Teacher Resource Kit
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The Essence of **Be the Hero!**

**Be the Hero!** is a web-based violence prevention program.

It demonstrates that a decent person rejects violence against women in all its forms, and that young men can choose to live a life free of violence.

The website content has been designed for use by **small groups** of young men aged around 15 years, **lead by a male teacher**. Considerable time has been spent developing the content and design of this website. It has been trialled with nine groups of year 10 students in Victorian schools.

**Development of the program**

The website materials have been shaped by research, consultation with experts who work in the area, as well as a group of boys at Northcote High School.

These students helped choose the title, ‘Be the Hero!’ We think that most men lead good, decent, honourable lives. We want to demonstrate that anyone can ‘be the hero’ by simply choosing to respect women, and choosing to live a life free of violence.

We are conscious that in some sections of this website, we’ve used descriptions that could be perceived to be associated with traditional masculine identities (like ‘courage’, and ‘strength’). These themes have been deliberately chosen to be reframed in terms of a non-violent response. That is, that true courage is about leading an honourable, decent life, free from violence.

NHS students also helped form the basis of an **interactive** part of the website, ‘Situations to Consider’ which encourages participants to think about how they would safely act in situations involving violence. The students also had direct input into the look and feel of the new site.

The website also includes:

- Definitions of violence, recent statistical data, and myths commonly associated with violence against women,
- Relationship stories, and what to do if you know someone who needs help,
- Video links, a gender quiz, links to other youth programs, resources and activities,
- Information on how to seek help and access services.

Victoria’s health promotion organisation, VicHealth, provided funding to develop the web-based material and to trial it across Victoria. The feedback from the trials in 9 Victorian schools has informed changes to the website which is now ready for wider use. Thanks to additional private donor support, the Trust has been able to fund the YWCA Victoria to help roll out the program.
Be the Hero! - Program Goals and Learning Objectives

There are two important goals and learning objectives that underpin the website.

- The first goal is to promote real and effective **engagement**. We want the website to
  - Encourage discussion
  - Interest group participants
  - Assist group leaders to confidently facilitate discussion

- The second goal is to provide materials that are genuinely **informative**. These should
  - Provide a greater understanding about violence against women.
  - Help participants navigate a range of ways they can safely intervene and actively reject all forms of violence.

Program requirements and the time commitment from group leaders

As a group leader you need to:

- Organise about 10 young men aged around 15 as your group members. We imagine they will be members of a Year 10 class.

- Send an information and consent letter to their parents. An example is included in this kit.

- Organise a room with access to computers and the internet for four to six lessons.

- Meet between four and six times with your group.

- Familiarise yourself with this Teachers’ Kit and the website. They contain all the material you will need for the program.

Your involvement will make a contribution to the prevention of violence against women.
Safety

Safety of the boys in your care is always the guiding principle for work with them.

In this website context, safety is addressed by:

- Actively discouraging the disclosure of very personal information in the group context, through setting appropriate ground rules and using protective interrupting and one step removed distancing techniques.
- Clearly telling the boys who is available to speak individually with them if they have private issues they wish to discuss.
- Alerting the appropriate authorities if you have concerns about the safety of any of the boys in your care.
- Always making the personal safety of the boys as the first priority when discussing actions they can take to end violence against women.
- The anonymity of the responses to the questionnaires and website prompts.

More detailed discussion of these issues is available in the Session One plans.
Be the Hero! Be Involved!

Thanks for your interest in the Be the Hero! program.

By signing up as a Group Leader you can play an important role in incorporating anti-violence programs into school curricula and help prevent violence against women.

We've been encouraged by recent comments from Prime Minister Kevin Rudd about the need for more men to speak out against violence against women. At the 2008 White Ribbon Foundation dinner, he said:

Violence against women needs to move from the great silence to be part of a continuing national conversation. Why? Because we need to change the way many men think. We need to change the way some boys think. And that cannot be done in silence.

The Prime Minister also nominated schools based violence prevention programs that engage “the whole school community and helps all students and teachers to take responsibility for their part in preventing violence against women” as being critical to changing attitudes and ultimately behaviours:

There are a number of very promising educative models operating across Australia that are building positive values and ethical relationships amongst young people. These programs are a valuable contribution to the development of our National Plan [to reduce violence against women and children].

Violence against women is a widespread problem in society. As Victoria’s health promotion foundation, VicHealth, found in 2004, intimate partner violence is the leading contributor to death, disability and illness in Victorian women aged 15-44, being responsible for more of the disease burden than many well-known factors such as high blood pressure, smoking and obesity.

