

**WELCOME,
THIS WEB CONFERENCE
WILL BEGIN SOON**

ENGAGING MEN IN CAMPUS
PREVENTION AND INTERVENTION
EFFORTS



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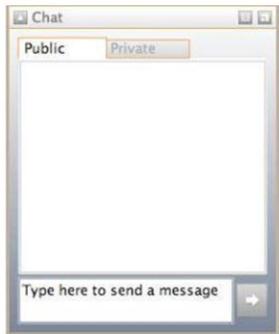


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How do you engage men
on your campus?



Engaging Men in Campus Prevention and Intervention Efforts

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We begin by defining what we are trying to do by working with men to prevent rape and sexual assault: behavior-change. Research tells us that people change when they have the **motivation** and **skills** to do so. We will go in-depth into what motivates men and what skills they need.

Then, we discuss how to determine what individuals and groups to target and how to get them involved. This includes 1) how to get organizations to invite you to present, 2) why students are your best recruitment strategy, and 3) how to leverage your relationships with campus constituencies.

Next, I review theories of leadership, organizational behavior, and communications, highlighting key points and great books for deeper learning.

Following this, we discuss how to lead/advise a Men Against Rape group and how such a group can work with a similar mixed-gender advocacy group.

Finally, I share how to effectively present to all-male groups. Topics include 1) knowing your audience and shaping your message 2) using multimedia 3) flying solo (without a PowerPoint) 4) key takeaways 5) public commitment and 6) the question I always ask groups of men.

Today we're going to learn about

- Changing
- Leading
- Targeting
- Presenting
- Advising



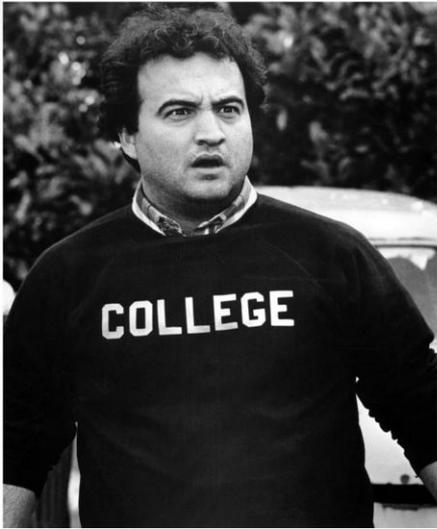
- Changing- the whole point is to change the behavior of men to reduce intimate partner violence on your campuses- this is the OUTCOME
- Leading- You can't change other people- you create environments where they change themselves –more on this in leadership & student development theory
- Targeting- How do we find the people we need to change - more importantly, how do we get them in the room with us
- Presenting – how to use your hour to – start change and get them to come back for more-
- Advising – how to sustain interest, make involvement as easy as possible and effective
- Empowering- Getting to deeper involvement by men in peer education

1st- We need to know:

- What you know
 - Lisak's work on offenders
 - Bystander Intervention: Green Dot/MVP/Bringing in the Bystander, etc
- Your resources
 - Office of more than one?
 - Prevention Specialist
 - Male staff?
 - Student peer educators?



Quick Hand-raise surveys



College Men

- 43% of students
- Host most parties
- Less likely to be involved
- 95% non-violent
- Perceive barriers to intervention & involvement



Men are a minority on most campuses- creates several dynamics-

Ex- Men may feel like the campus culture is tailored for women and create/identify with sub-cultures that are separate

-Campuses where men are a lower % of students creates an environment where men can offer less in relationships for sex

Ask students who hosts parties- the beginning of reflecting on the environment

Every campus I've worked at or spoken with students at tells me that men host almost every party on their campus

If men are controlling an alcohol-fueled social scene- we must teach them how to host "fun parties where people don't get hurt"- hard to disagree with this goal!

Most of them are naturally on our side BUT there are reasonable reasons they don't do anything about it... (more?)

Working with College Men



- Out-of classroom is equally important to student's growth
- Challenge & Support (Sandford)
- Learning Partnership Model (Baxter-Magolda & King)



Sanford (1962) -for growth to occur, a person needs a balanced amount of challenge and support as appropriate for the task. . Too much support (A), and the student will never really learn what they need to grow and develop...

too much challenge (B), and the student will become frustrated and possibly quit trying.

A third factor of this model that Sanford added in 1966 is the element of *readiness*. Simply put, an individual cannot grow until they are physically or psychologically ready to grow.

-ARE Freshmen men, in their 1st week of school, ready for the challenge of preventing rape on campus? Yes- but with limitations-

Learning Partnership Model

- ☑ Validating learner's capacity as knowledge constructors
- ☑ Situating learning in learner's experience
- ☑ Defining learning as mutually constructing meaning
 - Creating an environment of mutual learning and respect
- ☑ Questioning that provokes self-reflection

Sanford, N. (1966). *Self and society: Social change and individual development*. New York: Atherton.

Baxter Magolda & King. (2004) . *Learning Partnerships: Theory and Models of Practice to Educate for Self-Authorship*

How do we influence
college men to change
their behavior?



First, change
how they
think.



Humans aren't simple-minded pawns who can be readily manipulated to do whatever you like

In fact, Bandura found humans to be quite complicated. It turns out that they *think*. *Humans observe, cogitate, draw conclusions*, and then act. All this is important to know because if you want to change the world, you eventually have to change how people behave. And if you want to change how they behave, you have to first change how they think.

"strategies." the plural because there is no one strategy—no silver bullet—for resolving profound, persistent, and resistant problems.

