

**HOW EDUCATORS CAN ENGAGE MALE SERVICE PROVIDERS IN THE  
PREVENTION OF VIOLENCE AGAINST WOMEN: STRATEGIES AND  
ACTIVITIES**

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## Dedication

This project is dedicated in loving memory to my mother, Takisha, who passed away while I was in the process of completing this program. Thank you for always teaching me to be bold, to be brave, and for instilling the courage in me to pursue my dreams with resiliency and grace, just as you always did. I could not have reconciled this journey without your unconditional love and encouragement. Thank you for being my mother, my best friend, and my person. *I carry your heart, I carry it in my heart.*

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To all my beautiful friends and partner, thank you for the belly laughs, the shoulders to cry on, the movie marathons, the constant cuddles, the platefuls of food, and the memories that have made this past two years so meaningful. You mean the world to me.

To the staff at Sagesse, thank you for not only supporting me, but for curating environments that contribute to ending domestic violence in Calgary. I am so thankful to be part of such an inspirational (and often sarcastic) team.

## **Abstract**

The overall purpose of my Masters of Education (Counselling) project was to create innovative, theory-based strategies and activities that educators (e.g., professors, teachers, and educators who work with agencies dedicated to ending violence against women and creating violence-free communities) can use with male service providers (e.g., therapists, coaches, nurses) to facilitate change in their personal and professional environments with regards to ending violence against women. Educators can use these strategies and activities in delivering courses, training seminars, and capacity building workshops meant to deconstruct male socialization and engage men in the prevention of violence against women. My intention in the development of these strategies was to fill a gap in the research about how male providers can influence individual, interpersonal, and social change in connection to violence against women. This project is comprised of two parts. The first will include a detailed literature view pertaining to the synthesis and development of theory-based strategies that educators can incorporate in their work to engage male providers in preventing violence against women in their personal and professional lives. The second aspect of the project is a manuscript detailing these strategies to be submitted to a peer-reviewed journal for the targeted audience to access.

*Keywords:* engaging men, preventing violence against women, educators, service providers

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## **Chapter 1: Overview and Introduction**

My intent with this chapter is to provide an overview of my project as well as introduce the reader to the importance and rationale of having innovative, theory-based strategies and activities for educators (e.g., professors, teachers, and educators who work with agencies dedicated to ending violence against women and creating violence-free communities) on how to engage male service providers (e.g., therapists, coaches, nurses in ending violence against women in their personal and professional lives. Organizational capacity is required to engage men in the prevention of violence against women and thus, service providers can incorporate the knowledge that they acquire from the strategies and activities presented in this project to inform their work with clients, other providers, individuals in the community, and in their interpersonal relationships. Definitions of educators and service providers will be provided after an outline of this chapter in addition to a rationale explaining why I chose to focus on men.

In this opening chapter, I introduce the issues around engaging men in preventing violence against women in their personal and professional lives, men's role in prevention, and identify gaps in the current literature. Further, I provide a statement of personal interest in engaging men in the prevention of violence against women. The remaining chapters of this project will also be discussed to establish context and familiarize the reader with the intent of my work.

### **Overview of the Project**

For my project, I focused on how to engage men in the prevention of violence against women by (a) summarizing the literature on this topic and (b) presenting strategies and activities educators can use in workshops, courses, and training seminars to

actively involve and engage male service providers. I structured my project around five main objectives:

1. To offer a comprehensive, yet succinct literature review on three main issues: (a) reasons for educating male service providers, (b) factors to consider when educating male service providers, and (c) strategies used to educate men in the current literature. This objective is met in Chapter 3 and in the manuscript (see appendix A).
2. To present a series of rationales regarding the importance of having innovative, theory-based strategies for educators and the importance of educating male service providers. This objective is met in Chapter 3 and in the manuscript (see Appendix A).
3. To outline the gaps in the current literature. This objective is met in Chapter 3 and in the manuscript (see Appendix A).
4. To provide eight accessible, specific lesson plan strategies and activities educators can use to engage male providers on how to prevent violence against women in their personal and professional lives. This objective is met in Chapter 4 and in the manuscript (see Appendix A) through a synthesis of research findings and development of theory-based strategies and learning objectives.
5. To present thoughtful strengths and limitations of my project in addition to identifying insightful areas for future research. This objective is met in Chapter 5 and in the manuscript (see Appendix A).



## **Project Structure**

This project is comprised of two parts. The first part of the project includes an in-depth analysis of the current literature around engaging men in the prevention of violence against women and strategies that educators can use in building capacity of providers to deconstruct male socialization. The second part of the project includes a manuscript compiling these thoughtful strategies and activities. This second part will be submitted to a peer-reviewed journal and is meant to be easily accessed by educators in the field. This document is located in the appendix of the project, as it is an added component (see Appendix A). As a result of this project, I hope an important contribution will be made to the limited literature surrounding strategies and activities for educators on how to innovatively engage male providers in the prevention of violence against women on a variety of levels – both personally and professionally.

## **Frameworks**

The framework I used to involve men in ending violence against women came from the work of Flood (2011b), with particular emphasis on the “six levels of intervention” (p. 361) pertaining to engaging men in violence prevention. Specifically, I focused on Level 3 “Educating Providers (and Other Professionals)” (Flood, 2011b, p. 367; see Table 1). I aligned with Flood’s (2011b) stance that “workplace education is one component of a broader effort to change the practices and cultures of community organizations and institutions” (p. 367). As such, it is important to have innovative, accessible strategies that educators can use to increase capacity with male service providers so that they can change the larger practices, policies, and communities they

interact with. I elaborate on the reasons why male involvement is necessary in ending violence against women in Chapter 3.

I recognize the importance of relying on a learning taxonomy when educating service providers because it establishes a connection between theory and practice. To accomplish this, I depended on Bloom's revised learning taxonomy (as cited in Anderson & Krathwohl, 2001) as my second framework when creating strategies and activities for male educators. I present an overview of Bloom's revised taxonomy in Chapter 3.

### **Definitions and Context**

In this section I present my working definitions for (a) violence against women, (b) educators, and (c) male service providers. I understand that other definitions may exist, but from my literature review and for the purpose of this project, these definitions act as a guiding narrative.

**Violence against women.** In this section I define the phrase violence against women. I then present a detailed rationale for using this term within this project.

**Definition.** Violence against women is an issue that affects individuals on an international level (World Health Organization [WHO], 2016). In 1993, the United Nations General Assembly adopted the *Declaration of the Elimination of Violence against Women*, which defined and identified violence against women as:

Any act of gender-based violence that results in, or is likely to result in, physical, sexual or psychological harm or suffering to women, including threats of such acts, coercion or arbitrary deprivation of liberty, whether occurring in public or in private life. (Article 1, para. 1)

Physical, sexual, emotional, verbal, financial, and spiritual forms of abuse, as well as criminal harassment and stalking, are all forms of violence against women (Department of Justice Canada, 2001). As such, the literature review I conducted included efforts that related to engaging men in ending violence against women which were congruent with the definition articulated above.

***Rationale.*** In 2016, the WHO conducted a global systematic review and synthesis of the body of scientific data and reported that 35% of women have reported experiencing some form of physical or sexual violence by a partner or nonpartner in their lifetime. In 2014, Statistics Canada (2015) recorded 83 police-reported spousal homicides in which 67 of the victims (over 80%) were women. This means that, within Canada, approximately every 6 days a woman is murdered by her intimate partner (Statistics Canada, 2015). Further, of the 323,600 victims of police-reported violent crime in Canada, approximately 26% were victimized by a family member, with the majority of that statistic being women and girls (68%; Statistics Canada, 2016). This statistic does not include the 70% of self-reported spousal violence victims who did not report to the police (Statistics Canada, 2016). Alberta, specifically, has the second highest rate of self-reported spousal violence in the country, with a report of physical or sexual ex-partner violence being reported every hour of every day (Government of Alberta, 2013). These statistics demonstrate a call to action from individuals in the community to end violence against women.

**Educators.** In this section I define the phrase educators. I then present a detailed rationale for using this term within this project.

**Definition.** In this project the term educators includes all professionals involved in delivering courses, training seminars, and workshops meant to deconstruct male socialization and engage men in the prevention of violence against women. Educators, in this project, include males or females. Examples of educators include, but are not limited to, teachers, professors, and educators who work with agencies dedicated to ending violence against women and creating violence-free communities.

**Rationale.** Educators will likely benefit from having innovative strategies and activities to engage male service providers as it will be readily accessible and easy to use. Creating violence-free communities requires the work of educators who distribute that knowledge to the public and to other individuals in their personal and professional lives. This project has information specifically tailored to educators and thus, it can be an extremely useful and meaningful resource for them.

**Male service providers.** In this section I define the phrase male service providers. I then present a detailed rationale for using this term within this project.

**Definition.** For this project, the terms male service providers or providers include males who have an expertise in their field and who deliver a service to people within the community. The definition is purposefully broad as it is meant to include all providers who work in the psychosocial, health, education, and policy sectors. For this project, providers also include those who are confronted with the effects of violence against women in their workplaces and communities. Further, male service providers in this project will focus on individuals in roles such as, but not limited to, police officers,

government workers, sport coaches, healthcare providers such as nurses and physicians, psychologists, social workers, addiction specialists, daycare workers, and teachers. My reason for including a broad definition of service providers comes from the work of Cohen and Swift (1999), who argued, “by expanding the notion of provider, it is possible to mobilize a broader group in advancing prevention and promoting wellness” (p. 205).

In this project, the terms “male” and “man” are used to describe any individual who identifies themselves in such a way. Again, this definition is purposefully broad to respect sex and gender diversity. I explore this topic in greater detail in Chapter 3.

***Rationale.*** Educating providers on how to engage men in preventing violence against women has strong theoretical rationale in that it may shift individuals’ contributions and roles in preventing or maintaining violence against women on many levels (Flood, 2011b). Engaging men and boys has also been a substantial topic in Alberta’s domestic violence community, and, in 2014, Shift: The Project to End Domestic Violence partnered with the Ministry of Human Services of the Government of Alberta to build the first comprehensive government plan to engage men and boys in violence prevention (Wells et al., 2015).

For this project, I identified four strong rationales for the importance of engaging male service providers in ending violence against women. I further elaborate on each of these rationales in Chapter 3. First, male service providers have access to diverse communities and have a strong community influence. Second, male service providers have access to funding and the potential to influence policy change. A third reason to engage male service providers is that these individuals, and those they impact in their personal and professional lives, may benefit from consistent education and messages in

violence prevention. Lastly, male service providers have a unique opportunity for expert collaboration and movement. Inevitably, it is up to men to use their societal power as a way of empowerment and allyship in ending violence against women. Further, the rationales for engaging male service providers in ending violence against women are explored in greater detail in Chapter 3.

**Gaps in the literature.** My initial scan of the literature did not reveal any specific, theory-based strategies or interventions that have been proposed on how to effectively engage male providers. Although it has been stated that educating providers is a critical area for engaging men in ending violence against women, I found only an overview of this issue in the literature (Flood, 2011b). Very few accessible strategies or activities have been identified on how educators can deliver information through courses, workshops, and training seminars to providers so that they can effectively impact the communities they serve.

**Men's role in ending violence against women.** It has been my experience that community engagement does not often involve men in the prevention of violence against women. That is, many programs are run and led by women and include safer spaces for women who are already doing the work to end gender-based violence. For example, women's rights movements and initiatives to end gender-based violence were historically started for and by women. In my experience, it has only been up until recently that men have been encouraged to create space within their own communities. In addition, the relevance to men has been more thoroughly identified in recent prevention efforts. Crooks, Goodall, Hughes, Jaffe, and Baker (2007) identified that many men also view violence against women as a "woman's issue" (p. 217), rather than an issue that involves

both men and women. Women are already working to prevent violence, whereas men, who comprise the majority of perpetrators of violence against women, do not engage in these active roles. As such, I chose not to focus this project on engaging women in violence prevention efforts.

There is no denying that men are also victims of violence. The issue, however, is that women overwhelmingly report that the violence they experience is perpetrated by men (Flood, 2011a; Sinha, 2013; WHO, 2016). Fortunately, current literature suggested that it is a small minority of men who commit the majority of violence against women (Katz, 2006). Men possess some of the power and privilege required to help create a community that values healthy, nonviolent relationships with women in an effort to end gender-based violence. This includes men taking a prosocial stand when witnessing acts or potential acts of violence and intervening safely and effectively to protect female victims of violence.

I believe individual, interpersonal, and social change can occur through educating male service providers who can further pass that knowledge onto the men they interact with and influence (Flood, 2011b). I have targeted male providers who generally play an influential role in the communities they serve in regards to the information, skills, and awareness they transmit (Cohen & Swift, 1999). Thus, educating providers may also have the potential to influence the communities they serve at micro and macro levels.

## **Conclusion**

I believe it is beneficial to develop strategies and activities that educators can use with male providers to reflect on their socialization and personal role in ending violence against women at work, at home, and in the communities they serve. With this project, I

flushed out these strategies and activities so that they are easily accessible to providers and professionals alike. By incorporating these strategies in workshops, courses, capacity building, and training seminars, I hope educators can involve other providers and professionals to advocate for individual, interpersonal, and social change in regards to ending violence against women. The applied element of my work will be to prepare a manuscript for publication so that educators in the field can benefit from these accessible strategies and activities and effectively deliver them to the male service providers they engage with.

### **Statement of Personal Interest**

The need to engage men in ending violence against women became very apparent to me when I was in my third year of university and participated in the Stepping Up program—a peer-to-peer dating violence prevention program (Warthe, Kostouros, Carter-Snell, & Tutty, 2013). During my involvement with the program, I noticed only a handful of self-identified males were enrolled in the program and even fewer that were willing to have a conversation around ending dating violence on campus. This seemed odd to me, given the number of females I interacted with who were actively involved, not only in the program, but also on their campuses and in their communities. I recognized that dating violence, and violence against women in general, was an issue that affected all individuals, so I could not help but wonder, *where are all the men?* In my final year of my undergraduate degree, I went on to complete my honours thesis, in which I explored bystander efficacy and the factors that influence men's willingness to participate or not in dating violence prevention programs in a postsecondary setting.



Today, my focus has shifted to engaging male service providers, in part due to my involvement and interest with the nonprofit sector I currently work in. In this role, I am both working and volunteering in a number of capacities. Specifically, I started working at an agency called Sagesse after my involvement with Stepping Up. Sagesse is a nonprofit organization that is dedicated to mindfully facilitating groups and curating environments for women who are at risk of or have experienced abuse. Through my volunteering with Sagesse, I have co-facilitated four groups called Growth Circles. These groups are each 14 weeks in length, are designed for women who have experienced domestic violence. Participants are provided with the opportunity to share their experiences and learn from each other in a group setting. I have also co-facilitated two groups of a program called Finding Our Voices, which allows women to address the impact of self-image, effective communication, shame, compassion, and healthy relationships with themselves and others. This is a 6-week program that provides women with the opportunity to meet as a collective and share their experiences.

I currently still work at Sagesse, which has become like a family to me. My role there is multifaceted and involves event coordinating for both the annual fundraiser and the Calgary Domestic Violence Collective's conference, conducting intakes for participants, completing administrative tasks, aiding in the development of a new volunteer training, and, most recently, helping create a new Growth Circle curriculum. All of this work has thoroughly immersed me in the world of psychology and social work, through which I have seen the true need to engage men. As an organization with over 60 volunteers, all of which are women, I can fully express the call to action that is required by men in my community.

I believe using interventions that address larger systemic factors that influence men and their role in ending violence against women is deeply important. This work allows for introspection and critical analysis that will hopefully contribute to ending violence against women, managing harmful normative masculinity, and building stronger, healthier communities as a whole. This is something I hope my project can assist with, and I am optimistic for what the future holds.

### **Project Overview**

The project is comprised of five chapters (Part I) and an appendix (Part II). The first chapter provided an overview of my project as well as introduced the reader to the importance and rationale of having innovative, accessible strategies and activities for educators on how to engage male service providers in ending violence against women. In this chapter, I also discussed relevant definitions and contextual information regarding the topic of the project. I also provided a personal statement to demonstrate my interest in the topic. In addition, I addressed the significance I hope this project may have on educators, male service providers, and the individuals whose lives they touch.

In Chapter 2, I discuss the methods I used to collect the information needed to synthesize and propose theory-based strategies and activities for educators on how to engage male service providers in ending violence against women. This chapter also provides my statement of American Psychological Association (APA, 2010) adherence, in addition to a statement of ethical conduct and the code of ethics I adhered to during the development of my project.

Chapter 3 focuses on the extensive literature review I completed pertaining to my topic. It begins with an exploration around the importance of educating male service

providers, followed by specific factors to consider when engaging men in ending violence against women. This is followed up by addressing key strategies and activities that have been used to engage men, which correspond to common themes in the literature. Strengths and limitations of these strategies and activities are also identified in this chapter.

The purpose of Chapter 4 is to synthesize strategies and activities for educators to use in courses, workshops, and trainings on how to engage male service providers in the prevention of violence against women. Following a template, I present each strategy—including the title, theme, rationale tied to Bloom’s revised taxonomy (Anderson & Krathwohl, 2001), purpose, and options to implement—and place emphasis on applied learning activities rather than a stand-deliver approach to education.

Chapter 5 is a synopsis of the project, including strengths, limitations, and directions for future research. The significance and implications for this project are also discussed in this chapter followed by concluding remarks.

Lastly, I conclude the project with two appendices. Appendix A includes a manuscript which will be submitted for publication in *Educational Review*. This aspect of the project is meant to be an accessible tool for educators to use with male service providers in an effort to end violence against women. Appendix B contains the guidelines for preparing and submitting a manuscript to the journal.

## **Chapter 2: Methods**

This chapter focuses on the research methods I employed to collect relevant information required for the development of my project. This includes databases, key terms, and resources I used. I then present both a statement of APA (2010) adherence and a statement of ethical conduct in relation to the code of ethics I adhered to during the completion of this project. The chapter concludes with a description of the structure of the project.

### **Research Process**

In order to conduct a comprehensive literature review, I accessed and utilized a number of sources relating to educating service providers and engaging men in the prevention of violence against women. To conduct my literature review for peer-reviewed articles I accessed the following online databases: PsycInfo, Web of Science, Science Direct, and SAGE. I also limited sources to include articles published from 2006 to 2016; however, I used older articles that were critical to the foundation of the topic of the project when deemed necessary. Books and articles required for the development of the project were found through use of the following search terms, both separately and in combination: engaging men in ending violence against women, men's role, violence prevention, ending violence against women, preventing violence against women, educating service providers and professionals, strategies to end violence against women, and activities to end violence against women.