America’s renowned anti-violence campaigner Jackson Katz reckons we should “approach gender violence as a MEN’S issue involving men of all ages and socio-economic, racial and ethnic backgrounds. View men not only as perpetrators or possible offenders, but as empowered bystanders who can confront abusive peers”.

Katz’s website also lists ten things men can do to prevent gender violence which includes “mentoring and teaching young boys about how to be men in ways that don't involve degrading or abusing girls and women”.

Past discussions about violence towards women have been hidden and considered private, as though even talking about the topic was somehow shameful. Your involvement is part of changing this mentality.

A growing number of men have had enough of violence against women perpetrated by a minority of men, and are prepared to do something about it.
We believe young Australians have a good understanding of what it means to be a good, decent bloke and what it will take to help end the violence.

Let’s all think and talk about this to see what solutions we can find.

We can all be part of the solution.
What has been learnt from the trial of the program

The program was trialled in 9 Victorian schools. The most pertinent findings for program leaders are:

**Use the program with mainstream groups of boys**
The program is not a “one size fits all” program. It is effective with mainstream groups of year 10 boys, but was not effective with groups of boys who had been segregated into special groups due to their learning and behavioural difficulties. These boys with special needs are likely to need materials that do not require as much reading. More use of video, animation and games could be used to stimulate discussion. They appear to need much more discussion about why they are being asked to discuss violence against women. If they are included in mainstream groups they can learn from the discussion with boys who hold a wide range of ideas and beliefs.

**Run the program over a minimum of 4 sessions**
The program needs at least 4 sessions to complete the core information. There are many additional links to interesting sites and more sessions would be needed to follow them all. The time for each session will probably reflect the timetable organization at the school which is usually about 40 minutes.

**Internet based materials can be both engaging and distracting and require supervision from the teacher**
The materials are designed to promote discussion; some students made comment about finding useful the opportunity to explore their own ideas and listen to the views of others. Some teachers commented that written exercises are helpful for students who can otherwise become distracted by any opportunity for internet surfing. The additional use of teacher directed projection screens can help keep the discussion focussed for the entire group.

**The boys need to understand the rationale for a male only group**
Although most violence is coming from men it is important to stress with the boys that they are not being blamed nor shamed, but rather being encouraged to become partners in ending violence against women and girls. In a male only group they can talk freely and openly about the values they hold, about the meaning of courage in this context, about the sort of men they want to become. A discussion about the ethics of respectful relationships, conducted in a male only group, allows a frank, non-defensive exploration of the behaviours they want for themselves and how they can influence the boys and men around them.

**Violence against men and boys needs to be addressed**
Men and boys are more likely to be the victims of violence than are women or girls. The violence is likely to come from other men. This issue is noted in the Statistics section of the program. A small number of boys in the trial groups needed more explicit discussion about this as their responses to the questionnaires suggested they thought the program implied that the abuse of boys was not as important. This, of course, is not true. While the program is designed to address respectful relationships between men and women, the values that underpin that respect are just as important in creating a safe world for men.
There are also differences in the type of programs needed to address violence against women and violence against men because there are different features to both types of violence. For example, women and girls are often abused in private by someone they know. Men and boys, on the other hand, are often abused in public and by a stranger. Step Back and Think is an example of a program aimed at ending street violence between young men. Its website can be accessed from the Leader Links section of the Be the Hero! website.

**Position the program in the ongoing curriculum**
Schools in the trial recognized the importance of embedding in the curriculum the teaching of the skills for respectful relationships. Often this sits in the Health curriculum. It is important for sustainability that it is not a separate issue-based intervention that is outside of the usual curriculum.
How to Get Involved - What’s required before commencing the program with a group

Prospective Group Leaders/Teachers interested in undertaking the program should:

- **Register interest in using the program at the home page.** Register at www.bethehero.com.au/survey/register completing the required fields and your initial group name. A confirmation email will be sent to the registered email address with your login details, a link to the **Survey Manager** and your initial **Group ID**.

**Survey Manager:** After logging into the Survey Manager you will be able to:

- View the Results for a single user or all users of a group
- Create Additional Groups; this allows you to use the program with more than one group of boys and keep the results separated
- Print User Results
- Manage Users Usernames and Passwords: this could help a student who has forgotten his username or password

**Group ID:** The Group ID that has been emailed to you as the leader needs to be given to the participants when they register so they can use the interactive parts of Be the Hero. These interactive parts are the Pre and Post Program Questionnaires, and the Situations to Consider. These parts of the program are located at www.bethehero.com.au/survey. (These three parts are also all listed and can be accessed via the left-hand sidebar menu on the website, in the order in which the program is designed to run).

When participants create a new account, they will be asked to provide the Group ID and then log in as new users by creating a username and password. If you register another group, a new group ID will be sent to you. All group IDs can be viewed from the Survey Manager.

