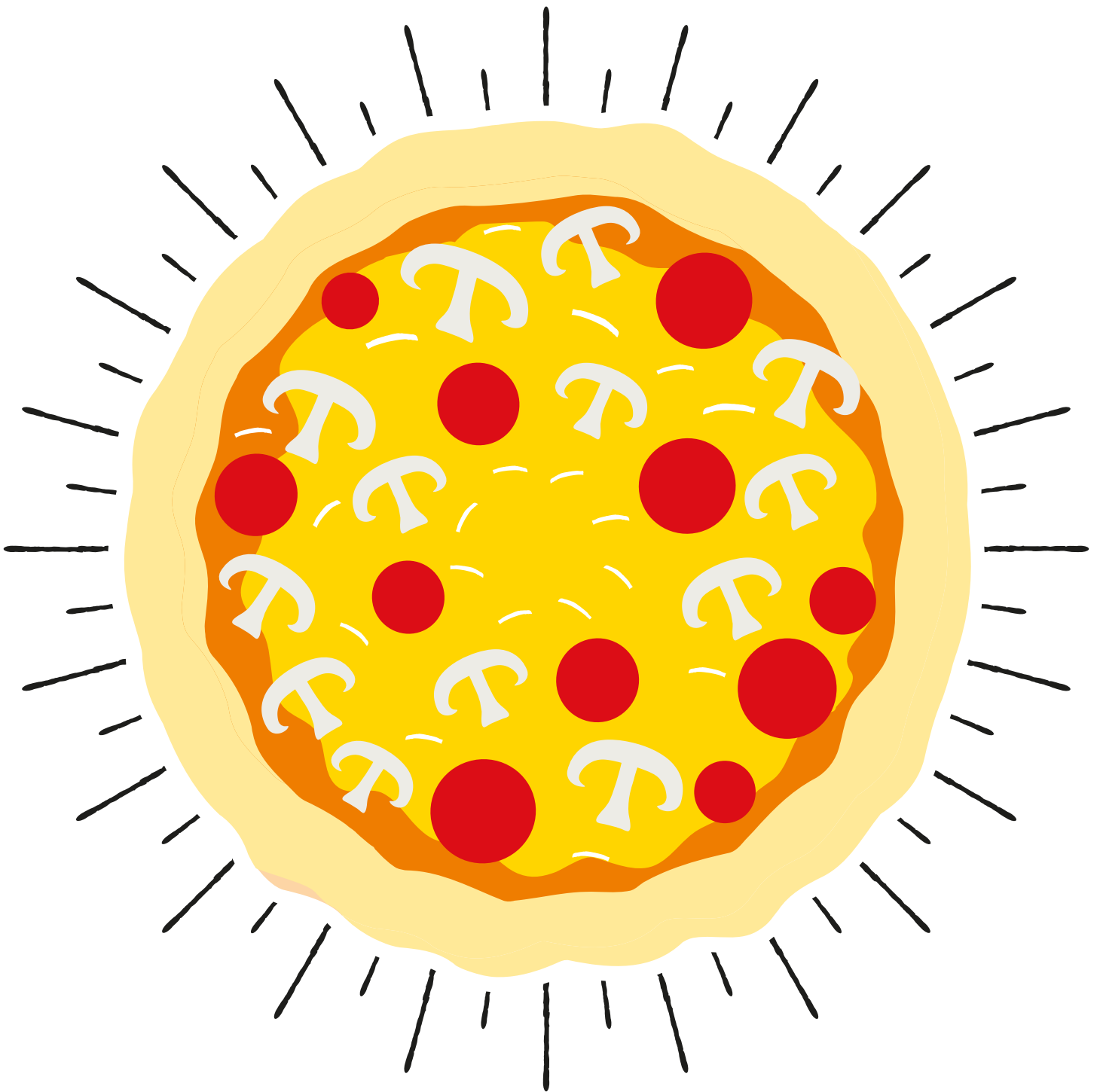
Ask each group to share back their circles and name one thing they're going to do differently now as a result of the activities they have participated in, as part of this project.