I accessed further resources through the University of Lethbridge library using the same search terms that I applied when searching academic databases. The reference lists of these books were scoured to reveal more journal articles, which I accessed using the

aforementioned online databases. I also searched the reference lists of the journal articles I accumulated to find additional resources. Given the limited amount of research on this topic, I also utilized Google and Google Scholar to find resources using the same search terms previously mentioned. Through employing this approach I found credible resources that contributed to expanding my search for peer-reviewed, evidence-based articles, which I had located using the databases listed above. This process evolved over 8 months.

### **Statement of Ethical Conduct and APA Adherence**

At all times during the completion of this project, I adhered to the *Canadian Code of Ethics for Psychologists* (Canadian Psychological Association, 2000). As I did not collect any human data for this project, ethics approval was not required.

Further, I adhered to the standards outlined in the *American Psychological Association Publication Manual* (APA, 2010) at all times during the development of this project. I altered the format of the material in the appendix (see Appendix A) to comply with the guidelines and expectations of the journal that the project's manuscript will be submitted to.

### **Summary**

The focus of this chapter was to explore the research process involved in collecting relevant information for the creation of my project and the strategies and activities that are associated with it. This chapter included a description of the databases, key terms, and resources I used in order to complete my project. After this description, I presented a statement of APA (2010) adherence and a statement of ethical conduct in relation to the code of ethics I adhered to.

In Chapter 3, I will present my literature review on the need to educate male service providers, factors to consider when educating male service providers, as well as strategies and activities that have been used to engage these providers in regards to ending violence against women. The purpose of this next chapter is to engage the reader by acknowledging the current gaps in the literature and addressing the strong need to educate male service providers with innovative, theory-based strategies. In creating this project, I was given the opportunity to hone my research skills and have developed an even greater appreciation for the research community that continually expands and grows the world around me. Beyond this, I am thankful to have the privilege of contributing to a global effort of engaging men and boys in ending violence against women—it is a great passion of mine. Lastly, I hope this project will influence the strategies and activities that educators can use to engage male service providers in ending violence against women in communities across Alberta and Canada as a whole.

### **Chapter 3: Literature Review – Engaging Male Service Providers to Reduce Violence against Women**

My intention with this chapter is to expand upon the rationale offered in Chapter 1 regarding the focus on male service providers and to explore the current literature surrounding strategies for educators on how to engage male service providers in ending violence against women. In addition, I explore some of the factors that educators may want to consider when working with male service providers, such as identifying allies, barriers to engaging men, and the importance of learning theories, such as Bloom's revised taxonomy (Anderson & Krathwohl, 2001). The chapter concludes with an in-depth analysis of the strengths and limitations of these current strategies. Throughout this chapter, I identify current gaps in the literature to bring awareness to the importance of having accessible, innovative strategies that educators can use to engage male service providers in ending violence against women.

#### **Why Educate Male Service Providers?**

As noted in Chapter 1, engaging men and boys has been a substantial topic in Alberta's domestic violence community. The following is a much more detailed overview of why male service providers need to engage in efforts to end violence against women. The outline of this section, which expands upon the material presented in Chapter 1, includes Canadian evidence pertaining to why it is important to engage men in the prevention of violence against women. This is followed by four theoretical rationales to specifically engage male service providers.

**Evidence.** My research for this project revealed there is local evidence and interest to engage men in ending violence against women. For example, in Alberta, the

Shift project worked with the Ministry of Human Services of the Government of Alberta to build the first comprehensive government plan to engage men and boys in violence prevention (Wells et al., 2015).

In addition, statistics regarding men's interest in preventing violence against women may provide promising direction. For instance, the White Ribbon Campaign—a Canadian organization to end violence against women—conducted a survey in Ontario in 2012 to gather data to understand men's attitudes and behaviours around violence against women (Carolo, 2012). The researchers reported nearly 95% of Ontario men surveyed ( $n = 1,064$ ) believed violence against women and girls was a concern to them (Carolo, 2012). In addition, 87% of men who participated in this survey indicated they believe violence against women and girls affects all women, including the women in their lives (Carolo, 2012). Further, 97% of these men agreed with the statement that “men can personally make a difference in promoting healthy, respectful, non-violent relationships” (Carolo, 2012, p. 2). What these statistics suggest is that there is a strong community of potential male allies who can contribute towards ending violence against women. As such, I build on the information shared in Chapter 1 to reinforce the necessity to engage men and male service providers in ending violence against women. I have streamlined the reasons into four comprehensive themes, and I discuss each theme in detail in the subsections that follow:

1. Male service providers have access to diverse communities and have a strong community influence.
2. Male service providers have access to funding and the potential for policy change.



3. Male service providers can benefit from consistent education and messages.
4. Male service providers have a unique opportunity for expert collaboration and movement.

***Theme 1: Male service providers have access to diverse communities and have a strong community influence.*** It is important to recognize that male service providers serve diverse communities and often have a strong community influence (Men's Nonviolence Project, 2010). As described in Chapter 1, service providers include positions such as police officers, coaches, healthcare providers, psychologists, social workers, and teachers, among other community professionals. Due to the large scope of this initiative, these individuals have access to a wide demographic that spans across cultures, experiences, and communities (Men's Nonviolence Project, 2010). Engaging these diverse communities has also been described in best practices set out by research and agency recommendations (Carolo, 2015; Casey et al., 2013; Funk, 2008; Wells et al., 2013).

In addition, social justice allies in the form of male service providers are powerful forces due to the privilege and oppression that serve them. Dominant social groups such as White, middle- and upper-class, heterosexual, cisgender men benefit from these systems because they receive privileges that are unearned entitlements (Edwards, 2006). These privileges are more easily accessible for members of the dominant social groups because they are not solely acquired through merit, hard work, talent, or skills, but rather through unequal systems that are created by and for their success.

Another reason to include males in the prevention of violence against women is that male service providers come from a wide variety of communities and have a

cumulative community influence that is often ignored. Pease (2008) argued that men who are role models in the community must be active in preventing violence against women, as it sets the stage for the individuals they work with and influence. It also fosters collective interest, which has the potential to trickle down into awareness and education of other males in the community (Pease, 2008). Skill building and bystander awareness are also positive consequences to educating male service providers in which these individuals seek to correct their own behaviour and the behaviour of others.

Whether this includes dispelling myths around gender, defying harmful masculinity, or deconstructing male socialization and peer support, these efforts have a major impact on ending violence against women (Flood, 2011a).

Inviting males to become active prevention agents also has the potential to impact violence at the workplace, as these men can facilitate healthy norms, attitudes, and behaviours with other colleagues, particularly those who identify as women (Davis, Parks, & Cohen, 2006; Wells et al., 2013). It is undeniable that these behaviours might also migrate into male service providers' personal lives and contribute to healthy relationships and nonviolent behaviours in their interpersonal relationships (Parks, Cohen, & Kravitz-Wirtz, 2007). Thus, male service providers' access to diverse communities, coupled with their influence in their personal and professional lives, is a strong rationale for their engagement.

***Theme 2: Male service providers have access to funding and the potential for policy change.*** In addition to social influence, male providers have access to privilege and access to funding and policy change to reduce violence against women. This belief is supported by Wells et al. (2013), who stated, "Men often have greater access to resources

and opportunities to influence large social structures and institutions and can therefore play a critical role in ending domestic violence” (p. 5). This includes larger systems and institutions, such as those held by individuals in management or leadership roles. Such larger systems and institutions include the roles male service providers have at schools and educational facilities, in government or religious institutions, in the medical field, and so on. This greater access to resources and opportunities means that men are in a good position to use their role in ending violence against women, even in prevention of violence against women in the workplace. In fact, some employers are starting to recognize the effects that violence against women has on their service providers (Davis et al., 2006).

For example, the Alberta Council of Women’s Shelters (n.d.) reported that violence against women, and domestic violence in particular, decreases employee productivity and healthy co-worker relations while increasing absenteeism, liability costs, and healthcare expenses. Therefore, influential male service providers could draw upon their credibility to influence policy changes to support violence prevention and allocate funding to educate their employees to prevent these instances from occurring.

***Theme 3: Male service providers can benefit from consistent education and messages.*** Messages that support engaging men as allies in violence prevention requires effort that examines the perpetration of violence against women by men due to social, cultural, political, and economic issues, in addition to gender norms and sexism (Berkowitz, 2004). Unfortunately, the current messages for engaging men in regards to the prevention of violence against women are vague as a result of varied of varied efforts that currently exist (Carlson et al., 2015). Flood (2011a) also supported this stance, as he

noted that consistent messages reinforce positive behavioural norms related to engaging men in violence prevention.

Consistent messaging is necessary to allow individuals and communities to conceptualize prevention efforts with a similar lens. Since male service providers often overlap roles with people in the community, having consistent messages likely increases the community collaboration and understanding of violence against women (Men's Nonviolence Project, 2010). This community collaboration and understanding of violence against women also ensures that consistent messages trickle down to the other levels involved in the spectrum of prevention (Flood, 2011b; see Table 1).

For instance, engaging men at the middle of the spectrum (see Level III in Table 1) means there is the potential to influence other men at both lower (Levels I and II) and upper levels (Levels IV, V, and VI) of the spectrum. By educating male service providers at Level III, it is possible to influence men at the community by educating groups of individuals with shared identity (i.e., coaches, teachers, cultural groups).

Table 1

*Spectrum of Prevention*

Level of Spectrum	Description of Level (for Violence Prevention)
Level I: Strengthening individual knowledge and skills	Involves increasing an individual's knowledge, skills, and resources regarding violence prevention and harm reduction (Cohen & Swift, 1999). It is the smallest and most localized means on the Spectrum of Prevention.
Level II: Promoting community education	Involves community education with groups of people who share a common identity or geographical location (Cohen & Swift, 1999). In relation to engaging men and boys, this may include: face-to-face educational groups and programs, communication and social marketing, local educational strategies such as "social norms" and "bystander" approaches, and other media strategies (Flood, 2011b).

Level of Spectrum	Description of Level (for Violence Prevention)
Level III: Educating providers	Involves educating providers and other professionals who have influence within their communities to transfer knowledge and skills to patients, clients, and colleagues (Cohen & Swift, 1999).
Level IV: Fostering coalitions and networks	Involves supporting collaborative movements and organizations that work together to strengthen the critical mass behind violence prevention (Cohen & Swift, 1999). This includes engaging, strengthening, and mobilizing communities with strategies to end violence against women (Flood, 2011b).
Level V: Changing organizational practices	Involves examining the organizational practices of institutions and organizations such as: law enforcement, media, sports, health departments, and educational settings (Cohen & Swift, 1999; Flood, 2011b).
Level VI: Influencing policy and legislation	Involves the support and inclusion of policy, law, and legislation changes for local, provincial, and national levels related to violence prevention (Cohen & Swift, 1999).

*Note.* Based on the work of Flood (2011b) and Cohen and Swift (1999).

Educating these groups also inevitably means influencing change at the most localized level. Level I, for example, focuses on increasing an individual's knowledge, skills, and resources regarding violence prevention and harm reduction. At the higher levels, influencing male service providers at Level III means there is potential to influence even larger, systemic change. This involves growing coalitions and networks with other men to prevent violence against women (Level IV), influencing organizational practices (Level V), and, consequently, changing policy and legislation (Level VI). Therefore, more consistently transferred messages can be an effective way to reach a wide demographic and influence major change.

***Theme 4: Male service providers have a unique opportunity for expert collaboration and movement.*** Engaging male service providers is an opportunity for expert collaboration and movement in preventing violence against women. Prevention

efforts are most effective when they are addressed collaboratively on multiple levels and sectors within the community (Casey et al., 2013; Flood, 2011b; Wells et al., 2013).

Often male service providers already work with or are connected to agencies focused on ending violence against women. Building awareness, skills, and education can hone further collaboration. This collaboration has the potential to reach upper levels in the “spectrum of violence prevention” (Cohen & Swift, 1999, p. 203) such as Level IV, “fostering coalitions and networks” (p. 205), and Level V, “changing organizational practices” (p. 205).

Another important consideration is giving male service providers, and men in general, an opportunity to discuss and work collaboratively with women who are experts in prevention efforts surrounding violence against women (Pease, 2008). However, this collaboration has no space for overriding or taking ownership for work that has been done by women’s movements or weakening the feminist orientation (Pease, 2008). Rather, it should be a process that requires introspection, awareness, and openness from both men and women in the community. Male service providers have influence, but they must also be conscious of that influence so that they don’t reinforce the privilege they are trying to combat. As Flood (2015) noted,

Such partnerships demonstrate to participants a model of egalitarian working relationships across gender; they model women’s and men’s shared interest in non-violence and gender justice; they give men opportunities to hear of women’s experiences and concerns and to further mobilise their care for the women and girls in their own lives; and they enhance accountability to women and women’s services. (p. 169)

By working in cooperation with women, male service providers can be allies in ending gender-based violence by creating spaces of equity, rather than domination.

### **Factors to Consider When Educating Male Service Providers**

In this section I address three general factors that I believe educators should consider when teaching male service providers ways they can reduce violence against women. The first factor is in regards to identifying allies that they may already exist and using those communities to expand awareness, knowledge, and skills. The second factor includes understanding some of the barriers that exist around engaging men in ending violence against women. Lastly, the third factor involves communicating information to audiences that support best learning practices, such as Bloom's (Anderson & Krathwohl, 2001) revised taxonomy and cognitive domain theory.

**Identifying allies.** One of the first steps for engaging male allies may lie in educators identifying areas in which male service providers are already working to reduce violence against women. Ally-based language is important to use in prevention efforts, as it enhances accountability for groups that hold privilege in their communities. In addition, I believe it encourages these individuals to be active allies and increases allyship. The work of Edwards (2006) may be useful in assisting educators in identifying areas in which they can locate these stakeholder groups. Edwards (2006) proposed a conceptual model that outlines three different types of allies that exist along a continuum of awareness. These include aspiring allies for self-interest, aspiring allies for altruism, and allies for social justice (Edwards, 2006), all of which I described in detail in the following section. As Edwards (2006) stated,

Individuals who are supportive of social justice efforts are not always effective in their anti-oppression efforts. Some who genuinely aspire to act as social justice allies are harmful, ultimately, despite their best intentions, perpetuate the system of oppression they seek to change. (p. 39)

By understanding the ways male service providers engage in prevention efforts, educators can assess to see whether or not these individuals are effective in their prevention efforts. If they are harming with their good intentions, such as using their privilege to take space away to speak for and advocate on behalf of women, then the responsibility falls to educators to give them the knowledge and skills to be more purposeful with their privilege. Thus, it is important to identify the stage of male allyship in order to gauge which prevention efforts will be most effective for different groups of men.

*Aspiring allies for self-interest.* I begin this section with a definition for aspiring allies for self-interest. I then discuss the Average Joe, Activist Joe, and Aware Joe ally groups. I close this section by providing a rationale for using this continuum of ally engagement.

*Definition.* The first ally group to introduce are those Edwards (2006) indicated are motivated by self-interest. Grove (2011) used Edwards's (2006) framework of social ally development as a means to understand and engage the "Average Joe" (p. 7) and move him towards "Activist Joe" (p. 7). The movement from Average Joe to Activist Joe is dependent upon how deeply invested the ally's motivation is in regards to social justice and self-involvement (Edwards, 2006; Grove, 2011). Self-interest, altruism, and social



justice act as potential barriers or engagement strategies that may be used to deepen ally engagement at various stages of the ally model (Grove, 2011).

*Average Joe.* Average Joe is the first type of ally for self-interest. Average Joe is an individual who is not yet an active ally in the prevention of violence against women. If men fall into this category, then typically they may have given little thought about violence against women (Grove, 2011), or their role in prevention efforts aside from being direct perpetrators. It is likely that these individuals are resistant or uncomfortable by conversations about violence against women (Grove, 2011). However, this resistance or discomfort around violence against women makes engaging Average Joe both the most important and most difficult. Fortunately, individuals at this stage may see the impact that violence has on the women in their lives and move from Average Joe to Aware Joe.

*Aware Joe.* Aware Joe is the second type of ally under the category of allies for self-interest. Allies for self-interest are motivated by a need to protect people of a marginalized group because they are loved ones, family members, or friends (Edwards, 2006). According to Edwards's (2006) work, they often attach themselves to an individual rather than the group or issue that the individual belongs to. In issues of violence against women, this is true for Aware Joe (Grove, 2011). Piccigallo, Lilley, and Miller (2012) conducted research that demonstrated that three-quarters of their male sample reported being motivated to join a sexual assault prevention discussion because they were affected by sexual violence through victims of such crimes. Of this sample, only three of the 25 male participants had ever been involved in a formal discussion on sexual violence prior to their research involvement. Thus, the participant's knowledge of

sexual violence and violence against women had increased due to knowing a victim, and this was a motivating factor to become engaged in prevention efforts.

It is possible that men at this stage engage in violence prevention by avoiding the use of it personally and by potentially intervening in the violence of other men at a superficial level (Berkowitz, 2004). Although well-meaning, and at risk for generalizing, these individuals may engage in benevolent sexism through the prevention of violence against women without actually consulting women, identifying themselves not as allies, but as good friends, partners, brothers, and fathers (Grove, 2011). Aware Joe is in this category, and it is not until he becomes aware of his own harmful masculinity, privilege, gender socialization, and participation in sexism that he becomes Internalized Joe (Grove, 2011).

*Rationale.* I recommend educators consider this continuum of ally engagement when delivering strategies or activities to male service providers because it allows them to meet the audience where they are at when delivering strategies and activities. By understanding if an ally is invested for reasons of self-interest, educators can adapt their materials to that level of engagement. Thus, it creates a baseline for educators to tailor their information as best possible to their audience. For example, Average Joe may only see himself as an ally because he does not perpetrate violence against women, whereas Aware Joe may have had a loved one impacted by violence against women, so he is more deeply invested in other forms of prevention. Both profiles for these individuals may be encountered in trainings, capacity building, and workshops, and it is important that educators know how to adjust information for that demographic.

*Aspiring allies for altruism.* I begin this section with a definition for aspiring allies for altruism. I then discuss the Internalized Joe ally group. I close this section by providing a rationale for the awareness of this profile type.

*Definition.* A second type of ally group that educators may encounter when facilitating trainings, workshops, and seminars is that of aspiring allies for altruism. Allies for altruism particularly focus on wanting to help groups of individuals affected by oppression, rather than just having concern for those they personally know, as may be the case for allies for self-interest (Edwards, 2006). This increase in engagement may also be related to an increase in an individual's awareness of the privilege they possess and an attempt to reduce their feelings of guilt by having such privilege (Edwards, 2006).