- **Consider the implications of the learnings from the trial** which are noted above.

- **Discuss the program with the School Principal or teacher in charge of curriculum development** and, where possible, the school welfare coordinator and year 10 coordinator.

- **Organise a group of about ten 15 year old boys, probably from a Year 10 class,** for the program.

- **Be clear about the website aims.** The following information from the home page of the website could be helpful in explaining the program to the boys:
This website aims to help you make choices - and choose the non-violent way.

It will help you:

辘 see how big the problem is
辘 understand there are other ways of dealing with difficult situations
辘 think about what it means to be a decent person in respectful relationships
辘 find support services if you need them
辘 understand there’s things you can do to help stop violence against women and girls.

By thinking about the sort of man you want to become, you too can be part of a growing movement of men who want to stand up and be counted in rejecting violence.

Violence is preventable. You can be part of the solution.

- Depending on your school’s policy, notify parents or obtain parental permission for each of the students to be involved. Appendix 3 is an example parent information letter.

- Timetable four group meetings with the students. We recommend at least four 45-minute (or class time) meetings.

- Set up classrooms for the meetings. As the project is web based, students will need access to computers and the internet during the sessions. Ideally, as well as students having individual computers, the teacher is also leading discussions from a large projector-based screen which shows the website.

This website will work best with any up to date browser with the latest Flash player and enabled Javascript. Ensure these are downloaded on the computers before the first lesson.

Mozilla Firefox is the ideal browser for use on this site, along with Flash Player 10. Firefox can be downloaded here: http://www.mozilla.com/en-US/firefox/
Flash Player can be downloaded here: http://get.adobe.com/flashplayer/
• **Familiarise yourself with the website and this kit.** The Teachers’ Kit guides use of the website.

There is a lot of information on the website to cover in four 45 minute group sessions. These lesson plans are designed as a minimum use of the site.

• **Decide how you want to use the pre-program and post-program questionnaires for evaluation.** The website is designed to allow for evaluation of student progress. Teachers can access the questionnaire results for the group and for individuals. If individual progress information is needed for assessment and reporting, students will need to be told to choose a user name that identifies them to the teacher. If the teacher only needs group data, students should choose a pseudonym as anonymity promotes more honest responses, not just socially desirable answers.
Session One

This first session consists of the following content in priority order:

- Setting the ground rules
- Register as a new user at Pre program questionnaire
- Complete Pre program questionnaire
- Explain reasons for discussing violence against women and girls
- Definitions of violence
- Prevalence—statistics
- Myths used to justify violence

1. Set the ground rules

Before you start the session it is important to establish with your group the discussion rules which will protect the boys and help you make the sessions as effective as possible.

The rules show how to both talk and listen respectfully, and the importance of confidentiality. An example of rules is attached as Appendix 1-Taking care of your group.

Talking about violence against women and respectful equal relationships can be difficult.

As an estimated quarter of children and young people have witnessed violence in the home (Office of Women’s Policy, 2002), the chances are that this issue will have touched some of the boys in your group.

There is also the possibility that one or some have been physically or sexually abused.

For these reasons, the leader has a particularly important role in running the group in ways that are safe for all the boys.

We ask you to pay particular attention to the Disclosures section.

Because we consider it so important to protect the boys by actively discouraging them from making disclosures of abuse or violence within their own families during the group sessions, we are including here the detail of those recommendations.

Boys need to be encouraged to discuss their own private issues with you or a counsellor in an individual setting outside of the group.
As a guide, refer to how Brook Friedman, who has worked extensively with groups of boys, explains **protective interrupting and mandatory notification** to each group:

If a person starts to talk about violence in his life or about sensitive personal information, we will interrupt his story and tell him that it is more appropriate to hear his experience with more privacy. This is to protect his privacy and to give him the opportunity to share more appropriately in a private meeting. School staff and youth workers by law must report participants’ experiences of ongoing violence or abuse in order to start intervention to end the violence. This is to protect participants from violence. The adults/school staff in this group will describe what is available in the school and the community and will arrange follow-up for participants who disclose they are in danger." ("Boys Talk", 2005 sixth edition, p63)

**Disclosures**

Protecting children against abuse is the shared responsibility of everyone in the community. Everyone working with children has a duty of care to them.

**Schools have a particular responsibility in the prevention and reporting of child abuse and neglect.** Your school will have procedures for responding to violence. If you have concerns about a child consult with your Principal and follow the recommended procedure in your state. It is usual that the Child Protection Service or Police must be notified of any instance of possible or known child abuse.

