EMPOWERING YOUNG MEN TO END

Sexual Exploitation

Report, Curriculum, and Recommended Resources
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Introduction

Educating Men on Gender-Based Violence and Commercial Sexual Exploitation

Over the past four decades, anti-violence advocates and feminists have been increasing efforts to raise awareness about issues of domestic violence and rape. Throughout this period, advocates and activists from the domestic violence and anti-sexual assault movements have made education a top priority in their efforts to end gender-based violence. Geared mainly toward empowering women, these educational efforts have highlighted the root causes of sexual violence, such as societal tolerance of sexism, gender oppression, and other forms of violence against women. Often held in schools, churches, and community centers, these educational forums have typically focused on providing support and resources to those who have survived these forms of violence. Though prevention has always played a key role in activism, most prevention programs have targeted younger women to help them understand and seek out healthy, nonviolent relationships.

More recently, activists and educators have shifted the focus of prevention work, acknowledging that ending gender-based violence cannot be viewed only as a “women’s problem.” By doing so, activists ignore the vital role that men must play in ending gender-based violence. In his book, The Macho Paradox, Jackson Katz explains:
“The long-running tragedy of sexual and domestic violence—including rape, battering, sexual harassment, and the sexual exploitation of women and girls—is arguably more revealing about men than it is about women. Men, after all, are the ones committing the vast majority of the violence. Men are the ones doing most of the battering and almost all of the raping. Men are the ones paying prostitutes (and killing them in video games), going to strip clubs, renting sexually degrading pornography, writing and performing misogynistic music.” (2006, p. 5).

To decrease the prevalence of these forms of violence, we can no longer solely engage women in conversations and activism about these issues. Though it is essential to continue to provide support and safe spaces for women, we will not reduce violence against women if we do not appropriately target prevention efforts at the individuals and culture that are overwhelmingly responsible for this harm. By refocusing anti-violence efforts toward male audiences, educators and activists hope to increase the effects of prevention efforts and create a larger community of anti-violence allies.

Though men perpetrate the vast majority of rapes, domestic violence, and sexual exploitation, this subset of men represents a small percentage of the total population. Rus Ervin Funk explains in his book, Reaching Men, that men can become agents of change, stating, “Ultimately, men taking the initiative (not the leadership) to confront other men’s attitudes and behaviors will result in the kind of change in attitudes necessary to end sexism and violence” (2006, xvi-xvii). Men who do not commit acts of gender-based violence can play a key role in the solution to ending it by holding violent male peers and community members accountable for their actions, helping challenge our current culture of sexism, and standing with women in saying that sexist and violent attitudes and behaviors will not be tolerated.

One often-overlooked form of gender-based violence is the demand for the commercial sex trade. Research has consistently shown that the commercial sex trade industry is
inherently violent; customers and pimps, who are predominantly male, perpetrate harm against those in prostitution, who are predominantly female. Misogyny, power, and patriarchy play the same roles in sexual exploitation as they do in other forms of gender-based violence.

It follows, then, that there is a need to further explore methods of helping men better understand the role they play in ending sexual harm. One of these methods is talking with young men about the commercial sex trade to help them understand the role that men play in perpetuating and normalizing prostitution. Another is to explore with young men why some men perpetrate sexual harm against those involved in the sex trade industry. Third, to highlight how the commercial sex trade can be a form of violence against women. And finally, to engage men in understanding and resisting commercial sexual exploitation.

The purpose of this curriculum is to empower young men with knowledge that both highlights the harms of sexual exploitations and provides active roles that they can play to end sexual harm. By specifically educating and empowering young men, it is possible to decrease the number of people who patronize the commercial sex trade and perpetrate sexual harm against prostituted individuals while increasing the number of men who are allies in understanding and challenging the harms of commercial sexual exploitation.

**FACILITATOR ROLE AND STRATEGIES FOR SUCCESS:**

Though there are a variety of strategies to educate and mobilize men to work toward ending gender-based violence, the most effective method is to prevent men from ever committing or tolerating violent behavior. A well-trained and effective facilitator can help young men develop a consciousness about gender-based violence and assume responsibility for ending it.
FACILITATOR QUALITIES AND GROUNDING PRINCIPLES:

Each facilitator should uphold certain qualities to effectively encourage critical consciousness, individual transformation, and collective action among participants in their classes and workshops. Adapted from Reaching Men, the “Characteristics of Effective Educators” require a facilitator to be:

- Knowledgeable about the commercial sex trade and other forms of violence against women, as well as the culture and individuals who enable the perpetration of this harm
- Thoughtful about ways to present material and the variety of reactions to the material presented
- Passionate about the subject matter and social justice
- Flexible and adaptable
- Aware of and attentive to their own emotions
- Aware of and attentive to participants’ emotions
- Honest and authentic
- Comfortable with disruption in the classroom
- Able to handle confrontation
- Organized
- Positive and hopeful
- An active listener
- Nonjudgmental.