*Internalized Joe.* After awareness of privilege develops, allies often deal with guilt and feelings of shame and despair (Edwards, 2006). During this phase, allies either remain at the level of Aware Joe or channel these intense emotional feelings as a motivator for allyship (Edwards, 2006). Intense feelings alone, however, cannot change the systems of privilege and oppression that perpetuate violence against women. The hope is that these emotions motivate male allies from wanting to help the people they know and care about to wanting to help the people of this group or affected by this issue (Edwards, 2006). At this stage, Internalized Joe may vilify other members of the dominant group of privilege from which he came in attempts to minimize the guilt he experiences (Edwards, 2006). Engaging in violence prevention with men at this stage means avoiding the use of it personally and intervening in the violence of other men at an interpersonal level, but not fully addressing its cultural and social significance (Berkowitz, 2004). If there are remnants of oppressive thoughts and behaviours,

individuals in this stage may become highly defensive to maintain the distance between themselves and the dominant group (Edwards, 2006). Men who are at this stage of allyship may make every attempt to prevent sexist behaviours and attitudes and engage in behaviours related to the prevention of violence against women.

*Rationale.* An awareness of this profile is important for educators because they may encounter male service providers who have similar experiences as those in this category. The aspiring allies for altruism often have good intentions and see members of the target group as the sole victims of oppression. Therefore, the aspiring ally for altruism does this work for the marginalized communities they see impacted rather than with them, thus further taking away power from these marginalized groups and maintaining the system they are trying to dismantle. This may be a common occurrence for men who are discovering their privilege and wanting to make changes to end violence against women. What can often result in benevolent sexism must be explored by educators when it arises through the various strategies and activities that are conducted.

*Allies for social justice.* I begin this section with a definition for aspiring allies for social justice. I then discuss the Activist Joe ally group. I close this section by discussing the importance of educators being aware of allies for social justice in the male service providers they work with.

*Definition.* A final target area for educators to consider involving in prevention of woman violence are those who are allies for social justice. During the movement from Internalized to Activist Joe, individuals move from allies for altruism to allies for social justice (Edwards, 2006; Grove, 2011). Allies for social justice identify that all individuals are negatively impacted from systems of privilege and oppression, while also

acknowledging that the harm done to dominant social groups is minimal in comparison to those identified in marginalized groups (Edwards, 2006).

*Activist Joe.* This movement is a collaborative and systemic approach that engages men to work in partnership with women in bringing an end to violence against women. In this stage, Activist Joe is motivated by a collective interest that serves to benefit humanity (Edwards, 2006). It is here that men are most effective in the prevention of violence against women. In his research, Funk (2008) also identified an increase in social justice consciousness and other social justice issues may foster interest and engagement in men. Men at this stage will typically engage in the prevention of violence against women by practising nonviolence in their personal lives, intervening in the violence of other men, and addressing the social and cultural causes of violence (Grove, 2011). A sustainable passion exists beyond praise and acceptance in which individuals seek critiques and identification of mistakes by other women and men as a way to improve their efforts in preventing violence against women (Edwards, 2006). Regardless of what stage male service providers are at, it is important to identify their position on the continuum allyship to further understand what kind of strategies and education efforts may be required.

*Rationale.* As with the other types of ally development, it is important that educators are aware of allies for social justice in the male service providers they work with. This profile allows educators to notice and acknowledge a more advanced and engaged ally. These individuals will often be very aware of the privilege they possess and how to navigate that to make the spaces they are active in more inclusive. These

individuals can also aid educators in keeping their peers accountable and having them consider a more aware ally perspective.

The next section returns to outlining the factors to consider when educating male service providers. The previous section outlined one factor and its corresponding subfactors. There are two additional factors to review, starting with barriers educators may face in engaging male service providers.

**Barriers to engagement.** The third factor includes understanding some of the barriers that exist around engaging men in ending violence against women. This section presents a definition and a rationale regarding why educators should know what barriers they may encounter when trying to engage male service providers in ending violence against women.

*Definition.* To clarify, barriers pertains to the obstacles that educators may face when trying to actively engage male service providers in the prevention of violence against women. These are the perceived barriers around men's involvement or willingness to engage in efforts related to ending violence against women (Casey, 2010). The literature regarding barriers arose from the research of barriers that exist to engage men in general; as such, the findings from these inquiries are applicable to male service providers.

*Rationale.* Educators will benefit greatly from increasing their ability to identify barriers they may encounter when educating male service providers. Given that my research was dedicated to understanding why men choose to engage or not in violence prevention, it is critical to bring some awareness to educators so that they know how to overcome those barriers when they arise in training sessions, workshops, and seminars.

Further, these barriers may also prevent male providers from attending educational opportunities, so it is important that educators actively reach out to male service providers with personal invitations and reassurance of openness and inclusion (Casey, 2010).

*Description.* Barriers to engagement are an important factor to consider because having this knowledge prepares educators for some of the challenges they may face. Barriers to engaging male service providers are often not the same factors that instill and promote violence against women. Factors related to the perpetration of violence against women include attitudes pertaining to gender inequality, homophobia, hypermasculinity, and male peer support (Flood & Pease, 2009), among others. The White Ribbon Campaign, however, identified less hostile barriers to engagement that fall into four categories: accountability barriers, awareness barriers, privilege barriers, and men's silence (Minerson, Carolo, Dinner, & Jones, 2011). These barriers should be considered when delivering strategies to male service providers to prevent violence against women because this information gives providers the opportunity to see why some men may be reluctant to participate or engage in strategies and activities.

*Accountability barriers.* Accountability barriers are the first obstacle, and possibly, the most articulated reason for men choosing to not engage in the prevention of violence against women (Minerson et al., 2011). Accountability barriers refer to men's inability to see the issue as relevant to them when they do not actively perpetrate physical violence against women. Since the majority of men are potential allies and not perpetrators (Katz, 2006), it can be challenging to have men perceive the issue as relevant to them. This belief unfortunately contributes the lack of awareness and invisibility

around the issue. It requires men to think more critically about the ways their beliefs, values, and behaviours contribute to systems of inequity for women, and inevitably, contribute to violence against women. For educators, this may surface in an educational setting by a man who says, “I don’t hurt the women in my life and I’ve never been abusive. So how does this relate to me?” Thus, being aware of accountability barriers enables educators to be prepared to have those conversations about its relevancy to them.

*Awareness barriers.* Awareness barriers are the second major deterrent educators should consider when educating male service providers. Awareness barriers revolve around men’s potential inability to see how prevalent violence against women is in their communities (Minerson et al., 2011). Further, they may not fully be able to identify or articulate the ways violence against women manifests in different forms in their communities. It may be easier for men to identify and not tolerate physical violence, as that is what is generally acknowledged and described in the media. However, men may not be fully aware of other forms of violence against women, such as some of the characteristics associated with emotional or psychological abuse, degradation of women, and sexist language, among others. Further, if men are aware of more subtle forms of violence against women, they may not fully be aware of the substantial impacts these forms of abuse have on them.

*Privilege barriers.* The third factor that educators should be aware of when educating male service providers are privilege barriers. Privilege barriers consider other privileged identity factors that contribute to men’s role in ending violence against women (Minerson et al., 2011). As Minerson et al. (2011) stated, “Even when men are ready to acknowledge they have a role to play in matters around gender-based violence, they often



point the finger to ‘other’ men as the real problem” (p. 9). The “other men” that are referred to are often men from marginalized communities who suffer from mental health issues or addictions, have low socioeconomic factors, or are recently immigrated (Minerson et al., 2011). It can be easy for men with privilege to distance themselves from these issues and not consider varying levels of intersection. Further, the privilege that comes with masculinity in general can be a difficult thing for men to critically examine and challenge when they have been socialized to use it to their advantage. Another aspect of this issue is the uncertainty and cognitive dissonance men may experience when they adopt feminist attitudes and try to maintain their normative masculinity. This can be exceedingly uncomfortable for men. In order to overcome that barrier, Casey (2010) reported that inviting discussions around men’s discomfort and openness of disclosure can be helpful in reducing or being critical of this cognitive dissonance. For example, educators may use their own past mistakes around sexism to demonstrate vulnerability and model that for the male providers they are educating.

*Men’s silence.* Lastly, men’s silence speaks to the reason many “good men” are not allies in violence prevention. This is also a substantial barrier to engaging men in violence prevention that educators should be aware of. Men may prefer to make a personal commitment that is both silent and nonviolent. However, Minerson et al. (2011) attributed this silence to the lack of education, positive role models, and male peer support that make it difficult for men to be active bystanders and allies in prevention efforts. Those who must reconcile their histories of sexist behaviours also struggle to critically reflect on their contribution to violence against women or have never been asked or challenged to speak up (Minerson et al., 2011). Further, in research conducted

by Casey (2010), almost 40% of men ( $n = 27$ ) reported that approaches that blamed or shamed men for violence against women made allies uncomfortable or resistant to the messages being disseminated. Such messaging may make men feel defensive, bashed, or blamed, thereby further pushing men away from the prevention efforts in which their support is needed. Rather, approaches that frame men as part of the solution are received more widely and provoke less resistance. Cumulatively, these barriers need to be considered by educators when delivering strategies to male service providers on how to prevent violence against women.

### **Learning Theories**

The last factor that I believe educators should be aware of when educating male service providers is the value of learning theories, with specific emphasis on the utility of Bloom's revised taxonomy (Anderson & Krathwohl, 2001). In this section I first explore Bloom's revised taxonomy. I then break the taxonomy down into the cognitive and the knowledge processes, as well as include definitions and examples for educators.

**Overview of Bloom's revised taxonomy.** In this section I provide a definition for Bloom's revised taxonomy (Anderson & Krathwohl, 2001). I also present my rationale for including this taxonomy in my project.

**Definition.** In 1956, Bloom, Engelheart, Furst, Hill, and Krathwohl (as cited in Anderson & Krathwohl, 2001) first introduced the original taxonomy of educational objectives as an educational framework for connecting instruction to goal outcomes and assessment. This hierarchical taxonomy groups learning objectives into three distinct learning categories. These categories include cognitive (skill-based), affective (emotion-based), and psychomotor (skill-based) domains. Each domain includes specific learning

objectives that correspond to a hierarchy of learning outcomes, with some objectives allowing for shallow processing and others for deeper processing. Used in educational settings, Bloom's taxonomy was recently revised due to limitations of the old model (Anderson & Krathwohl, 2001). The revised taxonomy includes current research and still continues to be a leading framework in education and assessment (Krathwohl, 2002).

***Rationale.*** The revised taxonomy is a strong tool to consider when structuring curriculum learning objectives, assessments, and activities (Krathwohl, 2002). This is very important for educators trying to engage male service providers. The value of Bloom's taxonomy lies in the ability that educators have to use this as a framework for creating thoughtful and congruent learning objectives. Another benefit to this framework is that it can be applied to diverse fields of education and various levels of knowledge and skill acquisition (Anderson & Krathwohl, 2001). The hierarchy also allows for scaffolding to occur and ensures that information is delivered in an effective manner. In addition, it allows large amounts of information to be delivered and maximizes retention for male service providers. The revised taxonomy also creates structure so that educators know what the intention is behind the activities they facilitate and what information will be covered.

***Cognitive domain.*** Bloom's revised taxonomy (as cited in Anderson & Krathwohl, 2001) is divided into three different domains: the cognitive domain, the affective domain, and the psychomotor domain. For the purpose of this project, I only explore the cognitive domain because it is the only domain relevant to this material. Furthermore, within the cognitive domain, there is a cognitive process dimension and a knowledge dimension (Anderson & Krathwohl, 2001). I explore each of these

dimensions in the subsections that follow, providing the reader with a definition followed by a rationale.

***Cognitive process dimension.*** The cognitive process dimension is comprised of thinking skills, which exist on a continuum of increasing cognitive complexity from lower order (i.e., remembering) to higher order thinking skills (i.e., creating; Anderson & Krathwohl, 2001; see Table 2). This dimension includes six categories of thinking skills and 19 specific cognitive processes within those skills. The six categories, in order from lower to higher order thinking skills are remembering, understanding, applying, analyzing, evaluating, and creating. The 19 specific processes that exist within these categories are listed in Table 2, along with examples of how these processes can be relevant for educators.

Table 2

*The Cognitive Process Dimension – Categories and Cognitive Processes*

Lower Order Thinking Skills			Higher Order Thinking Skills		
Remember	Understand	Apply	Analyze	Evaluate	Create
Recognizing	Interpreting	Executing	Differentiating	Checking	Generating
Recalling	Exemplifying	Implementing	Organizing	Critiquing	Planning
	Classifying		Attributing		Producing
	Summarizing				
	Inferring				
	Comparing				
	Explaining				
For example, asking men to list instances in sports when women are judged for their beauty and not performance.	For example, inviting men to compare and contrast the differences between how men and women are portrayed in the media.	For example, designing an activity in which men write a blog showcasing how X diminishes the power of women.	For example, inviting men to differentiate between catcalling and complimenting women.	For example, asking men to consider how their privilege benefits them as men.	For example, creating a brochure that increases men's awareness on their role in ending violence against women.

*Note.* Based on information from *A Taxonomy for Learning, Teaching, and Assessing: A Revision of Bloom's Taxonomy of Educational Objectives*, by L. W. Anderson & D. R. Krathwohl (Eds.), 2001, New York, NY: Pearson. Copyright 2001 by Anderson & Krathwohl.

Of these categories, remembering involves the retrieval of relevant information from long-term memory. Understanding consists of making meaning from educational messages, whether oral, written, or in graphic communication. Applying involves carrying out a practical procedure from the knowledge acquired. Further, analyzing requires a critical lens to break down the various elements of what was learned and determining how these elements relate to one another and the overall purpose.

Evaluating is understood on an even deeper level and requires learners to judge and

assess information based on particular criteria and standards. Lastly, creating is the deepest order thinking skill and requires putting learned elements together to form a new coherent whole. These categories and their subsequent cognitive processes are scaffolded in such a way that one level cannot be completed before another level is understood.

***Knowledge dimension.*** The knowledge dimension is another aspect of the cognitive domain that describes types of knowledge that range from concrete (i.e., factual) to abstract (i.e., metacognitive; Anderson & Krathwohl, 2001; see Table 3). This dimension is comprised of four types of knowledge and 11 corresponding subtypes. The four types of knowledge include factual, conceptual, procedural, and metacognitive knowledge (Anderson & Krathwohl, 2010). The 11 corresponding subtypes are listed in Table 3 with examples for educators to consider when teaching material. The most concrete knowledge dimension is factual knowledge, which involves the basic elements a learner must have in order to be acquainted with the material or solve related problems. Conceptual knowledge involves the basic elements of a topic and how those elements work within a larger structure and function together. Procedural knowledge is more abstract in that it requires a learner to carry out an action or procedure in a way that is conducive to the skills, algorithms, techniques, and methods required within that topic. Metacognitive knowledge is the most abstract knowledge dimension and involves learners' capacity to think about their cognitive skills and abilities. As with the cognitive process dimension, this dimension is hierarchical and requires scaffolding.

Table 3

*The Knowledge Dimension – Major Types and Subtypes*

Concrete Knowledge			Abstract Knowledge
Factual	Conceptual	Procedural	Metacognitive
Knowledge of terminology	Knowledge of classifications and categories	Knowledge of subject-specific skills and algorithms	Strategic knowledge
Knowledge of specific details and elements	Knowledge of principles and generalizations	Knowledge of subject-specific techniques and methods	Knowledge about cognitive tasks
	Knowledge of theories, models, and structures	Knowledge of criteria for determining when to use appropriate procedures	Self-knowledge
For example, inviting men to learn terminology that differentiates between biological sex, gender identity, gender expression, and sexual orientation.	For example, inviting men to learn about feminist theory.	For example, inviting men to learn how to act in a situation in which their male peers are using sexist or degrading language that contributes to violence against women.	For example, inviting men to be curious about how they were socialized to be masculine and where those thoughts, feelings, and behaviours may have come from.

*Note.* Based on information from *A Taxonomy for Learning, Teaching, and Assessing: A Revision of Bloom's Taxonomy of Educational Objectives*, by L. W. Anderson & D. R. Krathwohl (Eds.), 2001, New York, NY: Pearson. Copyright 2001 by Anderson & Krathwohl.

***Intersection of dimensions.*** Anderson and Krathwohl (2001) also recognized the intersection that exists between the cognitive process dimension and the knowledge dimension (see Table 4). This intersection is what allows educators to develop critical learning objectives that consist of actions (i.e., verbs) and objects (i.e., nouns) for male service providers. This is the most effective way to create purpose and meaning with the

strategies and activities that educators use to engage male service providers. The actions refer to the cognitive processes involved, while the objects refer to the knowledge individuals are expected to acquire. For example, consider learning objectives for engaging male service providers. If the cognitive process is to remember and the knowledge dimension is factual knowledge, then a learning objective for educators might be for male service providers to be able to list the long-term effects that violence against women has on people in their communities.



Table 4

*The Intersection of the Cognitive Process Dimension and the Knowledge Dimension*

		Cognitive Process Dimension					
		Remember	Understand	Apply	Analyze	Evaluate	Create
Knowledge Dimension	Factual	List	Summarize	Respond	Select	Check	Generate
	Conceptual	Recognize	Classify	Provide	Differentiate	Determine	Assemble
	Procedural	Recall	Clarify	Carry Out	Integrate	Judge	Design
	Metacognitive	Identify	Predict	Use	Deconstruct	Reflect	Create
	Example	Male service providers will be able to list the long-term effects violence against women has on people in their community.	Male service providers will be able to summarize common themes that exist outside of gender norms that contribute to gender-based violence.	Male service providers will be able to respond to the question, “Why is violence against women a man’s issue?”	Male service providers will be able to deconstruct myths that exist around violence against women and men’s role in prevention and perpetration	Male service providers will be able to reflect on their roles as fathers, educators, coaches, role models, and/or leaders in their communities	Male service providers will be able to create a list of phrases, behaviours, and/or resources they can use if they encounter a situation that involves violence against women

*Note.* Adapted from *A Taxonomy for Learning, Teaching, and Assessing: A Revision of Bloom’s Taxonomy of Educational Objectives*, by L. W. Anderson & D. R. Krathwohl (Eds.), 2001, New York, NY: Pearson. Copyright 2001 by Anderson & Krathwohl.

*Summary of learning theories.* The last factor that I believe educators need to be aware of when teaching or facilitating sessions with male service providers is the importance and usefulness of Bloom's revised taxonomy (Anderson & Krathwohl, 2001). In this section I explored Bloom's revised taxonomy and provided a definition and rationale for why educators should be aware of this framework. I also use the taxonomy to create effective strategies and activities presented in Chapter 4. Then the taxonomy was broken down into the cognitive process and the knowledge process, and I included definitions and examples pertaining to educators engaging male service providers.