When it comes to the problems that have us stymied, it takes an entire set of influence methods. This is intended to help you create your own set of tools

Vital Behaviors

- **Results:** Reduction in Violence
- **Behaviors:** Intervention
- **Measure:** Published scholarship tells us it works

Influencer



The first ½ of the work has been done for us- We know that bystander intervention, when it happens, works! We know of programs that work- but this is about the details of how you implement it on your campus – with men...

Change the Way We Change Minds

- Will it be worth it?
- Can I do it?
- Powerful Stories
 - Yours
 - Theirs
- Create Experiences
 - Presentations to groups
 - Men's basic involvement
 - In-depth training

	Motivation	Ability
Personal	1 Make the Undesirable Desirable	2 Surpass Your Limits
Social	3 Harness Peer Pressure	4 Find Strength in Numbers
Structural	5 Design Rewards and Demand Accountability	6 Change the Environment



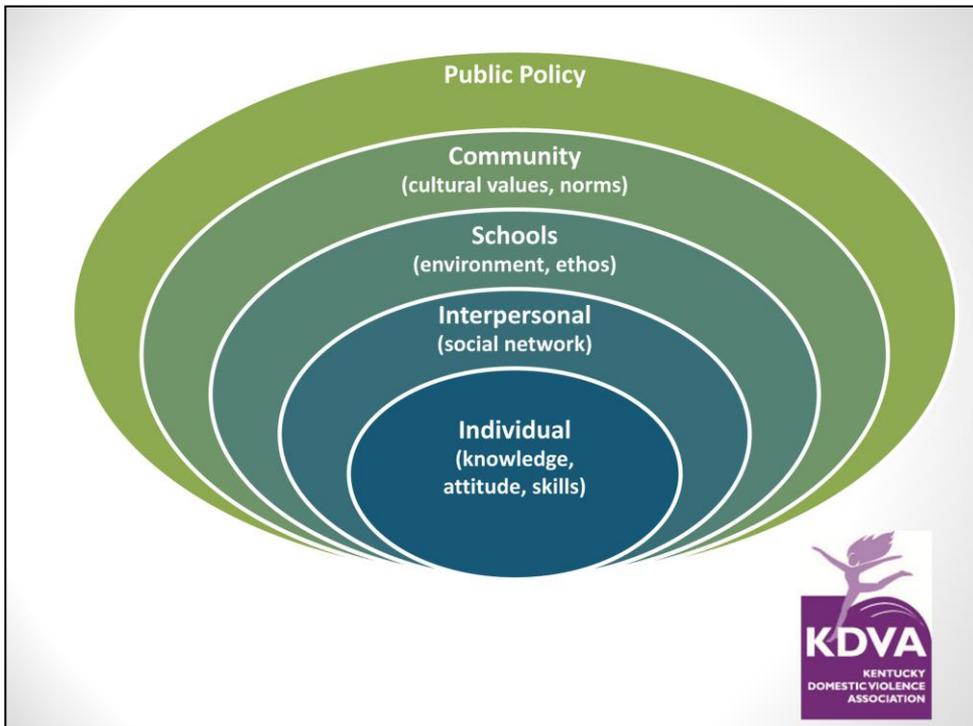
Motivation: “Will it be worth it?” Ability: “Can I do it?”

Stories provide every person, no matter how limited his or her resources, with an influence tool that is both immediately accessible and enormously powerful.

Poignant narratives help listeners transport themselves away from the content of what is being said and into the experience itself. Because stories create vivid images and provide concrete detail, they are:

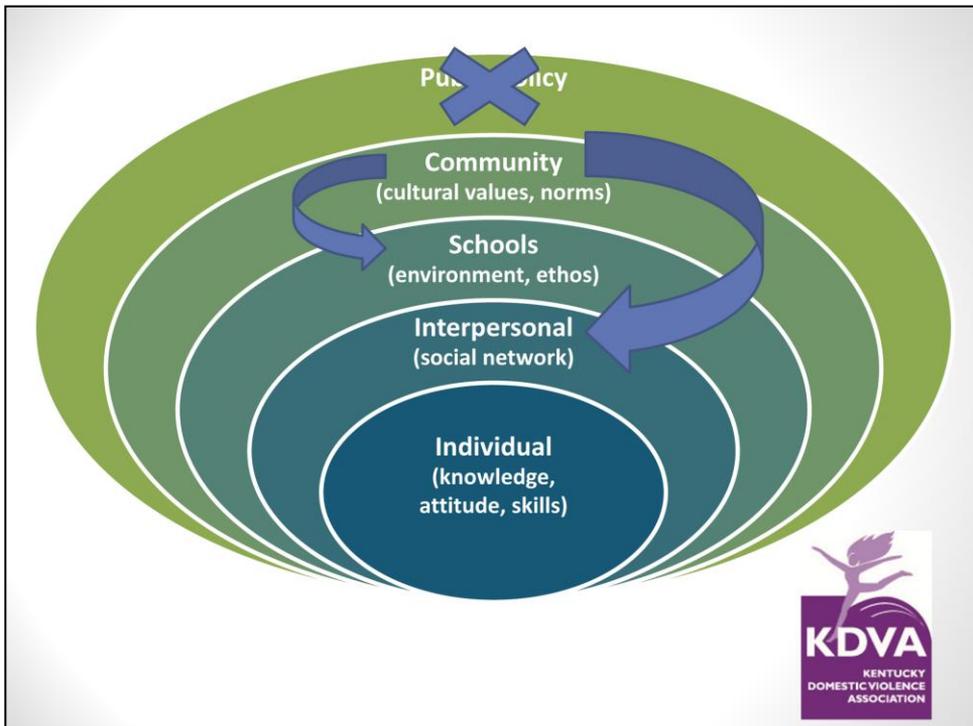
- More understandable than terse lectures.
- More focused on the simple reality of an actual event.
- More often credible than simple statements of fact.