RESOURCES

RESOURCE 1: EQUALITY PIZZA

EXPLORING POSITIVE MASCULINITY, GENDER STEREOTYPES AND ANTI-VIOLENCE



RESOURCE 2: PERSON PROFILES

EXPLORING POSITIVE MASCULINITY, GENDER STEREOTYPES AND ANTI-VIOLENCE

Your character is... ...a multi-millionaire footballer

English is your first language. You live between the UK and America, where you have staff looking after your children and your house. You never need to worry about money again. You were born into a working class family, and although you didn't do very well at school, you were always great at football.

Your character is... ...a refugee arriving from Yemen

You've lost all your family in conflict, and have no ID with you. Your English is ok, but not great. Because you're waiting to hear if you can stay in the UK, you can only work cash in hand jobs and are currently sharing a flat with 10 other refugees.

Your character is... ...a black woman who was born into a working class family

English is your first language. You had to leave your last job because you experienced racism and sexual harassment from your boss. You are currently behind on your rent by two months.

Your character is... ...white young woman who has experienced street harassment on a daily basis on her way to school

English is your second language. The boys she gets the bus with have also started trying to take pictures up her skirt. Her grades are falling and she's started missing school.

Your character is... ...a middle class, white lesbian

English is your first language. She was made homeless at the age of 16 when her parents kicked her out because of her sexuality. She became involved in LGBT work, and is now the Manager of a LGBT charity.

Your character is... ...a working class Asian boy

English is your second language. Your dad is disabled, and your mum cares for your little sisters. You have to work evenings and weekends to make sure there is money for food and bills. You do ok at school, but you know you could do better if you weren't so worried and tired.

RESOURCE 2: PERSON PROFILES *(continued)*

EXPLORING POSITIVE MASCULINITY, GENDER STEREOTYPES AND ANTI-VIOLENCE

Your character is... ...a very wealthy white man

English is your first language. You went to the country's best private school as a child, and had private tuition for the piano, horse riding and maths. You graduated from Oxford University where your degree grade wasn't particularly high, but your dad introduced you to his banker friends who got you a job in the city. You own your house outright, and have another house in France.