**Conclusion of factors to consider when educating male service providers.** I was unable to locate evidence that learning theory is applied when educators design strategies and activities to engage male providers to assist in the prevention of violence against women. My lack of success seems to be validated by the observations of the most recent White Ribbon Campaign report (Minerson et al., 2011), which I mentioned at the start of this chapter. The purpose of this section was to elaborate on the evidence and four theoretical rationales that I offered in Chapter 1 regarding the need to focus on male service providers. Further, I described three factors that educators may want to consider when educating male service providers. The first factor included the need for educators to be able to identify allies along a continuum from "Average . . . to Activist Joe" (Grove, 2011, p. 7; see also Edwards, 2006) in training seminars, courses, and workshops. Each level of social justice allyship in this proposed framework was accompanied by definitions and a rationale for educators. Second, I presented four barriers to engaging men in the prevention of violence against women, which included a definition, a

rationale, and a description. In the third and final factor I described, when engaging male service providers and creating relevant strategies and activities for them, educators may want to consider the importance of learning theories, such as Bloom's revised taxonomy (Anderson & Krathwohl, 2001). First, I explored Bloom's revised taxonomy (as cited in Anderson & Krathwohl, 2001) and provided a definition and rationale for why educators should be aware of learning theories when designing strategies and activities. I then reviewed the cognitive process and the knowledge process of the taxonomy, including definitions and applicable examples for educators.

The next section builds upon the factors educators need to consider when facilitating sessions for men and male service providers about ways they can be involved in reducing violence against women in their communities. In particular, the upcoming section will focus on four strategies.

### **Strategies Used to Educate Men in the Current Literature**

Although some strategies exist in the literature on engaging men and boys in the prevention of violence against women (as discussed below), many have limitations in regards to their ability to engage male service providers. For instance, my scan of the literature revealed that a majority of the strategies were actually themes or factors to consider when engaging men and boys. These strategies were not specific, nor did they include evidence- or theory-based activities; rather, they seemed to focus on general recommendations. Much of my findings also included public service announcements, toolkits at cost, or capacity-building workshops. The lack of resources is yet another reason why I felt compelled to complete a project focused on how educators can offer men and male service providers creative, accessible strategies based on learning theory.

I decided to focus this part of the chapter on the four most prevalent themes involved in engaging men in ending violence against women:

1. Understanding the effects of normative masculinity.
2. Deconstructing gender norms and roles.
3. Gender equity.
4. Prosocial bystander intervention and male peer support.

I selected these themes based on their frequency and prevalence in the current literature. These four themes are also the most distinct and build a foundation for engaging men in ending violence against women. Within each of the four themes, I have offered a range of strategies and activities that are accessible, unique, or evidence based.

**Theme 1: Understanding the effects of normative masculinity.** The first theme to be addressed is understanding how normative masculinity contributes to or maintains violence against women. Further, I believe normative masculinity also needs to be understood in relation to how it affects men and men's overall well-being, thus making it directly relevant to them and their need to engage in violence prevention efforts.

*Definition – normative masculinity.* Research surrounding men's role in violence against women has indicated that social constructions of masculinity are at the forefront of violence prevention and maintenance (Crooks et al., 2007). Masculine ideals enforce and perpetuate attitudes and behaviours associated with violence against women and society reinforces those through praise and acceptance for men who act in traditionally masculine ways (Crooks et al., 2007). Masculinity seems to set the stage for what is appropriate and expected of men through social norms disguised as biological rules. Hegemonic masculinity, as defined by Connell and Messerschmidt (2005),

includes dominance over women, power, control, heterosexuality, and sexual prowess, amongst others. However, masculinity does not imply violence, as noted by Jewkes, Flood, and Lang (2015):

Violence is not necessarily part of masculinity, but the two are often linked. If women are expected to fall under men's control, then physical or sexual force and threat are one way of achieving this, as is punishment of acts of resistance to, or transgression of, gender norms. (p. 1582)

Masculinity also carries some risks, for example, to men's overall health and well-being (Mahalik, Burns, & Syzdek, 2007). Examples that threaten men's health include, but are not limited to, the consequences of engaging in high-risk behaviours, increased alcohol and tobacco use, decreased help-seeking behaviour when in distress, increased violence and aggression, and risky sexual and driving behaviours (Mahalik et al., 2007). It is important that engaging men in violence prevention includes a conversation of how ideals of masculinity affect men and women individually, interpersonally, and systemically.

**Example.** The White Ribbon Campaign and the Le Centre ontarien de prévention des agressions started a social marketing initiative, "*It Starts with You. It Stays with Him*" (It Starts with You, 2015a, para. 2). They designed this initiative to deconstruct masculinity on multiple levels (It Starts with You, 2015a). The campaign provides resources for fathers, coaches, leaders, educators, and family members on how to deconstruct masculinity in relation to violence against women. This includes two series of digital stories with discussion guides, online training modules for different demographics, tips for how to increase effectiveness and engagement, and a toolkit with

strategies and activities (It Starts with You, 2015b). Of these tools and resources, the digital stories and discussion guides appear to be one of the most useful and unique strategies. The stories cover a wide range of topics, but focus heavily on masculinity and the effects it has on men's ability to express emotion, demonstrate dominance, and engage in harmful behaviours (It Starts with You, 2015b). They also discuss the widespread effects that normative masculinity has on men and the people they interact with.

*Example strengths.* The digital stories seem to be provoking in that they were created for and by the It Starts with You (2015a) campaign. Each digital story is curated to represent an aspect of masculinity and masculine ideals with a culturally representative demographic. The first series of videos includes nine personal stories that discuss topics of aggression, fatherhood, homophobia and transphobia, racial identity, expression of emotion, role models, and violence. The second series of videos focuses primarily on a South East Asian perspective and touches on similar topics. Rorrer and Furr (2009) demonstrated in their research the powerful effect film has on teaching multicultural awareness. Students' attitudes towards multigroup ethnic identity scores increased after engaging in in-depth discussions and reflections of these videos by connecting to them on a personal level (Rorrer & Furr, 2009).

Similar conclusions can be drawn with film and engaging men and boys. The White Ribbon Campaign's videos are real narratives of men and boys with a wide array of experiences (It Starts with You, 2015b). It seems to open the conversation for other men and could set a precedent for vulnerability that is welcomed and accepted in a group setting. It also could create an opportunity for men to engage in a space that does not

necessarily prescribe to traditional masculine stereotypes. The videos and corresponding guide are also free to access and provide background information for how to use the guide safely and effectively. The applicability of this guide to educational and community settings provide additional ways to make use of these strategies in diverse settings.

***Example limitations.*** One limitation of the digital stories created for the *It Starts with You* (2015b) campaign lies in the lack of research or education associated with the videos. Although these videos appeal to the emotional connection of the effects of harmful masculinity, other videos from different sources discuss a number of topics through an emotional and theory-based narrative (see Chapter 4). The style of the videos is also a limitation. Each video is approximately 5 minutes in length and portrays digital stories that include photographs rather than video footage. The videos also follow the same structural theme, which can make it difficult to show more than one video without losing the attention of the audience. If the goal is to engage men, it is important that the strategies are truly engaging and cause men to think critically about their experiences and the experiences of other men. The next theme focuses on deconstructing gender norms and roles and the impact that has on men engaging in efforts to end violence against women.

**Theme 2: Deconstructing gender norms and roles.** The second theme I identified from my extensive literature review is the need to deconstruct gender norms and roles to aid in the prevention of violence against women. This process invites men to critically reflect on the ways gender socialization has contributed to men's and women's

perceptions of how they are expected to behave in society and how it maintains factors that contribute to violence against women.

*Definition – deconstructing gender norms and roles.* Gender norms and roles are widely understood factors that contribute to violence against women (Flood, 2011a; Jewkes et al., 2015; Reyes, Foshee, Niolon, Reidy, & Hall, 2016; Wagner, Yates, & Walcott, 2012). As demonstrated by Butler (1988), gender is performative, in that individuals are constantly thinking and behaving in certain ways that reflect their gender identity. These ways of thinking and behaving are either congruent or incongruent with the dominant gender norms and roles valued by that society. If the way an individual thinks and behaves is congruent with gender norms and expectations, then his or her thoughts and behaviours are reinforced through acceptance or praise by the society which fosters them. If the individual's thoughts and behaviours are not congruent with the norm, then the individual is confronted with hostility, shame, or ultimately, violence.

For example, research conducted by Reyes et al. (2016) demonstrated that an increased acceptance of gender norms and stereotypes, in combination with an escalating acceptance of violence, contributed to greater perpetration of dating or intimate partner violence in their sample of adolescent boys ( $n = 577$ ). Reyes et al. (2016) examined the longitudinal relationship between gender role attitudes and physical dating violence perpetration. Further, Reyes et al. (2016) considered whether acceptance of dating violence and beliefs about dating violence prevalence moderated the relationship. The first analysis of the boys' attitudes and behaviours occurred when they were in Grade 8 or 9. The second analysis of these factors then occurred 18 months later. The findings suggested that traditional gender role attitudes were associated with increased risk for



dating violence perpetration 18 months later among boys who reported high, but not low, acceptance of dating violence at their initial assessment.

Further, research conducted by Eckhardt, Samper, Suhr, and Holtzworth-Munroe (2012) reported that even implicit attitudes surrounding gender norms and violence contribute to an increase in violence against women by men who have already perpetrated. This suggests that men who have been deeply influenced to accept gender roles and violence against women may not even be conscious of how their beliefs and attitudes impact their behaviour. Thus, the deconstruction of these gender norms and stereotypes before perpetration occurs seems like a valid approach to engage men in the prevention of violence against women.

*Example.* In Brazil, Program H is a project with a purpose to engage young men and boys to deconstruct harmful masculinity and social norms in an effort to end violence against women (Instituto Promundo, 2002). The program is a comprehensive resource for educators, teachers, and community leaders on how to deconstruct gender roles and stereotypes in men and boys amongst issues of sexuality and reproductive health, fatherhood, violence, drug use, mental health, and HIV/AIDS (Instituto Promundo, 2002). From my scan of the literature, I believe Program H is one of the most accessible and thorough resources available for educators to engage men and boys. With over 70 activities, the program sets the stage for men and boys to critically reflect on their gender socialization in connection to the world around them. The very first activity in the module has men and boys break into pairs and reflect on a character from a movie or television show whom they admire. The men and boys then discuss their reasons for selecting that character, what they admire or dislike about that character, in addition to

what they believe that character's attitudes and values are. This activity aligns with the beginning stages to introspection and deconstruction of gender norms and expectations. Other activities in the project include case conceptualization, education, and role play.

***Example strengths.*** One of the greatest strengths to Program H and its corresponding activities is that it is evidence-based and has been supported both by the WHO and the Pan American Health Organization (Instituto Promundo, 2002). In addition to using the activities included within it, the program provides an assessment tool (the Gender Equitable Scale; Pulerwitz & Barker, 2008) to measure men's and boy's attitudes, beliefs, and behaviours for pre and posttest evaluation. According to Instituto Promundo (2016),

Eight, mostly quasi-experimental studies on Program H around the world have found evidence of positive changes among program participants: from more gender-equitable attitudes and behaviors generally, to improved couple communication, reduced gender-based violence, increased condom use, and improved attitudes around caregiving. (para. 4)

***Example limitations.*** The first limitation of the previous example is that the majority of the activities are focused on a stand-deliver approach with some opportunities for discussion. Although a stand-deliver approach is sometimes necessary when teaching foundational knowledge, active teaching strategies that allow learners to engage and create have been found to be more effective (Freeman et al., 2014). Freeman et al. (2014) conducted a quantitative research study that demonstrated university students who received a stand-deliver approach to lectures were 1.5 times more likely to fail the course than individuals who were in the same courses and received active education methods.

Active education methods may include those described in Bloom's revised taxonomy (Anderson & Krathwohl, 2001). Further, I could not find any research or evidence that Program H has been successful in Canada; although I was able to find reports of the program being used in Latin American, the Caribbean, parts of Asia, sub-Saharan Africa, and the Balkans (Ricardo, Nascimento, Fonseca, & Segundo, 2010).

Another limitation is the narrow scope of Program H. The program was predominantly designed for men between the ages of 15 and 24 and ignores prevention at increased age demographics. This is unfortunate, as it has the potential to miss a large number of male service providers who are in the workforce and have access to many areas of privilege, as mentioned earlier in this chapter. Further, the program is heavily focused on men's health, not just men's role in ending violence against women. Although it is a promising approach, strategies specifically designed with ending violence against women in mind may be more effective in regards to actually achieving that goal.

Overall, this second of series of strategies being reviewed in Program H may have promise. However, the limitations are numerous. Sadly, there is still an identifiable gap in the literature regarding strategies for educators in Canada to use in engaging male service providers in the prevention of violence against women.

**Theme 3: Gender equity.** The third theme I found that was frequently addressed in the literature was gender equity. I believe for gender equality to be achieved, gender equity needs to be addressed first.

*Definition.* Equality is often conceptualized as an even distribution of resources in which everyone receives the same assets or support and has the same considerations, regardless of their individual needs or background (Sun, 2014). Equity, on the other

hand, is conceptualized as an uneven distribution of resources in such a way that people receive various assets or supports according to their various needs (Sun, 2014). Equity allows there to be balance in that all individuals will eventually reach the same outcome, whereas equality still allows for advantage and disadvantage to occur. This creates an imbalance in which measures of need and distributive justice are ignored. As noted in the report titled *Engaging Boys and Men in Gender Transformation*,

Working with men to be more gender equitable helps achieve gender equality, which means men and women sharing equal status and opportunity to realize their human rights and contribute to, and benefit from, all spheres of society. . . . In this way, gender equity leads to gender equality. (The ACQUIRE Project/Engender Health, & Promundo, 2008, p. 12)

Understanding gender equity requires awareness and recognition of privilege and oppression and how those function as factors that maintain violence against women (Flood, 2011a). In a widely accepted review of factors that predict intimate partner violence, Jewkes (2002) identified male privilege and control as one of the top three aspects. In order to achieve a gender equitable society, men must realize the difference in barriers and opportunities that exist for men and women.

**Example.** The Men's Nonviolence Project (2010), which is owned and operated by the Texas Council of Family Violence, is an initiative meant to inspire men and boys to end violence in their communities as well as end the violence men commit against other men. The project provides information, resources, and connections that encourage men's active role in nonviolent behaviour. The Men's Nonviolence Project (2010) also created and distributed an online guide with strategies and activities meant to engage men

and boys in preventing violence against women and girls. The guide emphasizes gender inequity caused by privilege and oppression while also considering the “spectrum of prevention” (Flood, 2011b, p. 358). For each level of intervention, the authors of the guide compiled potentially useful strategies and activities meant to engage men and boys. Exercises, curricula, and suggested practices are also discussed in detail which corresponds to the varying “levels of intervention” (Flood, 2011b, p. 361).

***Example strengths.*** Fortunately, the Men’s Nonviolence Project (2010) guide is easily accessible, as is it free to download, unlike many other prevention programs. The program is also user friendly based on the simple language used. This increases its accessibility to individuals outside of an academic or highly educated community. In addition, this is the only guide with strategies that use a framework like the one outlined by Flood (2011b) with the spectrum of prevention. The strategies and activities are also tailored to each level, which makes it easy to search for information that coincides with a particular demographic.

***Example limitations.*** The Men’s Nonviolence Project (2010) guide lacks empirical evidence despite utilizing a sound framework. The exercises, curricula, and suggested practices compiled in the guide have little evidence base and include no references to research or best practices (Men’s Nonviolence Project, 2010). Further, the strategies and activities lack the detail needed for educators to use when running workshops. For example, the “activities” outlined in Level 3 “Educating Providers (and Other Professionals)” (Flood, 2011b, p. 367) includes a list of videos and short films without discussion points, tips for making safer communities, a sample letter to engage coaches, a domestic violence cost calculator, and links to potentially useful websites and

resources. There are also no strategies or activities that can actually be used to engage male service providers in ending violence against women, aside from the cost calculator, in which individuals can enter their agency information to personally understand how violence against women affects them economically. Even the cost calculator is limited though and does not actually get men to think about the more meaningful social factors that are related to violence against women. In addition, there are no learning objectives, such as those set out by Bloom's revised taxonomy (as cited in Anderson & Krathwohl, 2001), which could help organize and effectively deliver such activities. Therefore, this guide is useful in theory, but in practise falls short of what is necessary to effectively facilitate capacity building workshops and training seminars.

**Theme 4: Prosocial bystander intervention and male peer support.** The final theme that is prevalent in the current literature regarding engaging men in the prevention of violence against women is twofold. This theme includes the need for educating men about prosocial bystander intervention and understanding the effects of male peer support in violence against women.

*Definition.* Active bystander intervention and male peer support are two social and interpersonal themes that are relevant to engaging men to end violence in their communities. A bystander is an individual who observes violence or witnesses the conditions that perpetuate violence (Coker et al., 2011), while a prosocial bystander is an individual who intervenes in those situations with the intent to help. Gidycz, Orchowski, and Berkowitz (2011) demonstrated that sexual violence prevention programs with a focus on social norms and prosocial bystander behaviour can be effective for decreasing self-reported sexual violence and increasing men's perceptions that their male peers will

intervene if they witness harmful behaviours in others. Further, the results of individuals involved in these programs in comparison to the control group demonstrated less positive reinforcement for sexually aggressive behaviours, fewer encounters with sexually aggressive peers, and less exposure to harmful, sexually explicit materials (Gidycz et al., 2011).

In addition to these positive findings, male peers play an important and influential role on the behaviours and attitudes related to violence against women in settings related to sports, academics, work, and friendships. Male peers may majorly influence men's choice to engage or not in the prevention of violence against women (Casey, 2010). As such, men who have peers with more negative attitudes towards women and perpetuate harmful ideologies around abuse may be less likely to engage in the prevention of violence against women (De Keseredy & Kelly, 1995). Flood (2011a) suggested part of the reason men engage in violence-supportive behaviours is because they may believe it is the norm and that protesting these behaviours will lead them to experience isolation, shame, or embarrassment. Thus, it would be wise to include strategies in prevention programs that explore prosocial bystander intervention and male peer support.

*Description of strategy in the current literature.* The Mentors in Violence Prevention (MVP) initiative is a multiracial, mixed-gender agency that began as the first large-scale program to consider the influential role men in sports play in ending violence against women (MVP Strategies, 2015a). The initiative offers programs, trainings, and strategies for gender violence prevention in secondary and postsecondary schools, the military, organized professional sports, and community agencies (MVP Strategies, 2015a). MVP also has initiatives for the prevention of bullying, homophobia, and gay-

bashing (MVP Strategies, 2015a). The program is designed to address the bystander approach, as engaging leaders in prevention diffuses the responsibility to everyone in the community. Further, the current trainings use a range of exercises that encourage men and boys to think critically about their role as bystanders. For example, the MVP Playbook includes scenarios that men may encounter depicting women at risk of exploitation, violence, or abuse (MVP Strategies, 2015b). The scenario is followed by the internal dialogue of the bystander and a list of possible options to choose from.