Facilitators should work from a set of principles about gender-based violence and young men’s roles in perpetuating and ultimately ending these abuses. Challenging existing biases helps an educator provide sensitive, empowering, and safe spaces for young men to reflect on their own thoughts, feelings, and behaviors. Though facilitators may have personal assumptions about engaging young men, such as their capacity to understand and respond to the information, there are a number of guiding principles that can alleviate some of the barriers to reaching young men while respecting their humanity and capacity to grow. Adapted from Reaching Men, the “Assumptions About Working with Men” include the following principles:
Everyone has experienced various forms of violence and abuse.
Everyone has the right to be free from violence, abuse, and threats.
The problem of violence is both a social and a justice issue, as much as it is a personal one.
Men who perpetrate gender-based violence are more than the violence they perpetuate (for example, men are more than "rapists," "batterers," or "pornographers").
Violence is a choice.
Men are not naturally or innately sexist, violent, or abusive.
Men do care about ending gender-based violence.
All people have an unlimited and inherent capacity to feel empathy for others.
Men can handle their anger and other strong feelings that may be triggered as a result of talking about sexism and sexist violence.
Everyone benefits by working to ending violence and abuse and by challenging sexism.
Men work effectively alongside women and become strong allies in the work to promote social justice and human rights.
How to Engage Men

Sex-Specific Spaces and Male-Identified Facilitators

There is ample research that identifies various ways of creating safe, productive spaces to address gender-based violence with men. While there are some noted benefits to having female facilitators and mixed-gender settings, particularly the opportunity for empathy-generating dialogue between men and women, this curriculum looks specifically at the benefits of having a male-identified facilitator in a male-specific space.

We prefer the male-only environment for several reasons. First, male educators can act as representatives for the intolerance of male-perpetrated violence and can model more equitable, anti-sexist behaviors. Second, many researchers have identified the importance of peer acceptance and collective norms among men to the development of young men’s attitudes and behavior toward women. Third, a male facilitator can help young men shift their perceptions of these collective norms by showing that it is possible to gain acceptance by men for anti-sexist behaviors and attitudes (Flood, 2002, p. 28). Fourth, research suggests that male-specific spaces can more successfully facilitate men to think critically about violence and sexism, their own attitudes and behaviors, and men’s overall responsibility in stopping violence (Berkowitz, 2001).

Rus Ervin Funk synthesizes the benefits of having
male-identified facilitators and sex-specific spaces, explaining, “Male educators can probably expect to get a more thorough depiction of the ways that men subscribe to the myths of male violence than when women are present. Discussions that occur when it is ‘just the guys’ provide a unique and powerful opportunity for male educators to challenge deeply held beliefs and assumptions that the male participants have” (2006, p. 70).

UNDERSTANDING THE PARTICIPANTS’ AND FACILITATORS’ MULTIPLE IDENTITIES: CULTURAL COMPETENCY

It is important for facilitators to understand the role that their race, class, ability, sexual orientation, nation of origin, and age, play in their world view and assumptions. Therefore, it is also important for facilitators to understand the limitations of approaching male participants as a unilateral group. Facilitators who are aware of individual differences will be able to validate and acknowledge how the participants’ identities will influence the way they process and respond to the material presented. For instance, because of the disproportionate incarceration rates of men of color, particularly poor men of color, as well as the state-sanctioned violence that is associated with the criminal justice system, some participants might be resistant to the idea of calling the police on a community member who is soliciting sex or even pimping or trafficking individuals.