Your character is... ...a middle class white boy

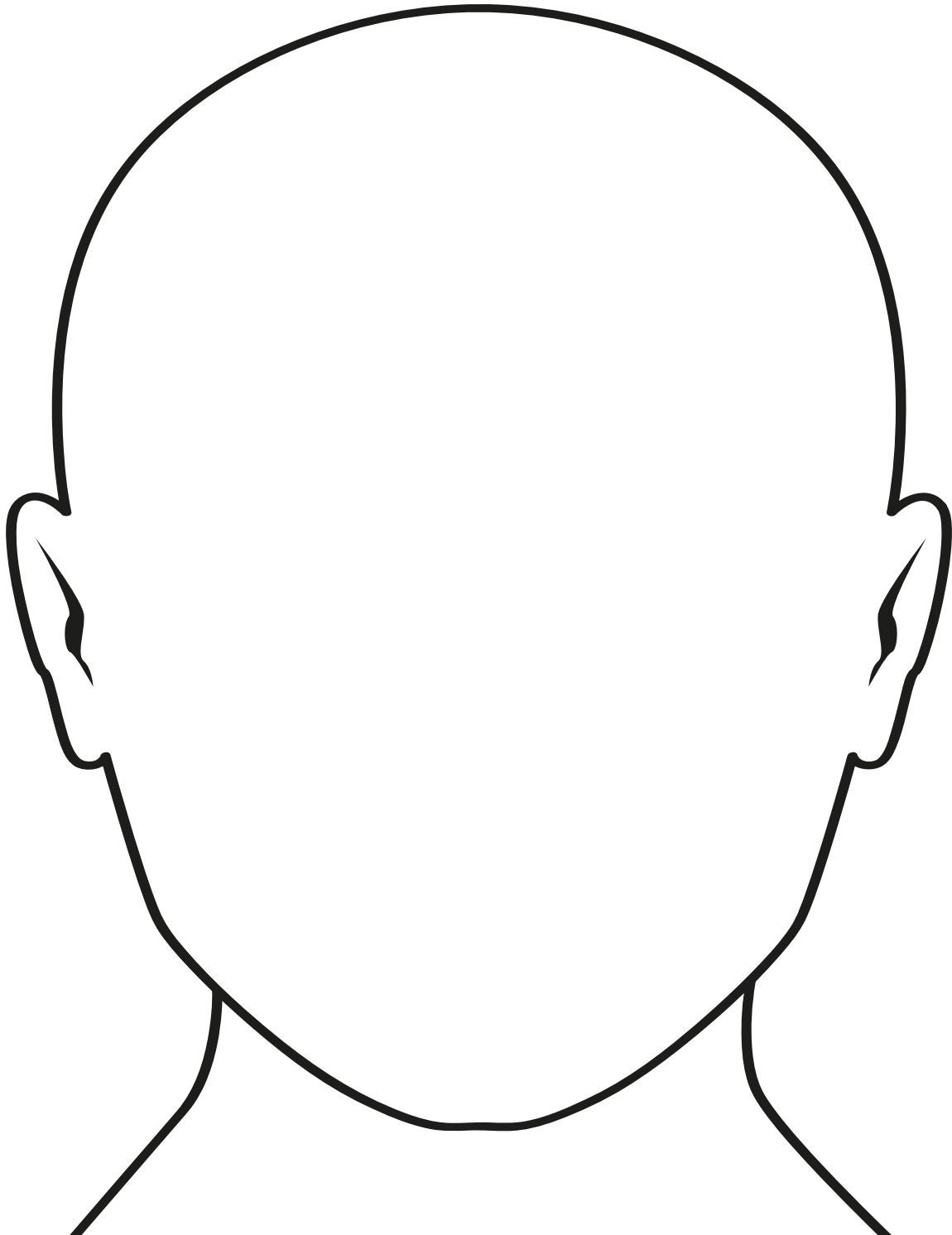
English is your first language. You've been experiencing poor mental health since you were trolled badly online, and you're struggling to get out of bed. Your mum has arranged for you to see a counsellor, and your school has helped you find a flexible timetable.

Your character is... a mum of three young children in an abusive relationship

Your husband controls the family finances and has stopped you having contact with your family, and won't let you go to doctor's appointments on your own.

RESOURCE 3: MASK OUTLINE

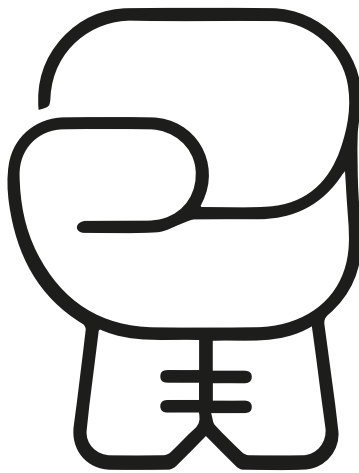
EXPLORING POSITIVE MASCULINITY, GENDER STEREOTYPES AND ANTI-VIOLENCE



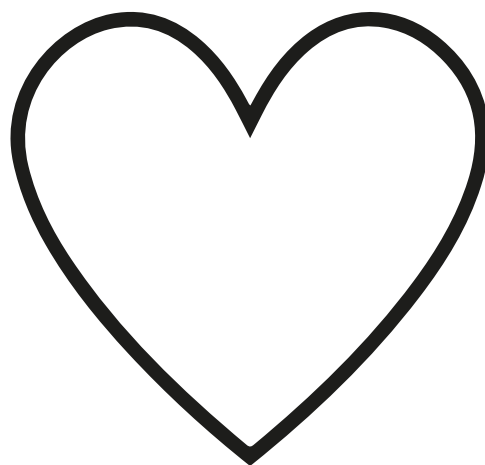
RESOURCE 4: VIOLENCE AND SAFETY WORKSHEET

EXPLORING POSITIVE MASCULINITY, GENDER STEREOTYPES AND ANTI-VIOLENCE

Write words or draw images you associate with violence and feeling unsafe.



Write words or draw images you associate with safety.