In the sessions boys could express strong and very personal feelings. For this reason it is important to **stress the importance of group confidentiality** and to suggest to the boys in your care to disclose only as much as they are comfortable with saying to the others. If a youth says he wants to tell you something but asks you to promise not to tell anyone, you cannot do this.

If you believe an issue has developed for any of the boys in your care that needs further assistance refer to the professionals in your area. Please look at the contact details on the Services page on the website.

**Brook Friedman’s Boys-Talk** manual outlines good strategies for keeping participants safe: “Personal disclosure about experiences that involve danger, a lack of safety or sensitive personal information is deliberately avoided in the classroom or group and the individual is offered further support outside the group. This is to protect participants and group leaders from the consequences of inappropriate disclosure such as:

- the spreading of gossip and rumours about the person
- harassment or victimisation of the person
- disrespectful responses from group members
- inadequate or non-response from group leaders

- feelings of regret about sharing sensitive personal information.” (p 44)

Friedman suggests using ‘protective interrupting’ to stop someone from self-disclosing in a context that would increase his victimisation. You could say, for example, “What you are saying is very important. Because it is so important, we need to think carefully about who you want to tell this to. You and I can work out in a private meeting who would be the best person for you to speak to about this.”

“One step removed’ is a process where youth are encouraged to describe life situations in the third person without disclosing any personal information. For example, What could someone do if...? What if a friend told someone...? Suppose a person...?” (p44)

These techniques are safe practice ways to help the boys gain information, share feelings and observe attitudes.

If a student discloses abuse it is important that you support him by listening very carefully, showing that you believe him and do not blame him in any way, neither minimising nor ignoring the abuse, offering practical support to find a professional support worker, and checking he is safe from on-going abuse.

It takes a lot of courage to report abuse and this should be acknowledged.


2. Register as a new user at “Pre program questionnaire” on left sidebar

Each student needs to register as a new user. He will need to enter the group ID number that was emailed to you as leader when you registered your group. Each student will need to choose and remember a user-name and password. The boys will need to use the same ones for 3 sessions. If a student should forget his details you can help him retrieve them through the teacher Manager function.

Unless individual reporting information is required, the user-name should be a pseudonym so the boys are confident of anonymity and can be completely honest. You will be able to download the responses from the program and can analyse group information. If you want to identify the responses of individuals the boys need to know this and need an identifiable name.
3. Pre program questionnaire

Before discussion begins, each student completes online a pre-program questionnaire, which should take less than 5 minutes.

4. Explain the reasons for discussing violence against women and girls

Once each participant has filled in a pre-evaluation form ask them to return to the homepage of the website. Read together the purposes of the site and discuss the importance of understanding the extent of the problem in order to find ways to work toward more respectful relationships. Explain to the boys that while most boys and men value respectful relationships it can be difficult to know how to intervene when they see behaviours and attitudes that are not respectful, and that this website and program will help them develop ideas about how this can be done safely.

You’ll notice on the front page that there is a quote in large font on the top banner. These quotes are from men of different ages that were interviewed during the program development, simply asking them,

‘What is a good bloke/decent person?’

They were then asked what that meant in relation to violence against women – all vehemently rejected the idea that a good bloke/decent person is violent towards women. When you click refresh or change web pages, these quotes will change. In your explanation to the boys, link these different quotes to “helping you think about the sort of man you want to become”.

Acknowledge that violence against men and boys is also a very serious problem. Although this program focuses mainly on violence against women and girls, the values that create respectful relationships with women and girls also create respectful relationships for men and boys.

5. Definitions

Ask the group to click on the left hand side bar heading What is Violence Against Women.

As a group, read through behaviours that are considered abusive or violent.

Abuse and violent behaviour are defined as including physical, emotional, social and financial, cyber and indirect abuse.

These definitions have been taken from two of the sources used during the development of the program and are recommended,

- Domestic Violence Resource Centre Victoria’s ‘Relationships’ brochure (developed with the help of young women)
- Brook Friedman’s ‘Boys-Talk’ (very useful if your group is interested in exploring the issue further).
Ask the boys if they are surprised by what is considered violence.
For example, had they realised that violence against women also includes actions associated with emotional abuse --- name calling, or controlling/jealous behaviour such as texting a girlfriend/partner incessantly or not allowing their girlfriend/partner to spend time with other young men, etc.

6. Statistics

Sources used in the ‘Statistics’ page vary and are reputable – including, the Australian Bureau of Statistics, the United Nations, VicHealth, and Access Economics. All sources are listed.

Look at these stats with the boys – the feedback from students was that these statistics are compelling because they are ‘real’.

Statistics relevant to young people are included.

Ask if they are surprised or alarmed by any of the statistics.

Discuss the differences in the experience of violence for girls/women and boys/men, including who is likely to be using violence and where is it likely to happen.