Finally, as listeners dive into the narrative and suspend disbelief, stories create an empathic reaction that feels just as real as enacting the behavior themselves.



Traditional health model – ecological model of health behavior change

For our purposes- public policy can be eliminated and the community IS the school



Public policy could, in the case of our campuses be thought of as campus policy-
The school is the community in which they live- combine the two without too much change

Their social networks are also their communities- there are subcultures on every campus- and you'll need to understand their nuances to shape your message and presentations effectively.

Personal Motivation: Make the Undesirable Desirable

- Beliefs are strongly connected to past experiences, stereotypes, and media
- Convince men it's a real problem that affects people they care about and themselves
- Connect doing something to their values
- Vicarious Experience: Stories Matter
- New motives



We want male students to want to be an active participants in ending interpersonal & sexual violence

The primary issue in partnering with men to be bystanders is convincing them that rape and sexual assault is a real problem. While most data supports our argument, students know how to challenge data and present competing arguments. Acknowledging the incompleteness of any source data and using a combination of quantitative and qualitative evidence is the best strategy for convincing men that rape and sexual assault is prevalent.

Vicarious experiences are essential here- Lisak video later

Their values may not be social justice but a just society....

New motives- protecting the frat, saving the season- Imagine what it would feel like to know that your fraternity, team, your reputation could have been saved with one, simple act?

Personal Ability: Surpass Your Limits

- Teach everyone essential skills from day one
 - Mandatory sexual violence prevention training
 - Everybody needs skills for communicating, solving problems and taking responsibility for other people.
- Structure skill training to the ability of the audience
 - Older students have the capacity for more complicated, socially risky behaviors



Ability: Your individual guys need 2 Key Skills: Ability to discuss high stakes issues and hold people accountable

If you can't get mandatory sexual assault training for all- perhaps mandatory bystander intervention training?

Give Freshmen easy, achievable goals that they can have success with- and build from there- (Hand-off- and distract are easier than direct discuss later?)-

Older students can be taught more cognitive and socially complicated skills- ex- thinking about how gendered party themes may contribute to a sexually violent culture- bros/hoes

Social Motivation Find Strength in Numbers

- The enabling power of an essential network of relationships
- Enlist the power that humans have over each other
- The power of groups
- The power of one person



The ridicule and praise, acceptance and rejection, approval and disapproval of our fellow beings can do more to assist or destroy our change efforts than almost any other source.

When a respected individual attempts a vital behavior and succeeds, this one act alone can go further in motivating others to change than almost any other source of influence.

Ideal- "everyone confronts everyone about everything."

The Asch Experiment Video

<http://youtu.be/S9QNIRSFwPU>



Social Ability

Find Strength in Numbers

- Prevention staff are part of a campus team that gives teaching, guidance and coaching
- By teaching students and staff about sexual assault and bystander intervention, you create a culture where people get the advice, feedback, and help they need
- Having viable Men Against Rape and peer educators on campus helps others know who to go to for help



Structural Motivation Rewards and Accountability

- What are the policy/institutional incentives for staff to include you in their trainings?
- What are the policy/institutional incentives for student groups to have you in?
- Make students and student leaders accountable to each other



Don't be isolated on your campus

Where/when are you at the table when decisions are made about/ are you partnering with:

- Orientation
- Residence Life
- Alcohol and Other Drug Services

Meet with captains

Meet with Fraternity presidents or boards with them all in the same room- get public commitment to have you in to their team or brotherhood

-Ask Fraternities if they have policies if a member is accused of a sexual assault- what kinds of behavior do their policies reward and hold accountable?- Story of some groups having new sexual assault policies-

Get judicial staff to reward Fraternities for having you in- "It will be looked upon favorably if something happens..."

Other judicial policy- required meeting(s) for any student accused of sexual misconduct after the process is complete...

Structural Ability Change the Environment

- The design of the campus experience:
 - Training Staff
 - Training Student Staff: Ras & Orientation Leaders
 - New Student Orientation
 - Athlete Training
 - Fraternity Training
 - President's roundtable or training
- Design the environment to work for you instead of against you
- Posters around campus, Stickers in the bathroom



This used to be about “Blue lights on campus” and shuttles...

Be a part of every leadership/staff training you can be a part of-

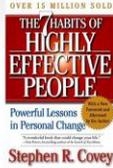
1 Hour workshops add up if you do them enough-

In 3 years, I presented to one guy 7 times! –Freshman workshop, 3 at Football, 3 at his final club.

Why Leadership Theory?

- Changing the behaviors of college men is to lead them
- Advising Men Against Rape groups means leading them while growing leadership within the group





What you need to practice

- Be Proactive
- Begin with the End in Mind
- Put First Things First
- Think Win/Win
- Seek First to Understand, Then to be Understood
- Synergize
- Sharpen the Saw



Be Proactive. Between stimulus and response: free will- Here, Covey emphasizes the original sense of the term "proactive" as coined by [Victor Frankl](#). You can either be proactive or reactive when it comes to how you respond to certain things. When you are reactive, you blame other people and circumstances for obstacles or problems. Being proactive means taking responsibility for every aspect of your life. Initiative and taking action will then follow.

We have the ability to detach and observe our own self; think about our thoughts It gives the power not to be affected by circumstances. Covey talks about *stimulus* and *response*. Between stimulus and response, we have the power of free will to choose our response.