FURTHER RESOURCES

The following list of organisations and resources can be used to supplement or further the delivery of activities to boys and young men on gender equality and gender-based violence.

Organisations

Plan International UK

www.Plan-UK.org

Beyond Equality

www.BeyondEquality.org

Our Schools Now via Our Streets Now

www.ourstreetsnow.org/our-schools

White Ribbon UK

www.whiteribbon.org.uk

Violence Prevention Unit Wales

www.violencepreventionwales.co.uk

Learning and Research Resources

Engaging with Men and Boys about Gender Norms: Engagement Toolkit, Government Equalities Office (2020) Download at: https://assets.publishing.service.gov.uk/media/60008afae90e0763a6055425/Engaging_with_Men_and_Boys_about_Gender_Norms-Toolkit.pdf

Unlimited Potential: Report of the Commission on Gender Stereotypes in Early Childhood, Fawcett Society (2020). Download at: <https://www.fawcettsociety.org.uk/news/gender-stereotypes-significantly-limiting-childrens-potential-causing-lifelong-harm-commission-finds>

Working with boys and young men to prevent sexism and sexual harassment, National Education Union (2023). Download at: <https://neu.org.uk/latest/library/working-boys-and-young-men-prevent-sexism-and-sexual-harassment>

Video Resources

[Why don't girls feel safe at school? Learn Without Fear - YouTube](#)

[What do girls really learn at school? Learn Without Fear - YouTube](#)

[Street harassment: #ISayItsNotOK - YouTube](#)

[The Labels We Carry - YouTube](#)

ORGANISATIONS FOR SUPPORT

The following is a list of national bodies that can provide further support and guidance related to the themes explored in the activities. It is important to compile your own list of local organisations that young people can access in addition to this.

Childline

0800 1111

www.Childline.org.uk

Free 24-hour helpline for children and young people in the UK to seek support about any issue of concern.

Galop (formerly known as Broken Rainbow)

0800 999 5428

<http://www.galop.org.uk>

National Lesbian, Gay, Bisexual and Trans+ Domestic Abuse Helpline

Live fear free

Text: 07860 077333

Call: 0808 8010 800

www.gov.wales/live-fear-free

The Live Fear Free Helpline is available 24 hours a day, 7 days a week to provide support and guidance about violence against women, domestic abuse, and sexual violence to survivors, concerned others, and professionals.

Men's Advice Line

08088010327

<https://mensadviceline.org.uk>

The Helpline for male victims of domestic abuse.

The Mix

www.TheMix.org.uk

Online guide to life for 16–25-year-olds. Straight-talking emotional support is available 24 hours a day. Chat about any issue on their moderated discussion boards and live chat room.

NSPCC

Helpline (adults): 0800 800 5000

Helpline (children and young people):

0800 1111

help@nspcc.org.uk

www.Nspcc.org.uk

Specialises in child protection and the prevention of cruelty to children.

Papyrus

Helpline: 0800 068 41 41

www.Papyrus-uk.org

Provides information and support for anyone under 35 who is struggling with suicidal feelings, or anyone concerned about a young person who might be struggling.

Samaritans

24-hour helpline: 116 123 (Freephone)

jo@samaritans.org

www.Samaritans.org

The Samaritans provide free emotional support for anyone feeling down, experiencing distress or struggling to cope.

SHORE Online

www.shorespace.org.uk/i-need-help-now

Shore provides a safe and anonymous place for young people to get help and support. Shore aims to prevent harmful sexual behaviours among young people. It's for anyone who: has questions about healthy sexual relationships, wants to change their own behaviour, is looking for reliable information to help them respond to someone else's behaviour.

Sound Campaign

www.gov.wales/sound

Sound encourages men aged 18-34 in Wales to learn about gender-based violence. The ultimate aim of the project is to create a sound Welsh society in which we can all thrive.

Young Minds

020 7089 5050 (general enquiries)

0808 802 5544 (parents helpline, for any adult with concerns about the mental health of a child or young person)

www.Youngminds.org.uk

Young Minds is a national charity committed to improving the mental health of all children and young people.

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For children and
equality for girls