7. Myths

There are a number of myths concerning violence against women that, despite facts, continue to gain traction.

We want to relay the message to young people that there is never an excuse for violence against women. So along with a list of common ‘myths’, we have also included the ‘reality’ to these myths.

Example of a myth and the reality from the Be the Hero! website:

Myth 3  Alcohol or drugs caused the violence

Reality: Alcohol and illicit drug use is a risk factor for violence, i.e., some studies have shown increased violence when the abuser is intoxicated with alcohol or drugs. But lots of drinkers are not violent. Some people try to excuse their violence by blaming alcohol and other drugs. But, we are all responsible for our own behaviour, including how much alcohol or other drugs we take. We are responsible for what we do under their influence. Blaming violence on alcohol and other drugs is a cop out (5 [VicHealth], 9 [White Ribbon]).

Ask if they are familiar with any of the myths, for example, through the media.

They may be able to add other myths to the list.
Session Two

Gender Matters

Session 2 explores the role of gender in creating the different experiences of men and women. The session purpose is to challenge the gender assumptions that contribute to inequality and can lead to violence supportive attitudes. These ideas are considered through discussions of:

- Definitions of gender
- A riddle that highlights gender assumptions
- A Jackson Katz video showing how ideas of masculinity are constructed
- A quiz that highlights gender inequalities
- A Jackson Katz exercise that demonstrates differences in the ways men and women experience personal safety

1. Click on Gender matters sidebar
   Read together the short definition of gender and explain that how we act as men and women is not just determined by biology.

2. Riddle
   Ask the boys to solve the riddle without clicking the answer button. Discuss as a group why it takes a while to work out the answer. Use this example to explain the meaning of “gender assumption.”

3. Watch together the Tough Guise video
   This is a 7 minute preview to Jackson Katz’ documentary ‘Tough Guise: Violence, Media & the Crisis in Masculinity’. The clip demonstrates how the culture and media in particular can socialize young men to feel like they have to act ‘tough’. It is a good discussion starter for the boys to talk about the pressures they experience and ways to break away from rigid prescriptions of how to be a man. This is an opportunity to lead the boys in a discussion about their values particularly in relation to the type of men they aspire to be, and the type of relationships they want.

4. Quiz
   Ask the boys to individually take the quiz. After they have each finished, ask what information surprised them and what the possible consequences are for women and girls if they have less power in their community.

5. Read together the Jackson Katz exercise
   This exercise demonstrates how men and women have different experiences of personal safety. Flag that the next session will look at situations where young men may be able to take a stand against violence.
Session Three

Situations to Consider

The **Situations** section has been developed in consultation with students from Northcote High School. Although there are many possible pertinent situations to consider the session is limited to **four** so as to allow about 10 minutes to discuss and respond to each. The students will first discuss each situation and possible responses as a group and then individually choose a preferred response to the situation. As leader you need to direct your group to:

- **Register**
- **Consider each of the 4 situations in turn**
- **Focus the discussion around safety, and the costs and benefits of each possible choice of action**
- **Discuss the general ideas for safe bystander intervention presented as a “cheat sheet’**

1. **Register**

Ask your group to click on Situations to Consider on the left hand side bar. Next each young man needs to follow the prompt to launch the program. Each will then be prompted to sign in using the same group number, username and password from session one. The site will go directly to Situation One.

2. **General points to consider in leading the discussions**

After together reading the situation, ask the boys what they think could be done. In the presented examples, while we are encouraging of young men standing up against violence against women, we want to also stress that their safety is paramount.

**The overriding priority is that each boy chooses a response that allows him to feel safe. Within the context of feeling safe, how can he be an active bystander?**

When discussing their responses with the group, the boys can keep a **protective distance by answering, “I think a guy could...” rather than “I would...”**

When an answer is selected a number of questions will ‘pop up’ that ask the reader about the implications of choosing such an option. The reader can select a different answer and read the pop-ups.

**For each situation ask the students what they believe are the benefits of each option? What are the disadvantages of each option?**

The reader then selects a response and briefly writes his thoughts on the situation and the prompt questions.
In complex situations there is rarely one correct solution; however we encourage you in your discussions with students to look at the safe and non-violent responses, and obviously steer away from any responses that include violence.

It is most important to emphasise that there are choices young people can make in order to keep them safe and to avoid violence.

We encourage you to be mindful of the issues discussed in the “Disclosures” section noted in the Session One planning when you are discussing these situations.

3. Use of the cheat sheet

On each of the four situation pages there is a button on the top right hand corner which accesses general ideas about how to intervene safely. These can be either discussed for each situation or at the end of the four, depending on time and pertinence to the discussion. They are a good resource for underlining the point that different situations can call for different responses, and the response will be determined by the assessment of risk to self and others.