Begin with the End In Mind. . "Personal vision statement" -This chapter is about setting long-term goals based on "true north" principles. Covey recommends formulating a "personal vision statement" to document one's perception of one's own vision in life. He sees [visualization](#) as an important tool to develop this. He also deals with organizational vision statements, which he claims to be more effective if developed and supported by all members of an organization rather than prescribed.

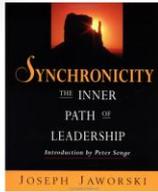
Put First Things First. Results and benchmarks - Here, Covey describes a framework for prioritizing work that is aimed at short-term goals, at the expense of tasks that appear not to be urgent, but are in fact very important. Delegation is presented as an important part of time management. Successful delegation, according to Covey, focuses on results and benchmarks that are to be agreed upon in advance, rather than prescribed as detailed work plans.

Think Win/Win an attitude whereby mutually beneficial solutions are sought that satisfy the needs of all parties involved.

Seek First to Understand, Then to be Understood. Covey warns that giving out advice before having empathetically understood a person and their situation will likely result in rejection of that advice.

Synergize- . Greater than the sum - describes a way of working in teams. Apply effective problem solving. Apply collaborative decision making. Value differences. Build on divergent strengths. Leverage creative collaboration. -the result of the teamwork will exceed the sum of what each of the members could have achieved on their own. "The whole is greater than the sum of its parts."

Sharpen the saw . -renew- take the time to get better!



Synchronicity: You Need to Believe

- Possibility
- Staging
- Being
- Serving

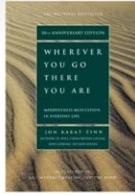


“If individuals & organizations operate from possibility rather than resignation, we can create the future into which we are living, as opposed to merely reacting to it when we get there.”

True leadership “is about creating a domain in which we continually learn and become more capable of participating in our unfolding future...a true leader sets the stage on which predictable miracles, synchronistic in nature, can – and do – occur.”

It is more about “being” and “serving” than about “doing”.

When we truly commit to participating in the unfolding of our future and we truly “listen” to what is wanting to emerge doors open, people connect, and possibility is within reach seemingly without effort...it is just attracted to us.



Wherever You Go: Dealing with the Pressure

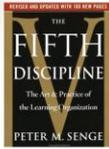
- Aware
- Anywhere
- Visualization
- Concentration
- Quiet is Active



You need to be ready for tough crowds and tough questions: are you in a place to respond?

- Mindfulness meditation consists simply of being aware of the present moment.
- Meditation as a natural activity that can be practiced anytime and anywhere, without props or trappings.
- Visualizing mountains and lakes, concentrating on walking or standing
- Meditation increases brain function – a “quiet” mind is an active mind

Example- “Introduction by president of org “This shouldn’t take too long” – my disarming, funny, but also serious- response-



The Fifth Discipline

- The Learning Organization
 1. Building Shared Vision
 2. Mental models
 3. Team learning
 4. Personal mastery
 5. Systems thinking



Organizations where people continually expand their capacity to create the results they truly desire, where new and expansive patterns of thinking are nurtured, where collective aspiration is set free, and where people are continually learning how to learn together.

Today and in the future, the organizations that will truly excel will be the ones that discover how to tap people's commitment and capacity to learn at *all* levels in an organization. Learning organizations are fundamentally different from traditional authoritarian "controlling organizations."

SYSTEMS THINKING. The world IS NOT created of separate unrelated forces. However, individuals have difficulty seeing the whole pattern. Systems thinking is a conceptual framework, a body of knowledge and tools that has been developed over the past fifty years, to make the full patterns clearer, and to help us see how to change things *effectively and with the least amount of effort* --to find the leverage points in a system.

PERSONAL MASTERY. It is the discipline of continually clarifying and deepening our personal vision, of focusing our energies, of developing patience, and of seeing reality objectively. The discipline of personal mastery starts with clarifying the things that really matter to us, of living our lives in the service of our highest aspirations.

MENTAL MODELS. They are deeply ingrained assumptions, generalizations, or even pictures or images that influence how we understand the world and how we take action. the discipline of working with mental models starts with turning the mirror inward; learning to unearth our internal pictures of the world, to bring them to the surface and hold them rigorously to scrutiny.

BUILDING SHARED VISION. The practice of shared vision involves the skills of unearthing shared "pictures of the future" that foster genuine commitment and enrollment, rather than compliance.

TEAM LEARNING. The discipline of team learning starts with "dialogue," the capacity of members of a team to suspend assumptions and enter into a genuine "thinking together." (Dialogue differs from the more common "discussion," which has its roots with "percussion" and "concussion," literally a heaving of ideas back and forth in a winner-takes-all competition.) Team learning is vital because teams, not individuals, are the fundamental learning unit in modern organizations. "Unless teams can learn, the organization cannot learn."

The Fifth Discipline integrates the other 4

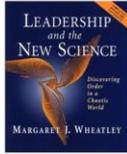
METANOIA --A SHIFT OF MIND. Systems thinking needs the disciplines of building shared vision, mental models, team learning, and personal mastery to realize its potential. Building a shared vision fosters commitment to the long-term. Mental models focus on the openness needed to unearth shortcomings in our present ways of seeing the world. Team learning develops the skills of groups of people to look for the larger picture that lies beyond individual perspectives. And personal mastery fosters the personal motivation to continually learn how our actions affect our world.