*Example strengths.* The MVP program and strategies appear to be effective for a number of reasons (MVP Strategies, 2015a). Primarily, the long-standing history, international delivery, and evidence base are significant factors for its support and success (MVP Strategies, 2015a). As previously mentioned, the MVP program is also applicable to culturally diverse individuals, which is a strength not all strategies and programs I reviewed have. The MVP program also revolves around a central tenet of critiquing gender inequality while including the voices of both men and women (MVP Strategies, 2015a). This can be seen as another strength in which men are working alongside women to end gender-based violence instead of for or by them. A social justice approach is also considered here in that it starts with preventing violence against women and eventually requires men to reflect on other social justice issues of violence and inequality. Currently, researchers are emphasizing the importance of increasing bystander self-efficacy in order to increase bystander intervention (Exner & Cummings, 2011). The bystander role-play activities, for example, encourage men to think critically and discuss how they would act, what they would consider, and who they would contact if they were to witness an act of violence. Engaging in active learning such as this could



provoke other variables worthy of consideration and ultimately increase bystander self-efficacy. Role plays that involve critical reflection and awareness are also a recommended strategy in the current literature (WHO, 2007).

***Example limitations.*** Unfortunately, the major drawback of the MVP program (MVP Strategies, 2015a), and many other programs of this nature, is the lack of accessibility. The playbooks, strategies, and activities come at a cost to groups of service providers, which requires the purchasing of materials and an educator for up to \$1,500 depending on the level of involvement (MVP Strategies, 2015a, 2015b). For an initiative that claims to be accessible and adaptive to various settings with a focus on social justice ally movement, the notion of cost is a misleading variable. Since the MVP program is so well established, it should be readily available for educators to engage men and tailored to various demographics, such as male service providers. However, this is the only program I reviewed that offered readers specific evidence to show the program works.

### **Chapter Summary**

This chapter provided an overview of some of the current strategies and activities that exist in the literature on how to engage men in the prevention of violence against women. I emphasized the importance of engaging male service providers in the prevention of violence against women and stressed factors that educators should consider when doing so. This chapter also explored specific strategies, and the corresponding agencies that created them, to demonstrate the need for accessible, unique, and effective strategies for educators to engage male service providers. Each strategy focused on a prevalent theme in the literature and included a consideration of the strengths and limitations of each. I identified the current gaps in the literature throughout this chapter

to highlight the importance of creating strategies for educators to engage male service providers in the prevention of violence against women.

The next chapter will address eight lesson plan strategies and activities that educators can use to engage male service providers in the prevention of violence against women. These strategies and activities build upon the information presented in this chapter.

## **Chapter 4: Eight Lesson Plan Activities for Educators to Use with Male Service Providers to Prevent Violence against Women**

The previous chapter provided a solid foundation on the knowledge required and challenges educators may face when teaching men and male service providers about the necessity to be involved in the prevention of violence against women. As a result of this foundation being set, it is timely to offer educators a set of lesson plan activities they can use when engaging male service providers in training seminars, capacity building workshops, and courses. These activities were generated from my in-depth analysis of the current literature focused on strategies that already exist to engage and educate men in ending violence against women (which I addressed in the latter half of Chapter 3).

In this chapter I provide eight lesson activities, each presented in a similar format. First, each lesson strategy will address a prevalent theme in the current literature regarding men's role in ending violence against women. Next, the themes and related strategies will also include specific, corresponding learning objectives for male service providers based on Bloom's revised taxonomy (as cited Anderson & Krathwohl, 2001). Third, I provide a description of the materials needed for each strategy and how educators can effectively facilitate these strategies.

### **Preamble**

Educators are encouraged to modify these learning activities to fit their audience and to modify the context of the learning activity as needed. For example, if presenting to a smaller group of men and male service providers, then more time could be spent on processing the meaning and insight that the audience gained. In addition, to cater to diversity, the educator may need to adapt the strategies and activities to fit the needs

and/or cultural context of the group. This should be done with someone who possesses cultural competency or has lived experience from that cultural context. If the audience is quiet or reluctant to participate (see Chapter 3), then the educator may need to bring exemplars to promote discussion and/or use smaller discussion groups. Another caution is that I decided not to provide specific details about time, ideal audience size, safety guidelines, and consent issues, as my intention in completing this project was to offer a template as a starting point for educators to personalize and adapt to their specific audiences. Additional limitations to these lesson activities are outlined in the next chapter.

Further, I have made only two assumptions regarding the target audience. The first assumption is that the targeted audience for these lesson activities is male service providers. Second, I have assumed the members of the target audience are well educated, are able to engage in some emotional regulation, and have appropriate interpersonal skills to work in small and large groups.

### **Lesson Activity #1: Deconstructing Male Idols and Role Models**

**Theme.** The theme addressed by this activity is related to understanding normative masculinity. It is an essential theme to cover before exploring gender norms, roles, and stereotypes, because it sets a baseline upon which those other conversations can be had.

#### **Learning objectives.**

1. Male service providers will be able to list the normative, masculine characteristics society values in men to demonstrate awareness of how masculinity is socially constructed.

2. Male service providers will be able to identify the characteristics they appreciate or admire in other men.

**Strategy.** The purpose of this strategy is to have male service providers consider what normative masculine traits are admired in Western popular culture and how those traits compare to the men they admired or looked up to in their youth. Further, this encourages male service providers to be vulnerable and think about the kind of characteristics they value in other men that may not be inherently masculine. Thinking in this way also has the potential to demystify the homophobic reactions that are often associated with men admiring characteristics in other men. This strategy is ideal for groups of male service providers and requires pens and paper, a whiteboard or a flip chart, and markers. Educators will want to select two very masculine, normative ideals of men in Western popular culture who are generally well-known. For example, Arnold Schwarzenegger in *The Terminator* (Hurd & Cameron, 1984) or James Bond (Wilson & Broccoli, 2015) might be two characters to consider. Find images of these individuals that demonstrate their normative masculine traits for individuals who may not be aware of these characters. Educators should divide the group of service providers into two and give each group a character to analyze.

Invite the group to create a list of qualities these men possess and how they would describe them to someone who had never seen their corresponding films. After the two groups have engaged in this brainstorm, bring the focus back to the collective group and compile a list of qualities that these two normative masculine men present with. Answers will likely include descriptors such as strong, tough, stoic, problem solver, stud, and so on. A dialogue may be facilitated around those characteristics and why they are admired.

Then, invite the larger group to individually write down the name of someone they admired or looked up to in their youth in addition to the characteristics those individuals possessed. After this, invite the group to consider how the two lists are similar or different. Have the group consider why the two lists are similar or different and how society and male socialization has impacted normative masculinity. If appropriate, it may be useful to explore how this activity applies to their personal lives and how they might use this activity in their workplace or community.

This activity may be useful, as it considers society's role in normative masculinity and male socialization. It is hoped this activity inspires male service providers to reflect on the idea that gender and normative masculinity are socially constructed. The popular film star activity may also allow men to reflect on what qualities society values in men without there being biases related to friends or family. The second portion of the activity encourages critical reflection of what qualities they value in other men (potentially friends or family). Comparing the two lists has the potential for the audience to identify what discrepancies and overlap may exist between male popular culture idols and their personal male role models.

### **Lesson Activity #2: Gender Boxes**

**Theme.** Two themes comprise this activity. The first is related to understanding normative masculinity, and the second is related to gender norms, roles, and stereotypes. This activity blends the two themes to create a holistic understand of how masculinity and gender relate to one another.

**Learning objectives.**

1. Male service providers will be able to identify gender norms and stereotypes associated with men and women.
2. Male service providers will be able to summarize common themes that exist outside of gender norms that contribute to gender-based violence.

**Strategy.** The purpose of this strategy is to explore what gender norms and roles are generally valued and expected for men and women. Further, this activity also explores what people can be labelled as if they do not ascribe to such gender norms and roles. It also considers key themes related to violence and how people try to keep men and women inside their gender boxes. This activity is derived from the Act Like a Man/Woman Box, created by the Oakland Men's Project in the late 1970s (as cited in MVP Strategies, 2015c). It has also been adapted by the Calgary Domestic Violence Collective (2016) in an effort to engage men and boys, which is the activity explored hereafter. The activity requires a group of male service providers and a whiteboard or flipchart with a variety of coloured markers.

To begin, educators encourage service providers to consider what it means to be a man. The word man is written on the top half of the whiteboard or flipchart in blue ink. Educators invite the male service providers to consider how men are supposed to act, what they should do for fun, how they should act towards other men and women, and what their role is supposed to be in the home or at work. As the educators pose these considerations to the group, they may want to write down the group's responses to reveal the qualities of a normative, masculine man. Then, on the other half of the whiteboard or flipchart, the educators write down the word woman in red and pose the same

considerations to the group for what it means to be a woman. Similarly, the educators may write down the group's responses to reveal the qualities of a normative, feminine woman. After this has been done, the educators draw a box around the words in their respective colours. Then, educators might consider posing the question, "What do we call people who do not fit inside these boxes?" This question is asked to invite a number of insults and common phrases used to degrade men and women for not adhering to gender norms or roles.

It is important to remind participants that the educators are responsible for creating a safer space and, although people may not agree with the strong words or stereotypes, the purpose is to engage in active learning. The insults should be documented in purple for men and green for women in the area outside the two boxes. After this step, the educators are to use a black marker to underline the insulting words or phrases that coincide with the general themes that arise from this activity. For men, the two common themes for not fitting into the gender box might include insults related to not being heterosexual or insults related to being a woman. It is a reflection in Western society that these are the two types of people which are less than the heterosexual male. For women, the three common themes for not fitting into the gender box might include insults related to not being heterosexual, insults related to women's bodies or sexual activity, or insults related to appearance. At this point, the educator can indicate how such insults dehumanize women, depicting them as less than people.

This seemingly powerful activity has the potential to show male service providers how individuals in society keep people in boxes with language and how that language reinforces harmful gender stereotypes. In regards to prevention, this activity might also



demonstrate that challenging language is a good start to ending violence against women. Correcting or addressing language such as this is may be an effective tool that male service providers can implement and be accountable to, both in their personal and professional lives.

### **Lesson Activity #3: Masks Off – A Challenge to Men**

**Theme.** There are two themes covered by this activity. These themes include understanding bystander intervention and the influence of gender roles and norms. These themes are related because they demonstrate how gender roles and norms connect with men's willingness to engage in prosocial bystander behaviours.

#### **Learning objectives.**

1. Male service providers will be able to identify what masks men live in.
2. Male service providers will begin to understand the power of language and its contribution to violence against women.
3. Male service provider will begin to understand how gender norms affect men's willingness to engage in prosocial bystander behaviours.

**Strategy.** The purpose of this strategy is multifaceted. First, this strategy intends for men to discuss the masks they hide behind in order to conform to their respective gender roles. Further, the video for this strategy is written and performed by Jeremy Loveday (2013), a Canadian poet, who discusses the power of language and silence and its contribution to ending or encouraging violence against women. The two parts to this strategy are outlined below. This strategy might be useful for individual service providers or a group and requires a television or computer, Internet connection, pens, and paper.

The first part of this strategy requires educators to facilitate a conversation with male service providers about what kind of masks they wear to protect their normative masculinity, both personally and professionally. This portion of the activity was informed by a section of the documentary entitled, *The Mask You Live In* (Siebel Newsom & Congdon, 2015). In this documentary, Ashanti Branch facilitated a similar activity with young men in high school. As such, it may be easier to engage in a conversation around what kind of masks male providers wore in adolescence, as this approach creates healthy distance to foster honest vulnerability. Educators can invite the men to draw a mask on a piece of paper. On the front of the mask, educators might ask the male service providers fill in the following sentence, “I wore a mask because I wanted people to see me as. . . .” Then on the back side, ask the male service providers to answer the next sentence, “If people saw what was behind the mask, they would have seen. . . .” A conversation can be facilitated by the educators about the effects that wearing these masks have on men physically, emotionally, and socially.

The second part of this strategy includes the video performed by Loveday (2013). The powerful spoken word covers issues such as the power of language and silence and its contribution to violence against women and victim blaming; seeing gender-based violence as a man’s issue; Canadian statistics regarding violence against women; shame, disbelief, and anger around men’s perpetration of violence; an inability for men to identify with other men who commit violence against women; and being a prosocial bystander. Not only can this video encourage a conversation for male service providers about their role in ending violence against women, it is a call to men from another man who is effectively navigating his privilege. Educators might ask male service providers

to consider what aspects of the video they identify with or not, and how their masks play a role in this. Further, educators should hold a conversation regarding the power of language and its reflection of the culture these male service providers live and work in.

This strategy may be effective as it acts as a call to action for and by men. It is a visual and creative learning piece that can also apply to a wide variety of individuals. In addition to this, it covers a number of topics and garners a conversation around the masks men wear in society to protect their masculinity. The strategy also has men consider their voices in addition to the privilege and influence they possess when it comes to ending violence against women.

#### **Lesson Activity #4: Deconstructing Myths**

**Theme.** The theme for this strategy is unique in that it transposes across a number of themes. Myths around violence against women are at the centre of the four themes described in Chapter 3 and require that men apply a critical lens to deconstruct those myths.

##### **Learning objectives.**

1. Male service providers will be able to deconstruct myths that exist around violence against women and men's role in prevention and perpetration.
2. Male service providers will be able to respond to the question, "Why is violence against women a man's issue?"

**Strategy.** The purpose of this strategy is for male service providers to deconstruct myths surrounding violence against women so that they can identify what those myths are and how they can be deconstructed with other men and women. Male service providers can use this strategy both in their personal and professional lives. This

strategy is likely ideal for a group of male service providers. It requires pens, paper, scissors, 9 small boxes or envelopes, glue, markers, and a whiteboard or flipchart. The White Ribbon Campaign (n.d.) provides a list of 9 common myths and misconceptions regarding violence against women. Educators might consider altering these myths to read as true and false statements and number them 1 through 10. The following list provides two examples:

1. Violence against women is an issue that only concerns women (False).
2. Violence against women affects all groups of women (True).

Once the list has been created, then the myths and facts can be cut apart and glued on each of the boxes or envelopes and placed in a group somewhere in the room. The facilitator then recommends all male service providers get 9 small pieces of paper and a pen to write with.

To facilitate this activity, educators will read the myths and facts out loud to the group. At the end of reading each statement, the educator can instruct the group of male service providers to write the number of the myth or fact and whether they think it is a true or false statement. Next, the educator will invite the male service providers to fold their papers and place them in their respective boxes or envelopes. The educators of the workshop or training will then tally the responses for each myth and fact and write them on the whiteboard or flipchart. The educators are encouraged to facilitate a deconstruction of these myths and facts with the male service providers by asking them why they might have responded true or false and how those myths contribute to violence against women.

The aim of this activity is to demonstrate how pervasive these myths can be and how male service providers can address myths when confronted with them. Another advantage of this activity is that it gives men a chance to be honest about their beliefs while maintaining anonymity if they so choose. The educators facilitating this strategy can also include a conversation about how men learn these myths and how they are reinforced. In addition, this active strategy will hopefully involve reflection, enabling men to consider why violence against women is a men's issue and how normative masculinity affects men's health and the general culture of violence.

### **Lesson Activity #5: Equity and Equality**

**Theme.** The theme of this strategy primarily focuses on equity and equality in an intersectional manner relating to violence against women. Privilege and oppression related to gender, sexual orientation, and race are also explored in this strategy.

#### **Learning objectives.**

1. Male service providers will be able to differentiate between equity and equality.
2. Male service providers will be able to integrate their knowledge of privilege and oppression and how these relate to violence and violence against women.
3. Male service providers will begin to understand the importance of intersectionality in social justice ally work.

**Strategy.** The purpose of this strategy is for male service providers to understand the difference between equity and equality. Further, male service providers should be able to understand the importance of equity in order to achieve equality. An intersectional lens is also important for male service providers to understand how

privilege and oppression can lead to violence through power differentials. The following strategy was derived, in part, from my sister who shared this activity with me from a BuzzFeed article she read (Pyle, 2014). I have added the identity information to further emphasize the importance of intersectionality. This strategy is likely ideal for a group of male service providers. Materials required to facilitate this activity include paper, pens, three boxes or envelopes, and a waste basket or recycling bin. Each box or envelope should be labelled “gender,” “sexual orientation,” and “race.” Within each box, there should be strips of paper labelled “man” or “not man” for gender, “heterosexual” or “not heterosexual” for sexual orientation, and “white” or “not white” for race. Each box or envelope should have an even number of strips of paper with one of the two identity descriptions.

Educators are encouraged to invite male service providers to stand in a row, shoulder to shoulder. The educators will come around with the gender box or envelope and ask the male service providers to blindly select one. The male service providers who select “not man” will take one step back. Those that select “man” do not move. The educators will then come around again and ask the providers to select a race. The service providers who select “not white” will take one step back. Those that select “white” do not move. Lastly, the educators will move down the row and ask the providers to select a sexual orientation. If they select “not heterosexual,” then they will take a step back and if they select “heterosexual” they do not move. After this, the educators will give each participant a piece of paper and ask them to crumple it into a ball and throw it into a recycling bin positioned a couple feet in front of the first row.

This activity is likely effective as it demonstrates the uneven distribution of privilege that is the result of power and inequality. Educators might consider highlighting that equality is what is demonstrated in this activity, not equity. Everyone has a piece of paper to throw and try to make it into the basket, but not everyone is the same distance from said basket as a result of their position in society—this is equality. Equity would involve all the participants receiving the same piece of paper and making adjustments according to need, such as offering more than one attempt to throw the piece of paper into the bin, changing the position of the bin, or taking more steps forward.

### **Lesson Activity #6: Dear Daddy – The Ripple Effect of Men’s Influence**

**Theme.** The major theme addressed here involves male peer support and prosocial bystander behaviour. Further, it discusses the long-term effects of men choosing to speak out about ending violence against women or not.

#### **Learning objectives.**

1. Male service providers will be able to reflect on their roles as fathers, educators, coaches, role models, and/ or leaders in their communities.
2. Male service providers will begin to able to evaluate the impact they have on ending violence against women on multiple levels within those communities.