4. Situation Three and the law regarding consent

Note that Situation Three has extra information about the law regarding consent. The importance of freely given consent is a key idea for the young men to understand. There are slight variations in the laws between the Australian states regarding age of consent and whether consent can be freely given if someone is intoxicated or affected by alcohol or drugs. This information on age of consent is summarised state by state in a teenage friendly manner at http://www.lawstuff.org.au/default.asp?state=none&redirect=/Page.asp?PageID=172&Secti on=Topics&State=act.

5. What are the scenarios?

This is a graphical explanation of the scenario details, the optional answers and the prompts for each of the possible answers.
Situations to Consider

**Situation #1**
Some kids at school are saying that one of the girls had sex with one of the boys. Another boy starts giving the girl a hard time. He laughs at her and calls her names. What should be done to help the situation?

**Discussion points to consider**
- Keeping Safe
- Having a non-violent response
- Benefits of each option
- Costs of each option

<table>
<thead>
<tr>
<th>Option #1</th>
<th>Prompt #1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Try not to take part in the discussion and stay neutral without judging anyone.</td>
<td>Is there a way to say that calling a girl names is not okay? Does saying nothing help the situation?</td>
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<table>
<thead>
<tr>
<th>Option #2</th>
<th>Prompt #2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Defend the girl and tell the boy who is talking about it that it is none of his business.</td>
<td>What could you say that was a defence of the girl?</td>
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<table>
<thead>
<tr>
<th>Option #3</th>
<th>Prompt #3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Talk to the girl and encourage her to report the harassment to a teacher.</td>
<td>What would be the most useful things you could say to the girl?</td>
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<table>
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<tr>
<th>Option #4</th>
<th>Prompt #4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tell your friends that the reputation of the girl is not the important thing. The important thing is to treat both boys and girls respectfully.</td>
<td>Why do you think this? What is the effect of language like &quot;slut&quot; on girls? Do boys get labelled in the same way? What is the effect on them?</td>
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<tr>
<th>Option #5</th>
<th>Prompt #5</th>
</tr>
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<tbody>
<tr>
<td>Tell your friends that it is not a good thing to joke about.</td>
<td>Explain why. Do jokes work to cover up some nasty attitudes? When are jokes helpful?</td>
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<table>
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<tr>
<th>Option #6</th>
<th>Prompt #6</th>
</tr>
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<tbody>
<tr>
<td>Talk to a teacher or counsellor about what is being said.</td>
<td>What could a teacher or counsellor do that would be helpful?</td>
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<table>
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<tr>
<th>Option #7</th>
<th>Prompt #7</th>
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<tbody>
<tr>
<td>Other</td>
<td>What should be done?</td>
</tr>
</tbody>
</table>
**Situation #2**

A young man keeps phoning and texting his girlfriend, asking where she is and who she is with. He says he does not trust her and needs to keep checking on her. He has started to say things that put her down. He also wants her to stop being friends with other guys. What could his mates say or do to help?

**Option #1**
Talk to him and explain his behaviour is controlling and not respectful.

**Prompt #1**
How could they explain his behaviour is not respectful and not good for both of them?

**Option #2**
Do nothing because he is not hitting her.

**Prompt #2**
Even if he is not physically hurting her, how is his controlling and putting her down good for either of them?

**Option #3**
Talk to the girl.

**Prompt #3**
What could they say?

**Option #4**
Other

**Prompt #4**
What should be done?

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**Discussion points to consider**
- Keeping Safe
- Having a non-violent response
- Benefits of each option
- Costs of each option
Situation #3
At a party a boy starts kissing a girl who is very drunk. He wonders if it is the right thing to do when she is so drunk and cannot clearly say it is okay. What should he do?

Discussion points to consider
• Keeping Safe
• Having a non-violent response
• Benefits of each option
• Costs of each option

Option #1
He should say he would prefer to get together when they can both be sure it is what they both want.

Prompt #1
What would she probably say? How would he feel about himself? How do you know if someone is too affected by alcohol or drugs to give consent?

Option #2
Wait till she wasn’t drunk and try to help her sober up.

Prompt #2
That could take quite a few hours. How would he care for her in that time?

Option #3
Tell her girlfriends she is drunk and ask them to take care of her.

Prompt #3
How should they do that?

Option #4
Other

Prompt #4
What should be done?
Situation #4

There is a story at school that a male classmate has posted naked photos of his ex-girlfriend on his personal webpage. Some of the kids have looked at the website photos. At school the girl seems a bit sad and quiet, and lots of kids laugh when they see her. What should be done?