But systems thinking makes understandable the subtlest aspect of the learning organization --the new way individuals perceive themselves and their world. At the heart of a learning organization is a shift of mind --from seeing ourselves as separate from the world to connected to the world, from seeing problems as caused by someone or something "out there" to seeing how our own actions create the problems we experience. A learning organization is a place where people are continually discovering how they create their reality. And how they can change it.

STRUCTURE INFLUENCES BEHAVIOR. More often than we realize, systems cause their own crises, not external forces or individuals' mistakes. In human systems, structure includes how people make decisions --the "operating policies" whereby we translate perceptions, goals, rules, and norms into actions.

Some Laws of the Fifth Discipline

- 2) The harder you push, the harder the system pushes back.
 - 7) Cause and effect are not closely related in time and space.
 - 8) Small changes can produce big results...but the areas of highest leverage are often the least obvious.-
- The story of Bobby the Captian???



Leadership and the New Science

- Chaos
- Quantum
- Observation → Change
- Force Fields



- Leadership must accept and embrace chaos
- Quantum Physics- Why our Newtonian beliefs get us into trouble
- Observation creates change

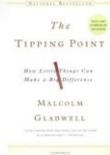
Lewin's force field analysis-

Tells us that environments are the result of an equilibrium between opposing forces
When driving forces are increased, the environment may shift temporarily, but the most likely result is an equivalent increase in restraining forces, resulting in more work, and the same environment.

BUT

When restraining forces are decreased, the equilibrium is more likely to shift, and maintain in its changed state.

The Tipping Point Changing Cultures and Behaviors

- 
- Law of the Few
 - *Connectors*
 - *Mavens*
 - *Salesman*
 - Stickiness
 - The Power of Context

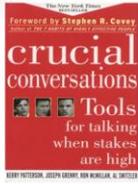


The Law of the Few: "The success of any kind of social epidemic is heavily dependent on the involvement of people with a particular and rare set of social skills."^[4] Gladwell describes these people in the following ways:

Connectors are the people who "link us up with the world ... people with a special gift for bringing the world together."^[5] To illustrate, Gladwell cites the [midnight ride of Paul Revere](#), [Milgram's](#) experiments in the [small world problem](#), [Dallas](#) businessman [Roger Horchow](#), the "[Six Degrees of Kevin Bacon](#)" trivia game, and [Chicagoan Lois Weisberg](#). *Mavens* are "information specialists", or "people we rely upon to connect us with new information."^[6] They accumulate knowledge, especially about the [marketplace](#), and know how to share it with others.

Salesmen are "persuaders", [charismatic](#) people with powerful negotiation skills. They tend to have an indefinable trait that goes beyond what they say, that makes others want to agree with them. Gladwell's examples include [California](#) businessman Tom Gau and [news anchor Peter Jennings](#), and he cites several studies about how people are persuaded.

The Stickiness Factor: **Factor**: -the specific content of a message that makes it memorable and have impact. The children's television programs [Sesame Street](#) and [Blue's Clues](#) are specific instances of enhancing stickiness and systematically engineering stickiness into a message.



Crucial Conversations: How to Communicate

- Heart
- Safety
- “Bad Dog” is a
- Sucker’s Choice
- Your Stories



Both for you, and how to teach others!

Know what you want. Big picture and in the moment.

-How are your words and actions building relationships?

If any conversation feels unsafe- bring it back before moving on- Ex- student who said “Target rich environment”

Lakert’s “Bad Dog”- Sucker’s Choice- Belief you only have two bad options- “If I don’t do X, no one will. Somebody needs to put that student in their place. They need a lesson...”

Stories- the motivation you place/ judgment you make on others for their behavior

Presenting to Men

- Getting in the room
- Knowing your audience and shaping your message
 - Use well-known examples
- The tough questions
- Key takeaways
 - Public commitment
 - The question I always ask groups of men
- Using multimedia
- Flying solo (without a PowerPoint)



Intro- . I remember, more than a few years ago, being sat down in my orientation and being told that I shouldn't rape. I was pretty surprised. It had never occurred to me that I, or any of my fellow students needed to be told to not rape. So, we know that the overwhelming majority of guys would never sexually assault someone and want to do the right thing. The question then becomes, what now?

Get In the Room

- Be known as great at what you do
- Connect with presidents and captains
- Have them connect you with their successors
- Sex-positive messaging
- Make it valuable
- Develop authentic, powerful relationships
- Partner with Alcohol and Other Drug Offices
- Fraternities and locker rooms are male spaces that may be best served by a male presenter



How to expand your audience and reach new men- get in the door by not making the presentation explicitly about sexual assault!

Being a guy- sensitive issue- but try going into a men's lockerroom or fraternity house....

Get In the Room

- Make Bystander Intervention about more than just sexual assault
- Violence
- Racism
- Sexism
- Homophobia
- Transphobia
- Anti-Semitism
- Eating Disorders
- Suicide
- Almost Anything That Should Not Be Happening



How to expand your audience and reach new men- get in the door by not making the presentation explicitly about sexual assault!

Know Your Audience & Shape Your Message

- Talk with the students that know- (the connectors) to find out what the group is known for
- Look the part
 - Athletics- polo and kakis
 - Fraternities- jeans and button-down shirt
- Dealing with laughter
- Use recent examples in the media
 - Penn State Football
 - BU Hockey



Effectively dealing with jokes/laughter in presentations: a response to uncomfortable topics, violations of expectations, and a story of a guy who dealt with being a survivor with jokes.