The facilitator should look upon the differing identities of participants positively and he should have the ability to find complementary and culturally relevant approaches to anti-violence work to prevent programs from being “color blind.” Rather than emphasizing neutrality and sameness, the class should be culturally relevant and embracing of different points of view. This tact will enable the facilitator to more effectively explore the ways in which men’s experiences and understandings of violence are organized by race, class, sexual orientation, age, physical and mental ability, and other forms of social division. When working with male youth participants from a variety
of backgrounds, the facilitator should also acknowledge his own identifications, how they intersect, and how they influence potential biases. Because the facilitator is the expert adult on the topic of gender-based violence, he will automatically experience privilege and power in the context of the workshop or training. Therefore, the facilitator is responsible for the power dynamic between himself and the participants. Given that all forms of gender-based violence are rooted in power and control, it can be liberating for the facilitator to actively address and reject these power differentials within the workshop. If the facilitator is able to acknowledge his privilege and share power with the youth participants, he will be able to model for the students how to be knowledgeable, strong, and in control without having power over another person.

The existing research and information about engaging young men in anti-sexist education and work, outlined at the end of this report, informed the Chicago Alliance Against Sexual Exploitation’s (CAASE) approach to developing a curriculum for young men. Our curriculum emphasizes the role of a facilitator as someone who empowers young men, models nonviolent and egalitarian attitudes toward women, and embodies a deep respect for the ways in which participants’ multiple identifications can influence their understanding and response to sexual exploitation.

EDUCATIONAL STRATEGIES FOR ENGAGING YOUNG MEN: THEORY AND APPROACHES

Young men can hear, process, and engage the material that is presented in a workshop or training in many ways. However, a few strategies have been proven to most effectively engage young men in the anti-violence and anti-misogynistic materials. These approaches, which are supported by various male anti-sexist researchers, include Social Norms Theory, Popular Education Theory, and Media Awareness Theory. An overview of these different approaches emphasizes their utility for addressing
gender-based violence and discussing how young men can generate critical consciousness and collective action. These theories are not mutually exclusive, and a facilitator can adopt different elements of the approaches when developing his educational techniques. The development of CAASE’s curriculum included a critical analysis of these three theories and ultimately led to the synthesizing of their various elements to create a consciousness-raising and action-oriented workshop.

**The Social Norms Theory**

Social Norms Theory is based on the principal that one’s behavior is influenced by incorrect perceptions of how other members of our social groups (or peers) think and act (Berkowitz 2003). For example, an individual may overestimate the permissiveness of peer attitudes and/or behaviors with respect to alcohol, smoking, or other drug use, or underestimate the extent to which peers engage in healthy behaviors. The prevalence of these misconceptions increases problem behaviors while simultaneously discouraging healthier behaviors (Berkowitz 2004). Essentially, this theory posits that people behave based on what they think other people think and do, as opposed to what they actually think and do (Katz, 2006, p. 11). Social Norms Theory can be applied to gender-based violence and sexism. Studies indicate that many men are uncomfortable with the sexist behaviors and attitudes they witness among their peer groups. However, because few men vocally dissent to this everyday sexism, most men believe that they are alone in their discomfort. This perpetuates a society where men are uncomfortable with misogyny and violence against women but remain silent, thereby sending a message to their peers that they condone these actions and behaviors (Katz, 2006, p. 12). Therefore, part of our curriculum focuses on correcting misperceptions and generating a critical consciousness about sexual exploitation, resulting in decreases adherence to the myths associated with prostitution and a reflective change in their participation in the sex trade industry.
The Popular Education Theory

Popular education is a direct response to the ineffectual nature of traditional education methods in both engaging and mobilizing students. Popular education, also known as liberating education, is “based on the principle that the art of education is a liberating experience for the student as well as the educator. As such, it is an inherently empowering process that actively engages participants in the process of education” (Funk, 2006, p.15). This approach is driven by an understanding of education as social change, where knowledge is co-created through a dynamic process between the participants and the educator, with the goal of developing critical consciousness in both parties. The Popular Education Theory is an appropriate grounding principle for an anti-violence curriculum because it enables the participants to reflect on how sexism and violence affects themselves, their relationship with others, and their communities. From that vantage point, a critical consciousness is developed, and participants are empowered to address the relationship between masculinity and gender-based violence directly.

Because this approach is different from traditional education models, which focus on lectures and instructor-driven content, the process of developing the technique and skills of popular education and participatory learning can be challenging for facilitators who may not have experience with it. In Questions for Revolutionary Sexual Violence Prevention Education, Ross Wantland provides guiding questions that can help facilitators better understand the popular education perspective and how it can inform their work with students, such as:

- Am I aware of my limitations and “hot button” issues?
- How will I deal with these limitations? How will I maximize my strengths?
- Am I telling the group what to think or am I creating a space where they can come to their own conclusions?
- Do I know (or am I able to hear) where they are in their process? Can I take these needs and work with them from where they are?
• Am I approaching them as the problem or the solution?
• Am I paying attention to the emotional process and space the students need to understand this information?
• Am I giving them skills for practical application and reintegration?
• Am I creating an opportunity for them to engage in social change?