**Strategy.** The purpose of this strategy is to demonstrate how male peer support and a lack of prosocial bystander behaviour can lead to violence against women. It is hoped that the video will engage male service providers to consider the effects that silence against violence has on women in the world on multiple levels. The video also demonstrates the culture we live in, which reinforces and promotes sexist language. This sexist language may ultimately lead to sexist attitudes and potentially lead to the

perpetration of violence against women. As described throughout this project, particularly in Chapter 3, male service providers have a role to play at various levels of intervention. Thus, this strategy focuses on the ripple effects of perpetration as well as prevention. I created this strategy and metaphor for the purpose of this project. This strategy can likely be used with individual service providers or within a group setting. Access to the Internet, a computer, a whiteboard or flipchart, and markers are required for this activity.

Educators might consider prefacing this activity by using the ripple effect metaphor and identifying the two ripple effects that will be explored: one of perpetration and one of prevention. The ripple effect of perpetration is highlighted in CARE Norway's (2015) powerful #DearDaddy video, which depicts the story of an unborn daughter talking to her father about the type of violence she will encounter because of her identity as a woman. She describes the sexual assault she will experience by the son of a man her father grew up with, who used to make sexist jokes while her father said nothing. The video highlights that her dad will try to do everything to make her safe, but that he could have started by being a prosocial bystander himself. The educators may want to facilitate a conversation around why language can lead to violent attitudes and behaviours in some men but not others. Educators should draw three circles around one another to demonstrate the ripple effect of perpetration with the centre labelled "beliefs and attitudes," followed by "language," and then "behaviours." The ecological model is then used as the ripple effect of prevention, which includes the individual at the centre, followed by interpersonal relationships, community influence, and societal factors.



Educators should ask male service providers to consider their role in this model and how they can influence change at various levels.

This strategy may be effective because it has male service providers reflect on their roles in their communities in addition to their personal and professional lives. It also hopefully shows the varying levels of those roles and how those levels directly influence one another. The use of a metaphor, such as the ripple effect, may also allow male service providers to carry that knowledge with them as they occupy different roles and pass that information onto others.

### **Lesson Activity #7: “Shake it Up” – Prosocial Bystander Vignette**

**Theme.** The central theme for this activity involves male peer support and prosocial bystander behaviour. However, issues of intersectionality that coincide with gender equity and equality may arise throughout this vignette.

#### **Learning objectives.**

1. Male service providers will be able to evaluate situations potentially involving violence against women and their role as safe, proactive bystanders.
2. Male service providers will be able to create a list of phrases, behaviours, and/or resources they can use if they encounter a situation that involves violence against women.

**Strategy.** The purpose of this strategy is for male service providers to put themselves into a likely situation they may encounter regarding violence against women. This strategy is also meant to have men consider what they might do and what the men in the room might do when they encounter such a situation. The strategy is also meant to invite male service providers to consider how they might respond if variables in the

situation changed, such as being alone or within a group, and if the individuals involved were friends or strangers. It may be beneficial to note that I created this strategy for a group I facilitated during my involvement with Stepping Up, as mentioned in Chapter 1.

Furthermore, this strategy is meant for a group of male service providers and requires pens, paper, and cue cards of five different colours (enough for each service provider to have one of each colour). Each coloured cue card should be labelled with the following: (a) ignore, walk away, do or say nothing (in that moment); (b) verbal (say something); (c) nonverbal (distraction, stand there, etc.); (d) call for help (who do you call?); and (e) physical intervention.

The educators of the workshop or training are encouraged to invite the male service providers to sit in a circle and give them each five labelled and colour-coded cue cards. I created the following excerpt for the educators to read to their group of male service providers:

You and your friends go out to the bar. While you are there, you notice a group of people drinking heavily. As you are leaving the bar, you see an individual leaning closer and closer (Jaimie) to a person who is extremely inebriated (Alex). Alex looks uncomfortable and continually backs away from Jaimie to the point where Jaimie's back is against the exterior of the bar. Although you tell your friends that you are watching to see how the events unfold, they tell you that if you don't leave now they will catch a cab without you and you will have to find your own way home. What do you do?

The educators might invite the providers to hold up a cue card (or cue cards) to demonstrate how they would react in that situation. It would be beneficial to invite a

conversation around why providers would choose what they did and what that would look like specifically. After there has been some thoughtful conversation, the facilitator can “shake things up” by asking, “What did you assume were Alex and Jaimie’s gender identities? Did this influence how you were to respond? What if their gender identities were different than what you had assumed or if their gender identities were switched?” Educators will invite the male providers to then hold up a cue card in response to this and have them explain their thoughts and more specific responses. Then the educators will “shake it up” again by asking providers to resume to their original assumptions about the couple followed by the question, “How would you respond if Jaimie and Alex were not strangers and instead friends of yours?” Invite the participants to show their cue cards, explain their more specific responses, and their reasoning behind their responses. Finally, educators will “shake it up” once more by emphasizing safety and the evaluation of the scenario. To conclude the activity, this scenario will illustrate the importance of safety and consequences in regards to the providers and the other people involved directly and indirectly. Educators will invite the providers to consider, “How would you respond if you were alone during the initial situation and your friends did leave you?” Ask them again to hold up their cue cards, specify their response, and explain their reasoning. Then educators may present the same question with regards to different variables such as (a) if they were with their friends, (b) if they were surrounded by other strangers, (c) if the level of violence or coercion was heightened, and (d) whether they were at the bar or another location.

The potential effectiveness of this strategy may lie in the active, problem-solving nature of it. The strategy has male service providers preemptively prepare for situations

involving violence against women so that when they encounter similar situations they will better know how to react and can expand their self-efficacy related to prosocial bystander interventions. The conversations that may ensue as a result of this activity also allow male providers to consider what their peers would do, which improves their attitudes around male peer support and makes it more acceptable to intervene. Male service providers may also encounter ideas for intervention that they never considered before and refer back to them if a similar situation is ever encountered.

### **Lesson Activity #8: Average to Activist Joe**

**Theme.** This strategy is unique in that it has the potential to cover a variety of the themes addressed in Chapter 3. The focus of this strategy will inevitably be whatever the male service providers plan on creating to end violence against women in their communities and their personal or professional lives.

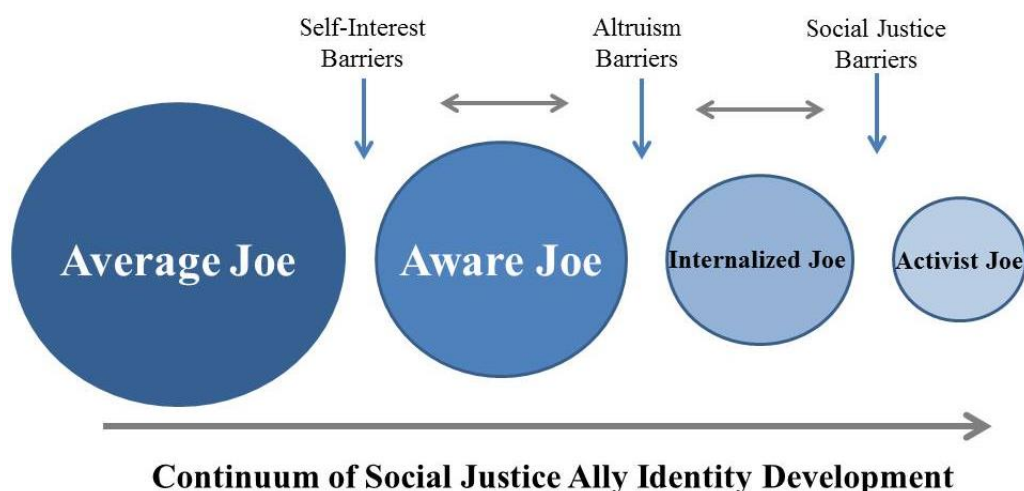
#### **Learning objectives.**

1. Male service providers will be able to use a framework that is accessible and easy to visualize.
2. Male service providers will begin to actively reflect on where they exist on the ally continuum.
3. Male service providers will be able to identify what barriers have prevented them or might prevent them from moving forward on the ally continuum.
4. Male service providers will be able to create a cumulative activity that includes the ways they will change their personal or professional lives, which can be used in their communities or place of work.

**Strategy.** The purpose of this strategy is varied. One purpose is to have male service providers use a framework to self-identify their social justice allyship in ending violence against women. Another purpose of this strategy is for male service providers to identify what barriers exist for them on that continuum. Lastly, the purpose of this strategy is for male service providers to create a cumulative activity that speaks to how they will change their personal or professional lives and share that within their communities or place of work. This strategy, which I created for the purpose of this project, is meant for a group of male service providers, but it can be tailored to the individual. In addition, this strategy requires a whiteboard or flipchart and markers to illustrate the continuum from Average to Activist Joe and whatever materials are required for the culminating project.

Educators might develop Grove's (2011) use of Edwards's (2006) framework of social ally development to teach male service providers the continuum from Average to Activist Joe. To provide a visual, this framework can be displayed or drawn on a whiteboard or flipchart (see Figure 1). After explaining the difference between Average Joe, Aware Joe, Internalized Joe, and Activist Joe, educators might ask the group of male service providers where they think they fall on the continuum. Is this the same or different position in comparison to when they first started the training or workshop? Next, educators can facilitate a discussion with the group about what self-interest, altruism, and social justice barriers exist for them. Educators can invite the group to brainstorm what these barriers look like and write them on the board while the providers write them down on pieces of paper in front of them. Further, educators can highlight or

underline what barriers exist for them and to think of others that impact their movement in the continuum if they are not listed.



*Figure 1.* A framework for engaging men – the continuum of social justice ally identity development.

*Note.* Adapted from “A Framework for Engaging Average Joe,” by J. Grove, 2011, *Partners in Social Change*, 14(2), p. 8. Illustrated by Bobbi Hughes, and informed by the work of Edwards (2006). Copyright 2011 by J. Grove. Reprinted with permission.

Lastly, the educators can guide and instruct the male service providers to create a culminating project that demonstrates how they plan to move past those barriers and progress along the continuum. For example, a provider who still considers himself in the position of Aware Joe may reflect on his own beliefs, attitudes, and behaviours that have contributed to violence against women by journaling for a week, creating a learning portfolio, or writing an unsent letter to someone he may have harmed as a result of his behaviours. Individuals who posit themselves at an Internalized Joe position may decide to join a protest, engage with a feminist organization, lobby for signatures to act in situations of violence, or create a public service announcement or event.

The potential utility of this strategy is once again related to increasing men’s awareness and insight into their role as allies in the movement to end violence against

women. The framework also provides a visual that is easy to understand and relay to friends, family, peers, and colleagues. It also encourages men to directly consider what barriers they can identify for enhancing their social justice ally development. In conclusion, this strategy also provides an opportunity for male service providers to cumulatively reflect on the information that was learned in the workshop or training seminar and apply it to their lived experience, both on a personal and professional level.

### **Chapter Summary**

The purpose of this chapter was to provide educators who conduct workshops, courses, and training seminars with innovative strategies and activities that they can use to engage male service providers in the prevention of violence against women. From the extensive literature review I conducted, I was able to hone and establish eight accessible, innovative strategies and activities for educating male service providers. The strategies outlined in this chapter addressed a major theme in the literature around engaging men in the prevention of violence against women, which I explored in detail in Chapter 3. Each strategy included specific learning objectives as well as an activity based on Bloom's revised taxonomy (as cited in Anderson & Krathwohl, 2001). The strategies also included a description of what materials were needed for each strategy, the purpose of each strategy, how educators could facilitate the exercise, and why it may be beneficial.

## **Chapter 5: Synopsis**

My overall focus for this project was to offer the community of educators a resource they could use in workshops, courses, or capacity building seminars that would actively engage male service providers in an effort to end violence against women. The chapter reviews how I met this goal. In addition, I examine strengths and limitations of my project as well as list some areas of future research. I conclude the chapter by reflecting on my experience creating this project.

### **Project Summary**

This project focused on engaging men in the prevention of violence against women by highlighting areas for discussion and developing strategies and activities that educators can use to actively involve and engage male service providers in ending violence against women. Further, I addressed the importance of men's role in ending violence against women and considered the gaps in the current literature. In order to engage men as allies in violence prevention, I believe there must be a congruent effort that considers the perpetration of violence against women as a result of normative masculinity (Jewkes et al., 2015), gender norms and roles (Eckhardt et al., 2012), gender inequity (Flood, 2011a), male peer support (Casey, 2010), and low prosocial bystander behaviour (Minerson et al., 2011).

In this project, I used Flood's (2011b) six levels of intervention for efforts to involve men in ending violence against women, with a specific focus on Level 3, "Educating Providers (and Other Professionals)" (p. 367; see Table 1). Flood (2011b) understood the importance of workplace education as one component of a broader effort to change communities, organizations, and institutions. Male service providers hold great



influence in their personal and professional lives. These individuals can negotiate their male privilege through the distribution of access to resources, consistent education and messages, and combining their efforts to create expert collaboration and movement in the work towards ending violence against women. By considering those factors and the variables that contribute to men's engagement in ending violence against women, I created strategies and activities that are theoretically supported by connecting them to Bloom's revised learning taxonomy (as cited in Anderson & Krathwohl, 2001). The culminating strategies and activities created for this project are included in the appendix as a manuscript, which will be submitted for publication in *Educational Review* (see Appendix A). This aspect of the project is meant to be an accessible tool for educators to use to engage male service providers in ending violence against women in workshops, trainings, and seminars.

### **Project Strengths**

**Accessible.** One of the greatest strengths of this project is its accessibility. Many courses, trainings, and capacity building workshop manuals come at a cost and, thus, are not available in the literature for educators to access. In addition to this, the strategies outlined in the project require few materials to facilitate, which means it is cost-effective for groups in the community that have limited resources. Further, educators can easily modify the strategies created for this project by customizing the materials used or the content to fit with the cultural or workplace dynamic of the men they are trying to engage.

**Relevant and tied to learning objectives.** Another major strength of this work is that the strategies and activities created for this project are supported by their

corresponding learning objectives. These learning objectives are tied to research and Bloom's revised learning taxonomy (as cited in Anderson & Krathwohl, 2001). The use of a learning taxonomy can be extremely beneficial in developing strategies and activities for educators to use because it creates a connection between theory and practice. This connection contributes to more specified learning objectives and increased success of learning goals and outcomes (Anderson & Krathwohl, 2001). As described in Chapter 3, the value of Bloom's taxonomy (as cited in Anderson & Krathwohl, 2001) lies in the framework it provides educators that enables them to create thoughtful and congruent learning objectives for their strategies and activities. The hierarchy of the learning objectives that was used to build the activities in this project also allows for scaffolding to occur. This process of scaffolding ensures that information is delivered in an effective manner and builds off the previous knowledge of each strategy or activity.

**Contribution to the literature.** From the extensive literature review I conducted, the strategies and activities I found that were meant to engage men in ending violence against women did not identify whether or not a learning framework was used or how they created their curriculum (see Chapter 4). In addition to this, Minerson et al.'s (2011) overview of the literature also demonstrated the lack of evidence- or theory-based tools or strategies to engage men in the prevention of violence against women. The WHO (2007) identified areas of future research and suggested educational activities for men and boys that encouraged critical reflections about masculinity and gender norms with a discussion of how gender is socially constructed and the ways it affects and structures relationships, power, and inequity. Further, the WHO (2007) suggested activities that allowed men and boys to introspect on their own lives and consider their

role from a social constructionist approach. All of these themes and ideas were addressed in the strategies outlined in this project, which fills significant gaps in the literature.

### **Project Limitations**

**Activities assume a level of knowledge.** One limitation of this project is that it assumes there is some level of knowledge regarding violence against women for educators and providers alike. To employ these strategies and activities effectively, educators should have sufficient knowledge of engaging men to end violence against women that they can facilitate and ask questions in a meaningful way. Educators should also have experience working with groups to ensure group rights and responsibilities are established and upheld. This creates a safer space in which mindful facilitation and participation are welcomed and encouraged. Educators should also be knowledgeable enough in this area to tailor their information to the demographic they are working with. That includes adding definitions and accompanying these activities with information and resources that providers can access or use throughout and after their training or workshops. Participants are also expected to have a base level of knowledge that includes the understanding that gender is a social construction, rather than a biological one (Butler, 1988). If participants do not have this understanding, an open, respectful, and curious nature are expected for these strategies and activities to be effective.

**Assumes Western norms of masculinity and gender.** The strategies and activities described in this project assume Western norms of masculinity and gender for male service providers. This includes normative masculinity that revolves around traits associated with hegemonic masculinity and gender norms and roles that are more frequently found in Western cultures. In addition to this, gender norms, roles, and ideals

of masculinity are also time-bound and vary through generations. Although Crooks et al. (2007) have demonstrated that social constructions of masculinity are at the forefront of violence prevention, it should be noted that not all cultures ascribe to these ideas of masculinity. Strategies and activities to engage men may also vary for different cultures. For example, Casey et al. (2013) conducted a global scan of barriers to engage men in the prevention of violence against women and discovered that intersectional barriers were more common for some cultures and communities. Casey et al. (2013) reported, “Issues such as poverty, migration, racism, illiteracy, and food insecurity make the issue of violence against women less visible and a potentially lower concern for many men” (p. 237). Thus, activities and strategies to engage men in this regard may look different and include other incentives or potential motivators. The adaptable nature of these activities, however, may allow for a conversation around gender, masculinity, and culture in the corresponding workshops, trainings, and courses. It is important to consider the knowledge of the educator when speaking about culture and to focus on the lived experience of each person.

**Limits of single-day education.** Although the strategies and activities described in this project can be conducted in single-day trainings, workshops, or courses, evidence suggests that they are more effective over a period of time (WHO, 2007). The most effective weekly group sessions are approximately 2 to 2.5 hours and occur for 10 to 16 weeks; however, WHO (2007) found evidence of successful single-day workshops that demonstrated self-reported change in participants’ attitudes and behaviours even after a 7-month period. The current literature also suggested a few days or weeks between sessions so that men can reflect on their personal experiences and the experiences of

others (WHO, 2007). The White Ribbon Campaign also reported that there is a significant lack in meaningful, long-term evaluation on Canadian programs and interventions meant to engage men and boys to end violence against women (Minerson et al., 2011). Thus, the actual length of effective training programs and workshops is unknown for participants in a Canadian setting.

### **Areas of Future Research**

**Establishing effectiveness.** Areas of future research should focus on establishing the effectiveness of the strategies and activities described in this project, particularly the ones described in Chapter 4. Although they are based on theory and learning objectives, the use of qualitative and quantitative data to confirm their effectiveness is needed. This would include collecting pre and postworkshop scores for male service providers that focused on knowledge, attitudes, behaviours, and beliefs regarding violence against women.