Key Takeaways

- How to plan a fun, safe party
- Basic knowledge of behaviors to watch out for
- Practical tips
- Men loose out because of sexual assault
 - Survivors
 - Less likely to be trusted
- Why “not raping” isn’t enough
- Public agreement to intervene
- The question I always ask



Intervening with a older, powerful member (captain, fraternity president

Who here has ever asked “Do you want to have sex?”

-Make note if one hand generates more hands- the power of leading- going first helps give space for others to join

-How’d it go for you?

Men’s consensual sexual relationships with women can be affected by rape (survivors, mistrust, etc).

Why just “not raping is not enough.” - Example of racism, homophobia or anti-Semitism- Silence in the presence of beliefs and language that makes rape okay signals your approval of it, whether you intend it or not.

The “only significant predictor of males’ actual willingness to intervene in a situation that may lead to sexual assault was their perception of other males’ willingness to intervene.” Finish with a public commitment from all members.

The Hard Questions

- What is consent?
- What if they're both equally drunk?
- How drunk is too drunk?
- What happened to innocent until proven guilty?
- False accusations
- Your hard questions?



Consent- everybody's right to say when, how, and with whom they are sexual with. Do you ever not have this right? Do you ever not have this ability? When do you now have the ability to receive consent?

Men also express concerns about false reports, often sighting the Kobe or Duke Lacrosse cases as evidence. Effective responses begin with an acknowledgement that a false report is one of the worst things that can happen to a good guy, progress through a breakdown of the likelihood of a false report when compared to an unreported rape and finish with an explanation of how being an active bystander can reduce the likelihood of false reports.

Men report that campus policies and/or campus communities assume the worst of accused perpetrators, violating our legal standard of "innocent until proven guilty." Effective responses differentiate campus policies from legal proceedings, and use analogies to legal proceedings (people are arrested and charged before their trial) to explain policies.

Alcohol is central to many men's social and sexual experiences. Clearly differentiating between social use of alcohol and using alcohol as a tool to incapacitate victims is essential to convincing men to intervene.

Fear of being a "cockblock" is a significant barrier to men's bystander intervention. A clear explanation of intervention tools that won't interfere with consensual hook-ups can overcome this barrier.

Use Multimedia

- Images speak louder than words
- Looks professional (like Steve Jobs)
- Gives you a chance to reflect and make mid-course changes
- Game Templates
 - Family Feud
 - Jeopardy



1st- admit that most of this presentation does not hold to this standard for a reason-on-line! I'm not in a room w you...

You have your notes in front of you- may be easier if you're not experienced presenting on these matters

Flying Solo

- When multimedia isn't practical or helpful
- Moderate a conversation among members
- Perfect for Fraternities
- Changes the experience for those seeing it multiple times
- More personal
- Learn from the best: <http://www.justiceharvard.org/>



Treat it like you are moderating a conversation

Men's Involvement

- Give guys options for involvement
- Low-level or Involved
- Make it masculine, while expanding the notion of masculinity
- Recruit football players- and other athletes and leaders



Advising a Men's Group

- Low barrier to entry
 - Will you be non-violent and do something to stop other's sexual violence?
 - Come as you are, when you can
- Feeder for peer educator involvement
- Sustains involvement of existing peer educators
- A place for guys to wrestle with tough issues
- A way for guys to "do something"
- A place for guys to show they care



Plan 1-2 events a year- take back the night month

T-shirts

Way to get guys to recruit other guys to come to events

Just say to other guys "I'm in Men Against Rape"



Working on a public awareness campaign

- The experience
- The dialogue
- The message



When I wasn't sure what he was up to...
I asked.



Harvard
Men
Against
Rape

Will You Stand Up?



Peer Educators

- Higher barrier for involvement
- Be a leader on campus
- Dispel stereotypes of your group
- Make the content challenging but not dogma
- A place for men and women to wrestle with tough issues



Lisak Video

- <http://youtu.be/ToybaokjaiE>



Empathy by talking about the experience

Lisak Video

- Dealing with laughter
- Turning to the woman's experience- empathy
- Fobert's empathy exercise & homophobia
- Alternative story



Be serious- but let the laughing guys off the hook

Empathy by talking about the experience from the woman's perspective

The problem with talking about a violent male rape- homophobia and male survivors

Why guys may need an alternative- their experience of blackout, regretted sex is biologically different.- the dildo story is still shocking to some- but is not about a man...but still has the penetrative act and physical harm to their body—

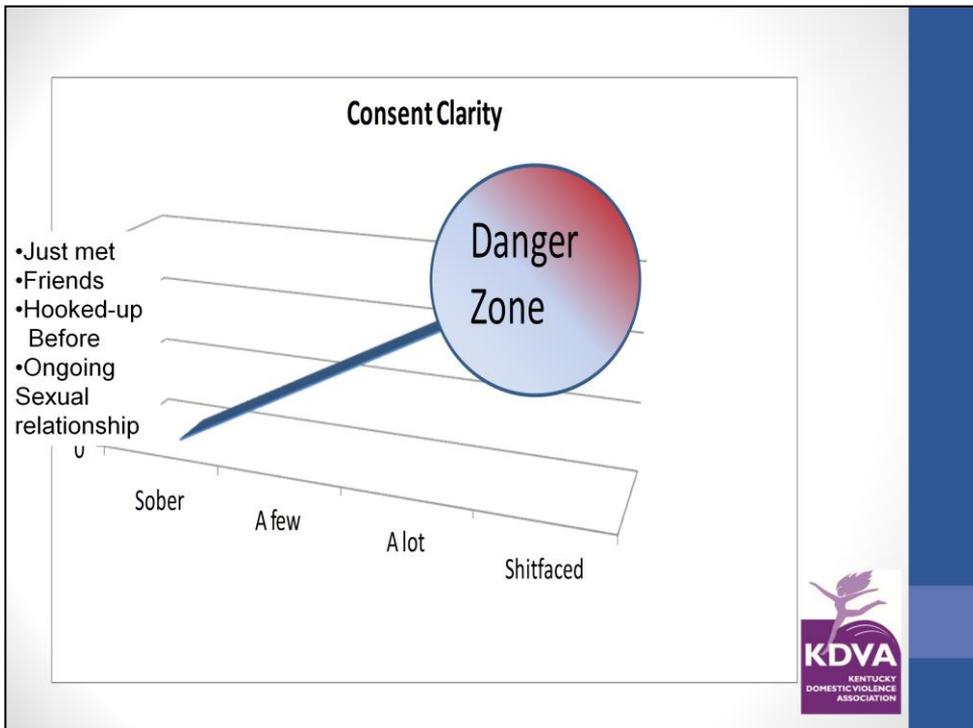
SKIP TO # 59 if there isn't time...