**Media Awareness**

An important component in the curriculum is media awareness. We live in a culture in which young people have consistent and pervasive exposure to media images that send restrictive and often dangerous messages about masculinity and gender roles. These media messages are particularly apparent with regard to the sex trade industry, where various media sources reinforce harmful cultural notions of people in prostitution and pimps without acknowledging the violence and oppression that many experience. Therefore, effective curricula often utilize media awareness strategies to help participants be critical of the messages they receive and become conscious media consumers.

**SOMETHING TO CONSIDER: THE REBOUND EFFECT**

Even well-prepared and well-executed programs may not shift the attitudes and behaviors of participants over a long period of time due to what some call the Rebound Effect, where changes in attitudes and behavior shift backward or even worsen after the completion of the educational session. It may sound discouraging, but knowing ahead of time about the Rebound Effect can also arm facilitators and program developers with insight on how to plan for and implement a more effective curriculum. Research on the Rebound Effect, particularly as it relates to long-term attitude changes around violence against women, offers some practical advice for those who facilitate anti-violence programs. The rebound
effect indicates that it is important for facilitators and their programs to work actively toward preventing attitude regression using strategies including:

- Incorporating a single-session presentation into a larger educational program
- Creating systems for teachers, youth workers, or administrators at the institutions where the curriculum is implemented to follow up on the topic with the program participants throughout the year
- Keeping up to date on evidence-based educational strategies with long-term outcomes
- Consistently updating the curriculum to reflect the current best practices in the educational field.
Evaluation Strategies

The extensiveness of the training, preparation, and resources in developing and implementing an anti-violence curriculum merits evaluation strategies that measure its effectiveness. Furthermore, as stakeholders begin to place a stronger emphasis on the importance of measurable results within education and social services, having evaluations written into curricula can be a useful internal and external tool. Evaluations provide facilitators the valuable feedback necessary to adjust their style or delivery, gage the level at which participants enjoy or feel connected to the workshop, and finally, measure any short- or long-term changes in attitudes and behavior about gender-based violence. Though the latter is particularly important in verifying whether a program is effective in preventing gender-based violence, it is also the most difficult to evaluate. Most programs administer evaluations directly after the completion of the workshop and do not measure longer-term changes in attitudes or behaviors.

Researchers consistently emphasize the importance of developing outcome measurement strategies that document the change in actual rates of gender-based
violence (Flood, 2005, p. 28). Though one goal for curriculation is the actual reduction in rates of violence, with a persistent emphasis on creating evaluation tools that measure these outcomes, there is still value in student evaluations and feedback. The immediate responses of participants after a session can help a facilitator learn about her or his delivery style and effectiveness and the sections of the curriculum that were either particularly engaging or ineffective.

Adapted from a local nonprofit Communities in Schools Chicago Student Program Evaluation, some important questions to ask participants include:

- I have a different attitude toward women now (yes/no)
- I liked the way the teacher lead class (yes/no-explain what you didn’t like)
- I found the teacher engaging (yes/no)
- My favorite way to participate in the program was by (acting/writing/talking/drawing/I did not participate at all)
- I am less likely to commit a violent act in the future because of this course (yes/no)
- What was your favorite activity during this course? (short answer)
- Do you think you will talk with your friends about the subjects you discussed in class? (yes/maybe/no)
- Is there anything in the past that you might have done differently if you had taken this course first? (short answer)

Three Appendices Are Attached Below:

- CAASE’s outlined goals for our demand deterrence curriculum for high school-aged men
- A list of male-targeted anti-violence curricula and summaries
- Recommended resources and articles for working with young men on anti-sexist initiatives.
WORKS CITED


Appendix A

Introduction and Objectives
Approximate time needed: 150 minutes
(Three 45-minute sessions)

Chicago Alliance Against Sexual Exploitation proudly presents a curriculum of three 45-minute sessions that empower young men to end sexual exploitation with the following objectives:

1. To understand commercial sexual exploitation as a form of gender-based violence
2. To explore cultural norms and their impact on our society’s perceptions of masculinity, male sexuality, and the normalization of the sex trade
3. To discuss the pressure from the media, peers, and societal messages to conform to these norms and how they influence our understanding of the sex trade, as well as the decision to become patrons
4. To empower young men with the skills and knowledge to become allies against sexual exploitation by identifying tangible ways in which to end sexual harm.
Session One
Introduction and Icebreakers:
Creating Safety and Accountability
Approximate time needed: 45 minutes

OBJECTIVES:
1. Discuss the expectations and/or goals for the curriculum
2. Create rapport and a sense of mutuality between the facilitator and the participants.
3. Foster a confidential, safe, and bounded environment for learning.
4. Help participants understand the elements of the sex trade by examining and defining terminology associated with it.

ISBE Goals Met:

Session Two
Commercial Sexual Exploitation
Approximate time needed: 45 minutes

OBJECTIVES:
The second session focuses on understanding commercial sexual exploitation with the following objectives:

1. To explore personal and collective beliefs about the sex trade
2. To help young men recognize the sex trade in its various forms
3. To help young men challenge some of the societal misconceptions about prostitution
4. To start the participants thinking about the role of demand in the sex trade.
ISBE GOALS MET:
• Consideration of Ethical, Safety, and Societal Factors 3A.5a; 3A.5b; 3B.5a

Session Three
Commercial Sexual Exploitation within a Larger Context
Approximate time needed: 45 minutes

OBJECTIVES:
The third session focuses on understanding commercial sexual exploitation within a larger context with the following objectives:

1. To help participants understand commercial sexual exploitation in relation to other forms of gender-based violence by examining myths about prostitution, gender constructs, male sexuality, and power
2. To help young men understand these problems as cultural and structural issues that require cultural and structural responses as opposed to simply changing individuals
3. To illuminate some of the harms many women and girls in prostitution experience.

ISBE GOALS MET:
• Health Promotion, Illness Prevention and Safety: 22.B.4; 22.B.5

Session Four
Taking Action Against Sexual Harm
Approximate time needed: 45 minutes

OBJECTIVES:
The fourth and final session builds on the material presented in previous sessions and focuses on taking actions to end commercial sexual exploitation with the following objectives:

1. To help the participants understand that they can be allies and agents of change in the struggle toward
Appendix B
Recommended Curricula Concerning Human Trafficking, Prostitution, and Commercial Sexual Exploitation

Chicago Alliance Against Sexual Exploitation provides a list of valuable resources and curricula from reputable organizations for engaging young men and women in ending sexual exploitation.

The Coalition against Trafficking in Women—Asia Pacific

MODULE ON GENDER ISSUES, SEXUALITY, AND PROSTITUTION

Recommended Curricula on Human Trafficking and Sexual Exploitation

Location: www.catw-ap.org

Content: A 3-day program that aims to provide young men with a critical understanding of gender issues, particularly prostitution. Consists of workshops on subjects such as gender stereotyping, violence against women, patriarchy, social construction of sexuality, and empowering relationships.

Format: PowerPoint slides outline the 3 days of themes, activities, and objectives.

Cost: Free

The Home for Little Wanderers

MY LIFE, MY CHOICE: THE MASSACHUSETTS PREVENTION PROJECT

Location: www.thehome.org

Content: This multi-session prevention curriculum for young
girls provides information about prostitution, pimps/panderers, as well as tips on how to stay safe on the street.  

**Format:** Please contact info@thehome.org, for more information on the format of this training module.  

**Cost:** Please contact info@thehome.org for more information on the cost of this training module.

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**Not for Sale Campaign**  
**NOT FOR SALE CAMPAIGN: HIGH SCHOOL CURRICULUM**  
**Location:** www.notforsalecampaign.org/resources  
**Content:** This curriculum on modern-day slavery provides information about its prevalence throughout the world, and ties it to larger systems of power and oppression. This curriculum specifically accompanies the Not for Sale book by David Batstone, and introduces and expands upon major themes and concepts from this text. The curriculum lessons specifically correspond with each chapter from this book.  

**Format:** Two ten-session curricula, one targeted at working with high-school aged youth and the other with college students. Each provides an interdisciplinary approach that equips students to investigate and critically engage a major social crisis afflicting the world today: modern slavery. These curricula link to the larger Not For Sale Campaign.  