Follow-up measures might include collecting participants' scores before the workshop, immediately after the workshop, 6 months after the workshop, and then again 1 year later. Further, the data could be compared to male service providers from different sectors of the community to see where the greatest impact is being made or if the scores differ amongst the fields. Qualitative research may also be effective in determining what male service providers thought of the strategies and activities and identify ways that they could be improved or altered. Further, I would want to know what the men participating in these workshops thought of the eight activities presented in Chapter 4. For example, it would be beneficial to know which were found to be most useful and why.

**Educator feedback.** It might also be relevant to receive feedback from educators as to what they need and liked about the material in this project in addition to what was missing or could be included based on their own experiences. This is important to include so that the community and culture of feedback I am speaking of throughout this project is echoed in the project's implementation. Thus, it may be helpful to run a pilot group that includes these strategies and activities with educators to receive suggestions and recommendations based on their areas of expertise and various experiences.

**Engagement in other areas.** Other areas of future research might include developing specific strategies and activities to engage men from the other levels of Flood's (2011b) six levels of intervention. The scope of this project was only intended to explore Level 3, "Educating Providers (and Other Professionals)" (Flood, 2011b, p. 367), but there are a number of men in other levels that still need to be engaged in the prevention of violence against women. Although addressing Level 3 might have an impact on other levels of intervention, additional strategies tailored to these levels can potentially benefit an even larger number of men, thus fostering a culture that condemns and speaks out against gender-based violence. Culturally specific strategies and activities to engage men in the prevention of violence against women may also be another area of interest, as it requires specific knowledge and insight into diverse communities.

## **Conclusion**

The importance of engaging men in the prevention of violence against women has never been so prevalent as it is in the current literature (Jewkes et al., 2015; Wells et al., 2015). Men play a significant role in ending violence against women; thus, it can no longer be seen as a women's issue. Violence against women is a human issue—one that

men have a substantial role in ending. Although few men are part of the problem, many must take part in the solution (Katz, 2006). By creating effective, accessible strategies and activities for educators, male service providers—the men who are coaches, healthcare professionals, police officers, and teachers—can help create communities that foster healthy, respectful relationships with women.

### **Personal Reflection**

In writing this project, a number of critical reflections arose that will have a lasting effect on me. First, this project has allowed me to hone and develop my research and writing skills in a substantial way. In compiling and creating this project, I have learned how to articulate and integrate my thoughts and ideas in a more cohesive manner. With this knowledge, I have come to value and embrace parsimony, both in my personal and professional life. I have learned that living and writing simply does not equate to living and writing quietly. It means making every word and action meaningful. It means that every sentence and statement can stand alone. That minimalism does not mean monotony. For me, it means that clear lines and frameworks can provide organization and purpose to an already chaotic world.

In addition, this project is an effort that is very close to my heart. One in which may impact the lives of the men and women I share this world with. It is my hope that this project is a stepping stone towards allowing men to be vulnerable, active allies in the pursuit to end violence against women. Further, it has been an honour and a privilege to contribute to the wealth of knowledge and activism that already exists today and will continue to flourish tomorrow. Regardless of what I do or where I end up, this project

has inspired me to always learn and grow in ways that help foster communities of nonviolence.



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## **Appendix A**

### **How Educators Can Engage Male Service Providers in the Prevention of Violence against Women: Strategies and Activities**

#### **PREAMBLE**

##### **Purpose**

The following is the applied element of my Master of Education in Counselling project. It is a manuscript for the journal, *Educational Review* (see Appendix B), which will be submitted to the editor of the journal by June 1, 2017 after the project has received approval from the University of Lethbridge. The first author of the article will be Alysha Cooper and the second author will be my project supervisor, Dawn McBride.

The purpose of this manuscript is to provide educators with effective, accessible strategies that they can use to engage male service providers in the prevention of violence against women. This project is an extension of Flood's (2011b) discussion of the "six levels of intervention" (p. 361) for efforts to involve men in ending violence against women and specifically focuses on Level 3 – "Educating Providers (and Other Professionals)" (Flood, 2011b, p. 367). Reading Chapters 1 through 4 of this project is strongly recommended to establish the foundational knowledge in understanding men's role in ending violence against women.

##### **Journal's Instructions to All Authors**

Appendix B contains the guidelines for preparing and submitting a manuscript to the journal, *Educational Review*.

### **Format and Reference Style Requirement**

The manuscript is prepared according to *The Publication Manual of the American Psychological Association*, 6th edition (2010), as per the journal's specifications for *Educational Review*. The manuscript must be between 6000 and 8000 words, double-spaced.

### **Copyright Statement**

The material included in this draft manuscript is subject to copyright and permission of the author or the author's supervisor (Professor Dawn McBride) should be sought prior to use. For permission please email the author's supervisor at dawn.mcbride@uleth.ca. The reader may use ideas from this project and draft manuscript providing they are referenced as:

*Reference list entry:*

Cooper, A. R. (2017). "How Educators Can Engage Male Service Providers in the Prevention of Violence against Women: Strategies and Activities." Master's project, University of Lethbridge.

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**TITLE PAGE**

**Article Title:** How Educators Can Engage Male Service Providers in the Prevention of Violence against Women: Strategies and Activities

**Name:** *Educational Review*

**The full name and details of the corresponding author:**

*(Will be inserted when the manuscript is submitted for publication)*

**The full names and details of all co-authors of the paper:**

*(Will be inserted when the manuscript is submitted for publication)*

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### Abstract

The overall purpose of this manuscript was to create innovative, theory-based strategies and activities that educators (e.g., professors, teachers, and educators who work with agencies dedicated to ending violence against women and creating violence-free communities) can use in the community with male service providers (e.g., therapists, coaches, nurses) to facilitate change in their personal and professional environments with regards to ending violence against women. The findings of this project may benefit educators by informing them of strategies and activities they can use with stakeholders to increase capacity around deconstructing male socialization and engaging men in the prevention of violence against women. Furthermore, educators can use these strategies and activities in delivering courses, training seminars, and capacity building workshops. The intention in the development of these strategies was to fill a gap in the research about how male providers can influence individual, interpersonal, and social change in connection to violence against women. This includes a detailed literature view pertaining to the synthesis and development of theory-based strategies that educators can use to engage male providers in preventing violence against women.

*Keywords:* engaging men, preventing violence against women, educators, service providers

## **How Educators Can Engage Male Service Providers in the Prevention of Violence against Women: Strategies and Activities**

Male service providers (e.g., nurses, counsellors, social workers) play an influential role within the communities they serve. As such, there is great value in educating male service providers so that they can use their influence to help reduce violence against women on individual, interpersonal, and social levels. This topic may seem obvious, yet a comprehensive review of the literature revealed a lack of information on the need and value to engage male service providers to reduce violence and strategies for how to involve this important stakeholder group. To this end, we will present four strong rationales for the importance of educating male service providers about their role in the reduction of family violence. Next, we will offer a review of teaching recommendations that educators should be aware of when educating men about their role in preventing violence against women in their personal and professional lives. Thereafter, four innovative, accessible strategies will be identified that educators can use when working with male service provider in their role in violence reduction, including the purpose of the activity, how it can be facilitated, and the rationale behind its potential effectiveness.

### **Why Involve Male Service Providers?**

We have four strong rationales to engage male service providers. First, male service providers have access to diverse communities and have a strong community influence. This rationale aligns with Men's Nonviolence project (2010) recommendation around best practice and Pease's (2008) view that men who are role models in the community must be active in preventing violence against women as it sets the stage for

the individuals they work with and influence. Secondly, male service providers have access to funding and the potential to influence policy change. This belief is supported by Wells et al. (2013) who stated “men often have greater access to resources and opportunities to influence large social structures and institutions and can therefore play a critical role in ending domestic violence,” (p. 5). A third reason to engage male service providers is that these individuals, and those they impact in their personal and professional lives, may benefit from consistent education and messages in violence prevention. Messages that support engaging men as allies in violence prevention requires effort that examines the perpetration of violence against women by men due to social, cultural, political, and economic issues, in addition to gender norms and sexism (Berkowitz, 2004). Unfortunately, the current messages for engaging men in regards to the prevention of violence against women are vague as a result of varied the range of efforts that currently exist (Carlson et al., 2015). Lastly, male service providers have a unique opportunity for expert collaboration and movement. Prevention efforts are most effective when they are addressed collaboratively on multiple levels and sectors within the community (Casey et al., 2013; Flood, 2011a; Wells et al., 2013). The issue, however, is that innovative strategies that educators can use have been scarcely identified or are not available in the current literature. Unfortunately, the strategies that are available are generally inaccessible or have other issues that limit their potential effectiveness.

### **Teaching Considerations when Presenting Lesson Material**

#### ***Identify Allies***



One of the first steps for engaging male service providers may lie in educators identifying where male service providers are already helping as allies to reduce violence against women. “Ally-based” language is important to use in prevention efforts as it enhances accountability for groups that hold privilege in their communities. In addition, it encourages these individuals to be active allies and increase allyship. To assist educators in identifying where these stakeholder groups are, the work of Edwards (2006) may be useful. Edwards (2006) proposed a conceptual model that outlines three different types of allies that exist along a continuum of awareness. These include aspiring allies for self-interest, aspiring allies for altruism, and allies for social justice (Edwards, 2006).

By understanding the ways male service providers engage in prevention efforts, educators are in a position to determine whether or not these individuals are effective in their prevention efforts. If they are harming with their good intentions, such as using their privilege to take space away to speak for and advocate on behalf of women, then it is up to educators to give them the knowledge and skills to be more purposeful with their privilege (Pease, 2008). Thus, it is important to identify where male allies are at in order to gauge what prevention efforts will be most effective for different groups of men.

### ***Understand Potential Barriers to Engaging Men***

Barriers pertains to the obstacles that educators may come across when trying to actively engage male service providers in the prevention of violence against women. These are the perceived barriers around men’s involvement or willingness to engage in efforts around ending violence against women (Casey, 2010). The research regarding barriers comes from the general research of barriers that exist to engage men in general, but is therefore applicable to male service providers.

There is substantial value to educators around their ability to identify barriers that they may encounter when educating male service providers. Given the current research dedicated to understanding why men choose to engage or not in violence prevention, we believe it is critical to bring some awareness to educators. This is so that they know how to overcome those barriers when they show up in trainings, workshops, and seminars. Further, these barriers may also prevent male providers from even attending these educational opportunities so it is important that educators actively reach out to male service providers with personal invitations and reassurance of openness and inclusion (Casey, 2010).

Barriers to engaging male service providers are often not the same factors that instill and promote violence against women. Factors related to the perpetration of violence against women include attitudes pertaining to gender inequality, homophobia, hypermasculinity, and male peer support (Flood & Pease, 2009) among others. The White Ribbon Campaign, however, identifies less hostile barriers to engagement that fall into four categories: accountability barriers, awareness barriers, privilege barriers, and men's silence (Minerson et al., 2011). These barriers should be considered when delivering strategies to male service providers to prevent violence against women because it gives providers the opportunity to see why some men may be reluctant to participate or engage in strategies and activities.

### **Six Strategies Educators Can Use**

The following presents six strategies as a result of a comprehensive review by the first author (2017). The directions for each activity have been adapted to the stakeholders targeted in this paper (i.e., male educators). Educators are encouraged to modify these

learning activities to fit their audience and to modify the context of the learning activity as needed. For example, if presenting to a smaller group of men and male service providers, then more time could be spent on processing the meaning and insight that the audience gained. In addition, to cater to diversity, the educator may need to adapt the strategies and activities to fit the needs and/or cultural context of the group. This should be done with someone who possesses cultural competency or has lived experience from that cultural context. If the audience is quiet or reluctant to participate, then the educator may need to bring exemplars to promote discussion and/or use smaller discussion groups. Another caution is that we decided not to provide specific details about time, ideal audience size, safety guidelines, and consent issues, as our intention was to offer a template as a starting point for educators to personalize and adapt to their specific audiences.

To employ these strategies and activities effectively, educators should have sufficient knowledge of engaging men to end violence against women so that they can facilitate and ask questions in a meaningful way. Educators should also have experience working with groups to ensure group rights and responsibilities are established and upheld. This creates a safer space in which mindful facilitation and participation are welcomed and encouraged. Educators should also be knowledgeable enough in this area to tailor their information to the demographic they are working with. That includes adding definitions and accompanying these activities with information and resources that providers can access or use throughout and after their training or workshops. Participants are also expected to have a base level of knowledge that includes the understanding that gender is a social construction, rather than a biological one (Butler, 1988). If participants

do not have this understanding, an open, respectful, and curious nature are expected for these strategies and activities to be effective.

One limitation of the strategies presented in this manuscript is that it assumes there is some level of knowledge regarding violence against women for educators and providers alike. To employ these strategies and activities effectively, educators should have sufficient knowledge of engaging men to end violence against women so that they can facilitate and ask questions in a meaningful way. Educators should also have experience working with groups to ensure group rights and responsibilities are established and upheld. This creates a safer space in which mindful facilitation and participation are welcomed and encouraged. Educators should also be knowledgeable enough in this area to tailor their information to the demographic they are working with. That includes adding definitions and accompanying these activities with information and resources that providers can access or use throughout and after their training or workshops. Participants are also expected to have a base level of knowledge that includes the understanding that gender is a social construction, rather than a biological one (Butler, 1988). If participants do not have this understanding, an open, respectful, and curious nature are expected for these strategies and activities to be effective.

When educators are designing activities to engage men in the prevention of violence against women, it is recommended educators consult Bloom's revised taxonomy (as cited in Anderson & Krathwohl, 2001). This theory can assist instructors on how to structure curriculum learning objectives in a scaffolding manner and to help them identify what the intention is behind the activities they facilitate and what information will be covered.

Further, I have made only two assumptions regarding the target audience. The first assumption is that the targeted audience for these lesson activities is male service providers. Second, I have assumed the members of the target audience are well educated, are able to engage in some emotional regulation, and have appropriate interpersonal skills to work in small and large groups.

***Lesson Activity #1: Deconstructing Male Idols and Role Models***

**Purpose:** The purpose of this strategy is to have male service providers consider what normative masculine traits are admired in Western popular culture and how those traits compare to the men they admired or looked up to in their youth. Further, this encourages male service providers to be vulnerable and think about the kind of characteristics they value in other men that may not be inherently masculine. Thinking in this way also has the potential to demystify the homophobic reactions that are often associated with men admiring characteristics in other men.

**Directions:** This strategy is ideal for groups of male service providers and requires pens and paper, a whiteboard or a flip chart, and markers. Educators will want to select two very masculine, normative ideals of men in Western popular culture who are generally well-known. For example, Arnold Schwarzenegger in *The Terminator* (Hurd & Cameron, 1984) or James Bond (Wilson & Broccoli, 2015) might be two characters to consider. Find images of these individuals that demonstrate their normative masculine traits for individuals who may not be aware of these characters. Educators should divide the group of service providers into two and give each group a character to analyze.

Invite the group to create a list of qualities these men possess and how they would describe them to someone who had never seen their corresponding films. After the two

groups have engaged in this brainstorm, bring the focus back to the collective group and compile a list of qualities that these two normative masculine men present with. Answers will likely include descriptors such as strong, tough, stoic, problem solver, stud, and so on. A dialogue may be facilitated around those characteristics and why they are admired by the dominant masculine culture. Then, invite the larger group to individually write down the name of someone they admired or looked up to in their youth in addition to the characteristics those individuals possessed. After this, invite the group to consider how the two lists are similar or different. Have the group consider why the two lists are similar or different and how society and male socialization has impacted normative masculinity. If appropriate, it may be useful to explore how this activity applies to their personal lives and how they might use this activity in their workplace or community.

This activity may be useful, as it considers society's role in normative masculinity and male socialization. It is hoped this activity inspires male service providers to reflect on the idea that gender and normative masculinity are socially constructed. The popular film star activity may also allow men to reflect on what qualities society values in men without there being biases related to friends or family. The second portion of the activity encourages critical reflection of what qualities they value in other men (potentially friends or family). Comparing the two lists has the potential for the audience to identify what discrepancies and overlap may exist between male popular culture idols and their personal male role models.

### ***Activity #2: Gender Boxes***

Purpose: This activity has two purposes, as relevant to the stakeholder audience:

(a) gain insight into the normative masculinity present in our society (identify gender

norms, roles, and stereotypes), and (b) explore the consequences of being labelled as if one does not ascribe to such gender norms and roles which relates to the pressure of confirming to expected norms and beliefs about women and men. This activity appears to have been derived from the Act Like a Man/Woman Box, created by the Oakland Men's Project in the late 1970s (as cited in MVP Strategies, 2015) and is frequently cited on the internet as a teaching resource.

Directions: Educators are invited to write "man" in blue ink on top of a flipchart paper and ask the audience to consider how men are supposed to act, what they should do for fun, how they should act towards other men and women, and what their role is supposed to be around the house or at work. Educators record the group's responses to reveal the qualities of a normative, masculine man. Then, on the other half of paper, the educators write down the word "woman" in pink or red and pose the same considerations to the group for what it means to be a woman. Similarly, the educators record down the group's responses to reveal the qualities of a normative, feminine woman. After this has been done, the educators draw a box around the words in their respective colours. Then, educators invite processing of the material by asking questions such as "What do we call people who do not fit inside these boxes?" This question is asked to invite a number of insults and common phrases used to degrade men and women for not adhering to gender norms or roles. The insults should be documented in purple for men and green for women in the area outside the two boxes. After this step, the educators are invited to use a black marker to underline the insulting words or phrases that coincide with the general themes that arise from this activity. For men, the two common themes for not fitting into the gender box might include insults related to not being heterosexual or insults related to

being a woman. It is a reflection in Western society that these are the two types of people which are less than the heterosexual male. For women, the three common themes for not fitting into the gender box might include insults related to not being heterosexual, insults related to women's bodies or sexual activity, or insults related to appearance. At this point, the educator can indicate how such insults dehumanize women, depicting them as less than people.

This powerful activity has the potential to show male service providers how individuals in society keep people in boxes with language and how that language reinforces harmful gender stereotypes. In regards to prevention, this activity might also demonstrate that challenging language is a good start to ending violence against women. Correcting or addressing language such as this is may be an effective tool that male service providers can implement and be accountable to, both in their personal and professional lives.

### ***Lesson Activity #3: Deconstructing Myths***

**Purpose:** The purpose of this strategy is for male service providers to deconstruct myths surrounding violence against women so that they can identify what those myths are and how they can be deconstructed with other men and women. Male service providers can use this strategy both in their personal and professional lives.

**Directions:** This strategy is likely ideal for a group of male service providers. It requires pens, paper, scissors, 9 small boxes or envelopes, glue, markers, and a whiteboard or flipchart. The White Ribbon Campaign (n.d.) provides a list of 9 common myths and misconceptions regarding violence against women. Educators might consider



altering these myths to read as true and false statements and number them 1 through 9.