Discussion points to consider
• Keeping Safe
• Having a non-violent response
• Benefits of each option
• Costs of each option

Option #1
Tell the kids who are laughing to leave her alone.

Prompt #1
What would they probably say to a guy who told them to leave her alone? What could he say to explain his point of view?

Option #2
Speak to the girl and say the boy did the wrong thing posting the photos. Ask her if there is anything to do to help her.

Prompt #2
How could she be helped further? Could her feelings be explained to the boys who wanted to see the photos? What would you be prepared to do?

Option #3
Tell a teacher that the link to the photos is going around the school.

Prompt #3
What would you want the teacher to do?

Option #4
Call the Police because sexual photos of underage kids is child pornography and against the law.

Prompt #4
What would be the safe way to do this?

Option #5
Ask the guy to take the photos down.

Prompt #5
What would be the best way to ask so as to get his cooperation?

Option #6
Other.

Prompt #6
What should be done?
Session Four

- The characteristics of relationships that are respectful
- How to support someone in an abusive relationship
- Services
- Relationships and Personal Stories
- Post-group program questionnaire

1. Characteristics of Respectful Relationships

Ask the group members to click on the “Relationships” section on the left hand side bar and have them read through and discuss the DVRCV relationships checklist.

2. How to support someone in an abusive relationship

Click on the left hand side bar submenu “If you know someone” (in an abusive relationship). This section could remind some of the young men of someone close to them, and it is a good time to again remind them that they can talk individually with a teacher or counsellor outside of the class if they have concerns to discuss.

The page of ‘Do’s and Don’ts’ for ‘How to Support Someone In An Abusive Relationship’ is from the Body Shop’s ‘Let's Air it Out – Break the Silence on Relationship Abuse’ (Full Voice: Issue 9).

The list offers sound, safe suggestions about how to help someone in need. Its practical approach may prove very helpful for some of your participants.

☞ Read through the list and ask the boys to comment, in third person terms. For example, “That would be useful for a person who...”

☞ Draw attention to the information on what to do if any of the participants are in an abusive relationship.

☞ Ask the participants to click on the Services section on the left hand side bar

3. Services

The ‘Services’ section is a gateway linking to other sites -

It covers youth services, men’s services, women’s services, and other relevant links.

While it may not be a major focus point in the discussions with students, it's good to go over the different sections within this part of the website, briefly explaining who they are targeted at and what they offer.
Highlight the youth services. Bursting the Bubble is a good site for information about getting help if there is violence within the family, and Kids Helpline offers good information as well as a telephone advice service if a young person needs to talk through any issues.

This section is a basic guide to available services – these services would be able to refer people to relevant and exact points for assistance.

4. Personal Stories

Again click on the left hand sidebar ‘Relationships’ section.

There are a number of personal stories which can be used to build empathy for those who have suffered relationship abuse.

There are a number of resources available that are either video, audio or to be read. Unless you are extending the program beyond four sessions it is probable that you will only have time to choose one of:

- Link to the written interview with Phil Cleary where he discusses the murder of his sister, Vicki, by her ex-boyfriend.
- Link to the videos of That's Not Cool which use animations to give two sides to cyber abuse situations.
- Link to the Enough website and click on the audio of Angela’s story. In her mid teens she was bashed by her boyfriend and suffered brain injuries.

Each of these links is attributed to its original source on the webpage.

Ask the boys if they were surprised by any elements of the personal stories.

Explore the link between accepting lower levels of violence in relationships and the progression to severe injury and murder.

5. Post-program questionnaire

After clicking on the left hand sidebar Post-program questionnaire the participants need to logon again using the same username, password and group ID. Many of the questions in the post-program questionnaire repeat questions from the pre-program forms so participants and leaders can gauge if there is an increase in participants’ knowledge and understanding of the issue of violence against women.

The questionnaire should take about 10 minutes to complete.

Further Sessions

Each of the above sessions is quite heavy with content and, if time allows, could be spread over six sessions to allow for more discussion and to follow each of the links.
Appendix 1

Suggestions for Ground Rules for Discussion

Taking care of your group

There are many excellent, helpful ideas in the Canadian “White Ribbon Campaign in a Box” resources which are available at www.whiteribbon.com. The ideas below reflect some the helpful resources they have for group leaders and we thank White Ribbon Canada for permission to use and adapt them to Australian circumstances http://www.whiteribbon.com/ciab/chapters/chap14.pdf

- Listen. Share time. Respect others’ opinions. Respect and listen to what others have to say, how they say it and the experiences they bring to the group. Ask yourself if the way you are speaking or acting towards this person is the way you would like to be treated.

- Non-judgemental. There is a great deal of diversity and knowledge in the group. The only way to learn about each other is through open, non-judgemental and peaceful communication. Only one person can speak at a time.