**Cost:** Free. The accompanying book costs $15. Both are available at www.notforsalecampaign.org/resources.

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**Alliance for Speaking Truths on Prostitution**  
**WISE AS SERPENTS: A CHRISTIAN RESOURCE TO DEVELOP STREET-SMART YOUTH**  
**Location:** http://www.adultssavingkids.org/wise_as_serpen.htm  
**Content:** A curriculum for working with youth in Sunday School, confirmation, and bible study classes about the incidence of commercial sexual exploitation and how youth can help end it.  

**Format:** A six-session curriculum, with each session including: a theme around which to build your lesson, an opening activity to engage youth, a Bible story or passage to emphasize the theme, a portion of Luther’s Small Catechism,
two stories about young people, a video segment with discussion questions, an activity to wrap up the day, suggested contents for a closing prayer, conversation starters for youth and parents.

**Cost:** $75 (plus shipping).

**Recommended Anti-Violence Curricula for Men and Boys**

**Men Against Sexual Assault in South Australia**

**BOYS TALK**

**Location:** http://www.boys-talk.org.au/

**Content:** A curriculum program that aims to enhance the health and well-being of young men, develop young men’s awareness of the construction and effects of gender, and encourage young men to have pro-social goals, skills, and motivation. The overall goal of this curriculum is to promote nonviolent behaviors and attitudes.

**Format:** Ten sessions focusing on various themes such as gender expectations, managing feelings, and sexual health.

**Cost:** $38.50 (plus international postage).

**The Family Violence Prevention Fund**

**COACHING BOYS INTO MEN PLAYBOOK**

**Location:** www.endabuse.org

**Content:** Understanding the meaningful and influential relationship between coaches and athletes, this program is designed for coaches to use with their male student athletes to promote egalitarian ideals and respectful, nonviolent relationships, ultimately aiming to break the cycle of violence in the home.

**Format:** Designed to be used with coaches and sport players, this curricula includes information about male violence against women, role playing, and small group discussions on how to intervene or prevent violence against women, and information about being a continued ally.

**Cost:** FREE and available online at www.endabuse.org

**A film and classroom guide by Bryon Hurt**

**HIP-HOP: BEYOND BEATS AND RHYMES**

**Location:** http://www.itvs.org/outreach/hiphop/

**Content:** A classroom guide to the documentary that takes
an in-depth look at representations of manhood, sexism, and homophobia in hip-hop culture from the point of view of a fan who challenges the art form’s representations of masculinity.

**Format:** Five activity areas, including information and discussion questions on masculinity, homophobia, gender violence, and media literacy. Classroom guide includes handouts for students and teachers.

**Cost:** Free. Documentary available for purchase on website.

**The Oakland Male’s Project**

**MAKING THE PEACE**

**Location:** [http://www.hunterhouse.com/shopexd.asp?id=305](http://www.hunterhouse.com/shopexd.asp?id=305)

**Content:** This curriculum is aimed at young people and addresses issues of violence, fear, and the development of solutions. It can be used in the classroom, after-school programs, or juvenile justice settings. Making the Peace is written to help young people break away from violence, develop self esteem, and regain a sense of community.

**Format:** The 15-session violence prevention curriculum provides exercises, role-plays, in-class handouts, homework sheets, and discussion guidelines to explore issues such as dating violence, gangs, interracial tension, suicide, sexual harassment, and the social roots of violence.

**Cost:** $29.95 (plus shipping)

**Jackson Katz and Northeastern University’s Center for the Study of Sport & Society**

**MENTORS IN VIOLENCE PREVENTION**

**Location:** [http://www.jacksonkatz.com/aboutmvp.html](http://www.jacksonkatz.com/aboutmvp.html)

**Content:** The Mentors in Violence Prevention (MVP) program addresses issues of gender, violence, bullying, and school violence. It utilizes a prevention approach that encourages young men and women from all socioeconomic, racial, and ethnic backgrounds to take on leadership roles in their schools and communities. The training is focused on an innovative bystander model that empowers each student to take an active role in promoting a positive school climate. Students learn that there is not one simple way to confront violence, but that each individual can learn valuable skills to
build their personal resolve and to act when faced with difficult or threatening life situations.

**Format:** The High School Playbook includes four parts: the MVP playbook for high school males, a trainer’s guide for working with high school men, a playbook for high school women, and a training guide for working with high school women. The college curriculum focuses exclusively on working with men and includes a playbook as well as training guide for this demographic. In both curricula, trainings consist of role-plays intended to enable students to construct and practice viable options in response to incidents of harassment, abuse, or violence before, during, or after the fact.