The following list provides two examples:

1. Violence against women is an issue that only concerns women (False).
2. Violence against women affects all groups of women (True).

Once the list has been created, then the myths and facts can be numbered, cut apart, and glued on each of the boxes or envelopes and placed in a group somewhere in the room. The facilitator then recommends all male service providers get 9 small pieces of paper and a pen to write with.

To facilitate this activity, educators will read the myths and facts out loud to the group. At the end of reading each statement, the educator can instruct the group of male service providers to write the number of the myth or fact and whether they think it is a true or false statement. Next, the educator will invite the male service providers to fold their papers and place them in their respective boxes or envelopes. The educators of the workshop or training will then tally the responses for each myth and fact and write them on the whiteboard or flipchart. The educators are encouraged to facilitate a deconstruction of these myths and facts with the male service providers by asking them why they might have responded true or false and how those myths contribute to violence against women.

The aim of this activity is to demonstrate how pervasive these myths can be and how male service providers can address myths when confronted with them. Another advantage of this activity is that it gives men a chance to be honest about their beliefs while maintaining anonymity if they so choose. The educators facilitating this strategy can also include a conversation about how men learn these myths and how they are

reinforced. In addition, this active strategy will hopefully involve reflection, enabling men to consider why violence against women is a men's issue and how normative masculinity affects men's health and the general culture of violence.

***Lesson Activity #4: Dear Daddy – The Ripple Effect of Men's Influence***

**Purpose:** The purpose of this strategy is to demonstrate how male peer support and a lack of prosocial bystander behaviour can lead to violence against women. It is hoped that the video will engage male service providers to consider the effects that silence against violence has on women in the world on multiple levels. The video also demonstrates the culture we live in, which reinforces and promotes sexist language. This sexist language may ultimately lead to sexist attitudes and potentially lead to the perpetration of violence against women. As previously described, male service providers have a role to play at various levels of intervention. Thus, this strategy focuses on the ripple effects of perpetration as well as prevention.

**Directions:** This strategy can likely be used with individual service providers or within a group setting. Access to the Internet, a computer, a whiteboard or flipchart, and markers are required for this activity.

Educators might consider prefacing this activity by using the ripple effect metaphor and identifying the two ripple effects that will be explored: one of perpetration and one of prevention. The ripple effect of perpetration is highlighted in CARE Norway's (2015) powerful #DearDaddy video, which depicts the story of an unborn daughter talking to her father about the type of violence she will encounter because of her identity as a woman. She describes the sexual assault she will experience by the son of a man her father grew up with, who used to make sexist jokes while her father said nothing.

The video highlights that her dad will try to do everything to make her safe, but that he could have started by being a prosocial bystander himself. The educators may want to facilitate a conversation around why language can lead to violent attitudes and behaviours in some men but not others. Educators should draw three circles around one another to demonstrate the ripple effect of perpetration with the centre labelled “beliefs and attitudes,” followed by “language,” and then “behaviours.” The ecological model is then used as the ripple effect of prevention, which includes the individual at the centre, followed by interpersonal relationships, community influence, and societal factors. Educators should ask male service providers to consider their role in this model and how they can influence change at various levels.

This strategy may be effective because it has male service providers reflect on their roles in their communities in addition to their personal and professional lives. It also hopefully shows the varying levels of those roles and how those levels directly influence one another. The use of a metaphor, such as the ripple effect, may also allow male service providers to carry that knowledge with them as they occupy different roles and pass that information onto others.

#### ***Lesson Activity #5: Equity and Equality***

Purpose: The purpose of this strategy is for male service providers to understand the difference between equity and equality. Further, male service providers should be able to understand the importance of equity in order to achieve equality. An intersectional lens is also important for male service providers to understand how privilege and oppression can lead to violence through power differentials.

Directions: The following strategy was derived, in part, from a news article recounting the author's experience in a classroom (Pyle, 2014). The identity information was added to further emphasize the importance of intersectionality. This strategy is likely ideal for a group of male service providers. Materials required to facilitate this activity include paper, pens, three boxes or envelopes, and a waste basket or recycling bin. Each box or envelope should be labelled "gender," "sexual orientation," and "race." Within each box, there should be strips of paper labelled "man" or "not man" for gender, "heterosexual" or "not heterosexual" for sexual orientation, and "white" or "not white" for race. Each box or envelope should have an even number of strips of paper with one of the two identity descriptions.

Educators are encouraged to invite male service providers to stand in a row, shoulder to shoulder. The educators will come around with the gender box or envelope and ask the male service providers to blindly select one. The male service providers who select "not man" will take one step back. Those that select "man" do not move. The educators will then come around again and ask the providers to select a race. The service providers who select "not white" will take one step back. Those that select "white" do not move. Lastly, the educators will move down the row and ask the providers to select a sexual orientation. If they select "not heterosexual," then they will take a step back and if they select "heterosexual" they do not move. After this, the educators will give each participant a piece of paper and ask them to crumple it into a ball and throw it into a recycling basket positioned a couple feet in front of the first row.

This activity is likely effective as it demonstrates the uneven distribution of privilege that is the result of power and inequality. Educators might consider

highlighting that equality is what is demonstrated in this activity, not equity. Everyone has a piece of paper to throw and try to make it into the basket, but not everyone is the same distance from said basket as a result of their position in society—this is equality. Equity would involve all the participants receiving the same piece of paper and making adjustments according to need, such as offering more than one attempt to throw the piece of paper into the bin, changing the position of the bin, or taking more steps forward.

#### **Lesson Activity #4: “Shake it Up” – Prosocial Bystander Vignette**

**Purpose:** The purpose of this strategy is for male service providers to put themselves into a likely situation they may encounter regarding violence against women. This strategy is also meant to have men consider what they might do and what the men in the room might do when they encounter such a situation. The strategy is also meant to invite male service providers to consider how they might respond if variables in the situation changed, such as being alone or within a group, and if the individuals involved were friends or strangers.

**Directions:** Furthermore, this strategy is meant for a group of male service providers and requires pens, paper, and cue cards of five different colours (enough for each service provider to have one of each colour). Each coloured cue card should be labelled with the following: (a) ignore, walk away, do or say nothing (in that moment); (b) verbal (say something); (c) nonverbal (distraction, stand there, etc.); (d) call for help (who do you call?); and (e) physical intervention.

The educators of the workshop or training are encouraged to invite the male service providers to sit in a circle and give them each five labelled and colour-coded cue

cards. The following excerpt was created for educators to read to their group of male service providers:

You and your friends go out to the bar. While you are there, you notice a group of people drinking heavily. As you are leaving the bar, you see an individual leaning closer and closer (Jaimie) to a person who is extremely inebriated (Alex). Alex looks uncomfortable and continually backs away from Jaimie to the point where Jaimie's back is against the exterior of the bar. Although you tell your friends that you are watching to see how the events unfold, they tell you that if you don't leave now they will catch a cab without you and you will have to find your own way home. What do you do?

The educators might invite the providers to hold up a cue card (or cue cards) to demonstrate how they would react in that situation. It would be beneficial to invite a conversation around why providers would choose what they did and what that would look like specifically. After there has been some thoughtful conversation, the facilitator can "shake things up" by asking, "What did you assume were Alex and Jaimie's gender identities? Did this influence how you were to respond? What if their gender identities were different than what you had assumed or if their gender identities were switched?" Educators will invite the male providers to then hold up a cue card in response to this and have them explain their thoughts and more specific responses. Then the educators will "shake it up" again by asking providers to resume to their original assumptions about the couple followed by the question, "How would you respond if Jaimie and Alex were not strangers and instead friends of yours?" Invite the participants to show their cue cards, explain their more specific responses, and their reasoning behind their responses.

Finally, educators will “shake it up” once more by emphasizing safety and the evaluation of the scenario. To conclude the activity, this scenario will illustrate the importance of safety and consequences in regards to the providers and the other people involved directly and indirectly. Educators will invite the providers to consider, “How would you respond if you were alone during the initial situation and your friends did leave you?” Ask them again to hold up their cue cards, specify their response, and explain their reasoning. Then educators may present the same question with regards to different variables such as (a) if they were with their friends, (b) if they were surrounded by other strangers, (c) if the level of violence or coercion was heightened, and (d) whether they were at the bar or another location.

The potential effectiveness of this strategy may lie in the active, problem-solving nature of it. The strategy has male service providers preemptively prepare for situations involving violence against women so that when they encounter similar situations they will better know how to react and can expand their self-efficacy related to prosocial bystander interventions. The conversations that may ensue as a result of this activity also allow male providers to consider what their peers would do, which improves their attitudes around male peer support and makes it more acceptable to intervene. Male service providers may also encounter ideas for intervention that they never considered before and refer back to them if a similar situation is ever encountered.

### **Limitations and Recommendations**

The strategies and activities described assume Western norms of masculinity and gender for male service providers. This includes normative masculinity that revolves around traits associated with hegemonic masculinity and gender norms and roles that are

more frequently found in Western cultures. In addition to this, gender norms, roles, and ideals of masculinity are also time-bound and vary through generations. Although Crooks et al. (2007) demonstrated that social constructions of masculinity are at the forefront of violence prevention, it should be noted that not all cultures ascribe to these ideas of masculinity. For example, Casey et al. (2013) conducted a global scan of barriers to engage men in the prevention of violence against women and discovered that intersectional barriers were more common for some cultures and communities. Casey et al. reported, “Issues such as poverty, migration, racism, illiteracy, and food insecurity make the issue of violence against women less visible and a potentially lower concern for many men” (p. 237). Thus, activities and strategies to engage men in this regard may look different and include other incentives or potential motivators. The adaptable nature of these activities, however, may allow for a conversation around gender, masculinity, and culture in the corresponding workshops, trainings, and courses.

Although the strategies and activities described in this manuscript can be conducted in single-day trainings, workshops, or courses, evidence suggests that they are more effective over a period of time (WHO, 2007). The most effective weekly group sessions are approximately 2 to 2.5 hours and occur for 10 to 16 weeks; however, WHO (2007) found evidence of successful single-day workshops that demonstrated self-reported change in participants’ attitudes and behaviours even after a 7-month period. The current literature also suggested a few days or weeks between sessions so that men can reflect on their personal experiences and the experiences of others (WHO, 2007). The White Ribbon Campaign also reported that there is a significant lack in meaningful, long-term evaluation on Canadian programs and interventions meant to engage men and



boys to end violence against women (Minerson et al., 2011). Thus, the actual length of effective training programs and workshops is unknown for participants in a Canadian setting.

Areas of future research should focus on establishing the effectiveness of the strategies and activities described in this manuscript. Although they are based on research and learning objectives, the use of qualitative and quantitative data to confirm their effectiveness is needed. This would include collecting pre and postworkshop scores for male service providers that focused on knowledge, attitudes, behaviours, and beliefs regarding violence against women. Follow-up measures might include collecting participants' scores before the workshop, immediately after the workshop, 6 months after the workshop, and then again 1 year later. Further, the data could be compared to male service providers from different sectors of the community to see where the greatest impact is being made or if the scores differ amongst the fields. Qualitative research may also be effective in determining what male service providers thought of the strategies and activities and identify ways that they could be improved or altered. Further, it would be beneficial to know what the men participating in these activities found most helpful and why. It might also be relevant to receive feedback from educators as to what they found more or less effective about the material presented in these strategies. Thus, it may be helpful to run a pilot group with educators to gather this information.

### **Conclusion**

The importance of engaging men in the prevention of violence against women has never been so prevalent as it is in the current literature (Jewkes et al., 2015; Wells et al., 2015). Men play a significant role in ending violence against women; thus, it can no

longer be seen as a women's issue. Violence against women is a human issue—one that men have a substantial role in ending. Although few men are part of the problem, many must take part in the solution (Katz, 2006). By creating effective, accessible strategies and activities for educators, male service providers—the men who are coaches, healthcare professionals, police officers, and teachers—can help create communities that foster respectful, healthy relationships with women.

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## Appendix B

### Instructions for Authors from *Educational Review*

This journal where the proposed manuscript (see Appendix A) will be sent to for review, has specific instructions that authors of manuscripts must follow. The following is a direct copy of the relevant sections taken from the source below:

Taylor & Francis Online. (2016). *Educational Review*. Retrieved from

<http://www.tandfonline.com/action/authorSubmission?journalCode=cedr20&page=instructions>

### Aim and Scope

*Educational Review* is a leading journal for generic educational research and scholarship. For over half a century it has offered authoritative reviews of current national and international issues in schooling and education. It publishes peer-reviewed papers from international contributors which report research across a range of education fields including curriculum, inclusive and special education, educational psychology, policy, management and international and comparative education.

The editors welcome informed papers from new and established scholars which encourage and enhance academic debate. The journal offers four editions a year. The Board invites proposals for special editions as well as commissioning them. Please email [educational-review@contacts.bham.ac.uk](mailto:educational-review@contacts.bham.ac.uk) for guidance on submitting a special issue proposal.

A regular feature of the journal is state-of-the-art reviews on issues across the educational spectrum. An extensive range of recently published books is reviewed. Readership is aimed at educationists, researchers, and policy makers.

*Educational Review* Article of the Year Award & Seminar: *Educational Review* will award 'article of the year' to one paper published during the current volume year. Author(s) will be invited to give a seminar at the School of Education, University of Birmingham and will receive a prize of £250 from Routledge, the publisher. The chosen article will meet one or, preferably, more of the following criteria for assessment. It will:

- Communicate research findings or scholarly discussion with exemplary clarity;

- Show potential for challenging and/or changing the nature of discourse - that is, the way that education researchers conceive a problem and scope possible solutions;
- Show promise for making an original and lasting contribution on a topic of interest to educators.

### **Peer Review Policy:**

All research articles in this journal have undergone rigorous peer review, based on initial editor screening and anonymized refereeing by at least two anonymous referees.

### **Manuscript Preparation**

- Manuscripts are accepted in English. Any consistent spelling and punctuation styles may be used. Please use double quotation marks, except where “a quotation is ‘within’ a quotation”. Long quotations of 40 words or more should be indented without quotation marks.
- A typical manuscript will be between 6000-8000 words, inclusive of all tables, diagrams, figures, appendices, and notes, but not inclusive of references. Authors should include a word count with their manuscript. Manuscripts should be written in a clear, straightforward style.
- Articles appearing in *Educational Review* are contributing to ongoing research discussions in the journal. To help develop the narrative of these discussions, authors should review the content of *Educational Review* prior to submission of their manuscripts for material related to their own work, and this should, if appropriate, be cited.
- Sections of the manuscript should be compiled in the following order, with each section beginning on a new page: 1) title page, including the title, the names of all authors and their affiliations with addresses and email addresses, with the corresponding author clearly noted, acknowledgements and funding and grant-awarding bodies; 2) abstract (of up to 250 words), followed by keywords; 3) main text (with title, but not authors), anonymised (see 'Style guidelines', below), giving the abstract and keywords immediately after the title (i.e. repeated from 2), and followed by references; 4) appendices (as appropriate); 5) table(s) with caption(s) (each table on a separate page); 6) list of figure captions. Please note that all figures should be uploaded as separate files on the ScholarOne system (see 'Figures', below).
- Abstracts of up to 250 words are required for all manuscripts submitted.
- Authors should include between one and six keywords, taken from the ERIC Thesaurus. You may choose to include one or two “free” keywords not included on the ERIC list of descriptors if you wish.
- Search engine optimization (SEO) is a means of making your article more visible to anyone who might be looking for it. Please consult our guidance here.
- Section headings should be concise.
- All authors of a manuscript should include their full names, affiliations, postal addresses, telephone numbers and email addresses on the cover page of the manuscript. One author should be identified as the corresponding author. Please give the affiliation where the research was conducted. If any of the named co-



authors moves affiliation during the peer review process, the new affiliation can be given as a footnote. Please note that no changes to affiliation can be made after the manuscript is accepted. Please note that the email address of the corresponding author will normally be displayed in the article PDF (depending on the journal style) and the online article.

- All persons who have a reasonable claim to authorship must be named in the manuscript as co-authors; the corresponding author must be authorized by all co-authors to act as an agent on their behalf in all matters pertaining to publication of the manuscript, and the order of names should be agreed by all authors.
- Biographical notes on contributors are not required for this journal.
- Authors must also incorporate a Disclosure Statement which will acknowledge any financial interest or benefit they have arising from the direct applications of their research.
- For all manuscripts non-discriminatory language is mandatory. Sexist or racist terms must not be used.
- Authors must adhere to SI units. Units are not italicised.
- When using a word which is or is asserted to be a proprietary term or trade mark, authors must use the symbol ® or TM.
- Authors must not embed equations or images files within their manuscript.

### **Author Instructions**

- **Font:** Times New Roman, 12 point. Use margins of at least 2.5 cm (1 inch). Further details of how to insert special characters, accents and diacritics are available [here](#).
- **Title:** Use bold for your article title, with an initial capital letter for any proper nouns.
- **Authors' names:** Give the names of all contributing authors on the title page exactly as you wish them to appear in the published article.
- **Affiliations:** List the affiliation of each author (department, university, city, country).
- **Correspondence details:** Please provide an institutional email address for the corresponding author. Full postal details are also needed by the publisher, but will not necessarily be published.
- **Anonymity for peer review:** Ensure your identity and that of your co-authors is not revealed in the text of your article or in your manuscript files when submitting the manuscript for review. Advice on anonymizing your manuscript is available [here](#).
- **Abstract:** Indicate the abstract paragraph with a heading or by reducing the font size. Advice on writing abstracts is available [here](#).
- **Keywords:** Please provide five or six keywords to help readers find your article. Advice on selecting suitable keywords is available [here](#).
- **Headings:** Please indicate the level of the section headings in your article:
  - First-level headings (e.g. Introduction, Conclusion) should be in bold, with an initial capital letter for any proper nouns.

- Second-level headings should be in bold italics, with an initial capital letter for any proper nouns.
- Third-level headings should be in italics, with an initial capital letter for any proper nouns.
- Fourth-level headings should also be in italics, at the beginning of a paragraph. The text follows immediately after a full stop (full point) or other punctuation mark.
- Tables and figures: Indicate in the text where the tables and figures should appear, for example by inserting [Table 1 near here]. The actual tables and figures should be supplied either at the end of the text or in a separate file as requested by the Editor. Ensure you have permission to use any figures you are reproducing from another source. Advice on artwork is available [here](#). Advice on tables is available [here](#).

Running heads and received dates are not required when submitting a manuscript for review.

If your article is accepted for publication, it will be copy-edited and typeset in the correct style for the journal.