- No put-downs. Discussion and debate are good but hurtful words are not. Words that put-down or hurt a person or group stop us from learning about each other. You can disagree with someone without name-calling or insults. You can start your sentence with “I”. E.g. “I don’t agree” … or, “I think that”.

- Respect confidentiality. If you want to tell the class something that is not to be said to anyone outside the group, say so before you speak.

- Respect the ground rules. You are an equal, valuable member of this group. Raise your hand immediately if you think the ground rules have been broken.

Outside class, find someone to talk to. Learning about violence can remind us of violence that we or someone we know has experienced. If you, or someone you know has suffered violence, please talk to a friend, teacher or adult who you trust so you can get the support you need. If you still don’t get the support you need, tell another person. It isn’t your fault.
Appendix 2

Links for Leaders

Be sure to check out the links and services pages containing extra resources for further information and discussion. These links offer a good starting point to other programs involving young men and boys:

**Boys-Talk**

Boys-Talk, written by Brook Friedman and illustrated by Kenton Miller, is a personal development program for young men. It examines masculinity, non-violence and relationships. The Boys-Talk program is a practical guide for teachers, youth workers and parent groups to provide young men with support and options as they search for their own understanding of masculinity.

**White Ribbon Day**

The White Ribbon Foundation of Australia aims to eliminate violence against women by promoting culture-change around the issue. The major strategies to achieve this are a national media campaign as well as education and male leadership programs aimed at men and boys around Australia.

**White Ribbon Canadian Schools Program – Campaign in a Box**

The White Ribbon Campaign has developed a resource called Campaign in a Box, a set of fully interactive exercises designed to help teach and promote healthy, equal relationships among boys and girls. This link allows visitors to download the program.

**No To Violence**

No To Violence (NTV), the Male Family Violence Prevention Association, is the Victorian state-wide peak body of organisations and individuals working with men to end their violence and abuse against family members.

**XY Online - XY: men, masculinities, and gender politics**

XY is a website focused on men, masculinities, and gender politics.
Appendix 3

Example of Parent Consent Letter

It is appropriate and recommended to notify parents of what you are going to be talking about with the groups.

Your school may have a policy about how consent letters should be worded so as to clearly inform parents.

Here is an example parent information letter:

Date....

Dear parents,

Our school/youth group is about to begin a series of workshops for boys called: ‘Be the Hero’! We are inviting your son to participate in an educational program that will assist him to make healthy and respectful relationship decisions now and in the future.

This is a program aimed at preventing violence against women by encouraging boys to explore their ideas about being a good man in our society. The groups will use a website developed for young men and boys, which has been developed by the Victorian Women’s Trust, in consultation with students from Northcote High School, as well as various experts on the issue of violence against women.

The site provides statistical information about the incidence of violence, and the opportunity to discuss various responses to situations that might be encountered.

We believe your son will find it an enjoyable and valuable experience. If you want your son to participate please sign the form below.

If you have any questions about the program, please feel free to contact me on [Phone Number].

Thank You
Appendix 4

About The Victorian Women’s Trust

Be the Hero! is an initiative of the Victorian Women’s Trust.

The Trust was established in 1985 and is an independent body with a mandate to improve conditions for women in practical and lasting ways.

- We have a funding program that invests in women and girls to effect social change.
- We initiate special projects that deliver real outcomes for women and communities.
- We showcase women's talents and foster networks for the exchange of skills, ideas and information.

We want to see a socially just world where women achieve their potential, live safely and enjoy full participation as citizens.

Create a better world for women - and everyone benefits - including men, children and communities.

Our Annual Grants program has funded projects across Victoria that improve conditions for women. Over ten percent of all the projects we have funded over our 24-year-history have addressed violence against women in some form - be it physical violence, sexual violence or emotional violence.

In the late 1990s, the Trust funded the Domestic Violence Resource Centre Victoria to produce a booklet for young women on healthy relationships. The booklet ‘Relationships’ (and corresponding website ‘When Love Hurts’) has had enormous success in resonating with young women – just in 2006, another 100,000 copies were reproduced for national distribution around regional Australia.

Frustrated at the recurrence of the ongoing issue of violence against women, and in wanting to produce a ‘product’ for young men as we helped do for young women, the Trust initiated the Be the Hero! project. This work has included:

- Researching the issue and other programs for young men
- Consulting with experts and forming a reference group
- The views expressed on the website are not necessarily representative of the views of these individuals or organisations. The responsibility for all website content, rests entirely with the Victorian Women's Trust.
- Forming a partnership with Northcote High School, which provided a group of young men who have helped review website content.

Be the Hero! is now ready to be used by groups of young men around Australia.