I love this one. Right? It's a 95%+ pro-male message. And because they targeted them to be installed at bars, and sports stadiums, they are aimed at letting guys know it's their gender that commits the overwhelming majority of rape in our society, BUT, it can send the wrong message to **male** survivors. That somehow they could have prevented their rape... And we know that the only people who have the ultimate power to stop rape are the ones who commit it. It is never a survivors fault that someone raped them. (say this again)

So, just to be clear- what's the difference between sex and rape? CONSENT CONVERSATION! -

Beyond making sure you always have consent- there are plenty of ways for you to prevent rape at Harvard...



One of the most difficult questions

An Example of Adapting to Athletes:

Pregame

Handoff

Fake-Out

Tackle

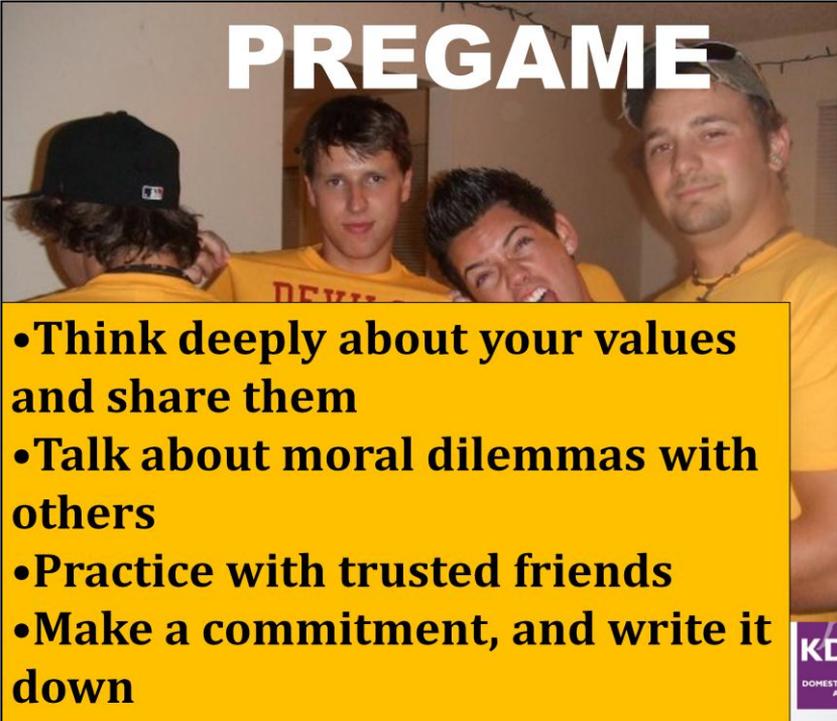


This is an adaptation of MVP and Green Dot- give credit where it's due!



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PREGAME



- Think deeply about your values and share them
- Talk about moral dilemmas with others
- Practice with trusted friends
- Make a commitment, and write it down



This is an adaptation of MVP and Green Dot- give credit where it's due!