**Cost:** Complete set of high school books (4) $35.00; Complete set of college books for males (2) $20.00; full set of all MVP playbooks (6) $50.00, available at www.jacksonkatz.com/playbooks2.html

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**The One Man Can Campaign**

**ONE MAN CAN**


**Content:** A South African campaign to end violence against women aimed at youth, parents, teachers, and interfaith workers. This campaign is a resource for working with men and boys on issues of citizenship, human rights, gender, health, sexuality, and violence. Provides activities that promote social justice, gender equality, and citizen activism.

**Format:** The complete toolkit includes resource directories, posters, fact sheets, action sheets, and video clips for addressing violence against women in South Africa, with transferable elements for the United States.

**Cost:** Free.

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**The Young Women’s Action Team**

**REAL TALK: ENGAGING YOUNG MEN AND BOYS ABOUT VIOLENCE AGAINST WOMEN AND GIRLS: A WORKBOOK, DOCUMENTARY, AND DISCUSSION GUIDE.**

**Location:** [www.youngwomensactionteam.org](http://www.youngwomensactionteam.org)

**Content:** The purpose of this documentary and project is to engage men and boys as allies in the anti-violence
movement by helping them to develop their own voices on issues of male violence against women and encouraging them to share their perspective with other men and boys and to make the anti-violence movement bigger and stronger.

**Format:** Workbook, documentary, and discussion guide by Young Women's Action Team.

**Cost:** Free workbook and discussion guide. Contact for information about documentary.

### A SAMHSA Model Program

**SAFE DATES**

**Location:** www.hazelden.org/web/go/safedates

**Content:** Safe Dates is the only research-based curriculum of its kind, and has demonstrated long-term outcomes. Its objectives are to help young people recognize the difference between healthy, caring, and supportive relationships, and controlling, manipulative, and abusive dating relationships. Safe Dates has proven to be effective with both boys and girls and addresses perpetrators of violence as well as victims. It works as both a prevention and intervention tool.

**Format:** This nine-session curriculum can be delivered in as few as four sessions and is aimed at middle and high-school aged young women and men. The curriculum includes handouts, case studies, games, a play on dating abuse that was written by high school students, a teacher training outline, and parent materials.

**Cost:** $215.

### The Family Violence Prevention Fund

**TOOLKIT FOR WORKING WITH MEN AND BOYS**

**Location:** http://toolkit.endabuse.org

**Content:** A curriculum designed for high school- and college-aged men that incorporates small group discussion, role-play activities, and related handouts addressing violence, privilege, and masculinity.

**Format:** 10-sessions that consolidate activities and materials from other anti-violence curricula and help educate both the facilitator and youth participants. In addition, there is
a discussion board available online for facilitators to discuss best practices and challenges with the implementation of this curriculum.

**Cost:** Free.

**Government of Ontario, Ontario Women’s Directorate**  
**WHITE RIBBON CAMPAIGN**  
**Location:** www.whiteribbon.com  
**Content:** A guidebook for teachers to use with youth between the ages of 11-14, as well as 14-18, which includes interactive exercises that are designed to promote and teach healthy, equal relationships among boys and girls. It combines classroom exercises and suggestions for public awareness activities that enable boys and girls to understand and speak out against violence against women.  
**Format:** U.S. version available; incorporates activities and links to the larger White Ribbon Campaign movement, designed for both men and women.  
**Cost:** $30 for both middle school curriculum, $30 for secondary school curriculum (plus shipping and handling).

**The Oakland Men’s Project**  
**YOUNG MEN’S WORK: STOPPING VIOLENCE AND BUILDING COMMUNITY**  
**Location:** www.hazelden.org/HAZ_MEDIA/scopseq_young-men.pdf  
**Content:** A multi-session curriculum created by Paul Kivel for young men ages 14-19 that addresses the roots of male violence and aims to help young men break the cycle of violence passed from generation to generation.  
**Format:** A 26-session curriculum for young men in school settings, community-based agency settings, and juvenile correction programs.  
**Cost:** $225 includes 11 participant workbooks, facilitator manual, DVD, and set of posters.
Appendix C
Recommended Resources and Articles on Working with Men and Boys to End Gender-Based Violence

Chicago Alliance Against Sexual Exploitation provides a list of resources and curricula from reputable organizations for engaging boys and men in ending sexual exploitation.