Handoff



Handoff

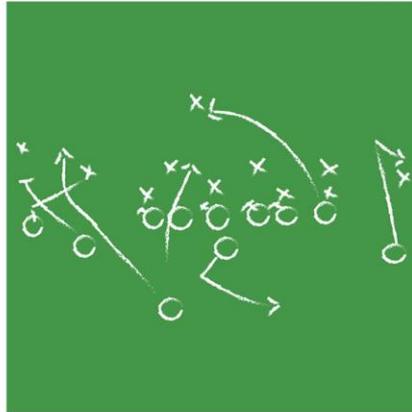


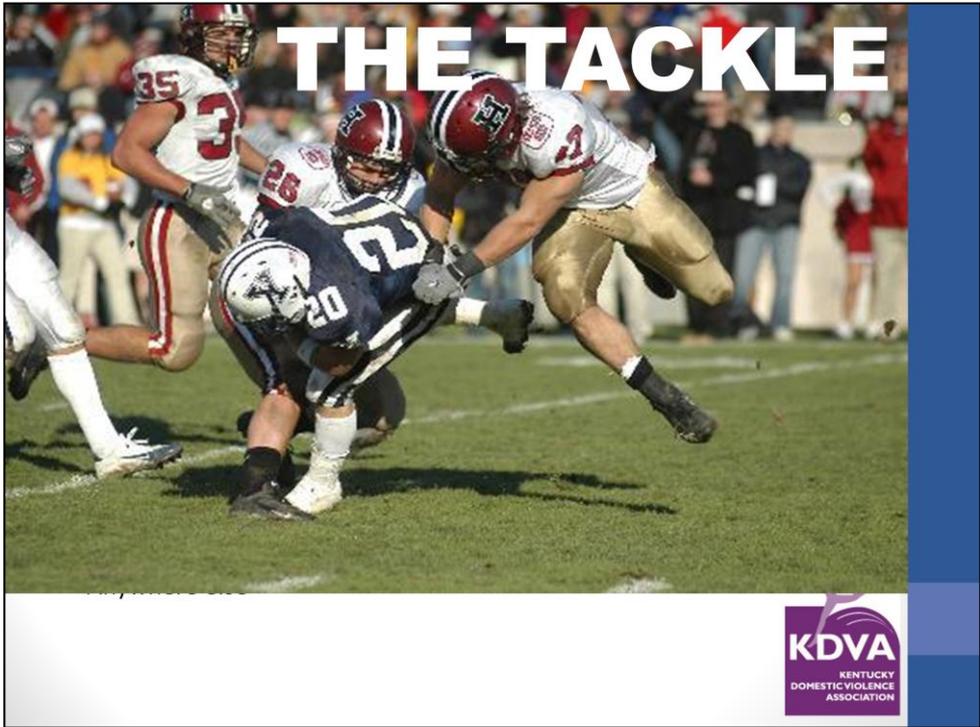
- Call 911
- Find a Proctor/Tutor
- Partner with a Friend
- Ask a Stranger

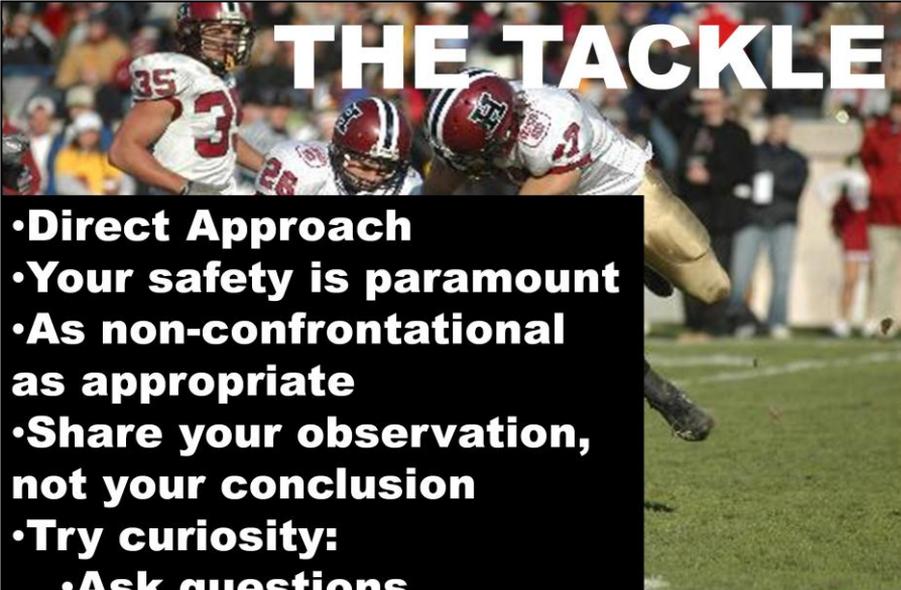


Fake-Out

- Stop the Behavior without Directly Addressing the Issue
- Jokes
- Change Topic
- Spill a Drink
- Say you see a cop
- Ask if they want to go:
 - To the bathroom
 - Smoke
 - Anywhere else







THE TACKLE

- **Direct Approach**
- **Your safety is paramount**
- **As non-confrontational as appropriate**
- **Share your observation, not your conclusion**
- **Try curiosity:**
 - **Ask questions**
 - **Listen and learn**



KDVA
KENTUCKY
DOMESTIC VIOLENCE
ASSOCIATION

Why People Fail to do the Right Thing: Bystander Intervention Research

- Diffusion of Responsibility
- Evaluation Apprehension
- Pluralistic Ignorance/ Group Conformity
- Authority & Power
- Confidence In Skills
- Modeling



Questions & Answers

Feel free to text chat a question or unmute your line at this time to ask a question to the presenter

You can email Seth at sethavakian@gmail.com



Acknowledgments

- Webinar Participants
- The Good Men Project
- Kentucky Domestic Violence Association
- California Coalition Against Sexual Assault
- U.S. Department of Justice Office on Violence Against Women



Upcoming Campus Webinars

- Thursday, October 25th 2012
11:00 AM – 12:30 PM (PST)
- Thursday November 15th 2012
11:00 AM – 12:30 PM (PST)



Resources

- Influencer. (2007). Patterson, et. al. McGraw-Hill
- Engaging Men as Social Justice Allies in Ending Violence Against Women: Evidence for a Social Norms Approach. Fabiano, Perkins, Berkowitz, Linkenbach, and Stark, <http://www.xyonline.net/sites/default/files/Berkowitz,%20Engaging%20men.pdf>
- Involving Men in Efforts to End Violence Against Women. (2011). Flood. Men and Masculinities 14(3) p.358-377
- Shifting the Paradigm: Primary Prevention of Sexual Violence was developed by the American College Health Association http://www.acha.org/sexualviolence/docs/ACHA_PSV_toolkit.pdf
- Creating Lasting Attitude and Behavior Change in Fraternity Members and Male Student Athletes. (2007). Foubert & Perry. Violence Against Women, 13, p.70-86.
- The Undetected Rapist. 2000. David Lisak. National Judicial Education Program. 5 minute video

