

Unpacking the Man Box Workshop, Geraldton W.A

**the
men's
project**
A Jesuit Social Services initiative



Paul Zappa

A close-up photograph of two hands, one from a lighter-skinned person and one from a darker-skinned person, both holding and pouring bright red soil. The hands are positioned one above the other, with the soil falling from the top hand into the bottom hand. The background is a blurred natural setting with green foliage and a clear blue sky.

Acknowledgement of Land

We would like to acknowledge the traditional Custodians of the Land(s) we are meeting on today and pay respects to Elders past, present and emerging.

Man Box Summary

Living by the rigid rules of the Man Box can damage your, physical and mental health, increase the likelihood of engaging in risk taking behaviours and contribute to poor, even violent, intimate partner relationships.

These rules involve **constant effort**, **emotional restriction**, **heterosexism** and **social teasing**.

Living outside of the Man Box rules means boys and men are more likely to have:

- Healthy self-esteem
- Supportive friendships
- Better intimate relationships
- Contribute to a safe work environment



The Man Box rules

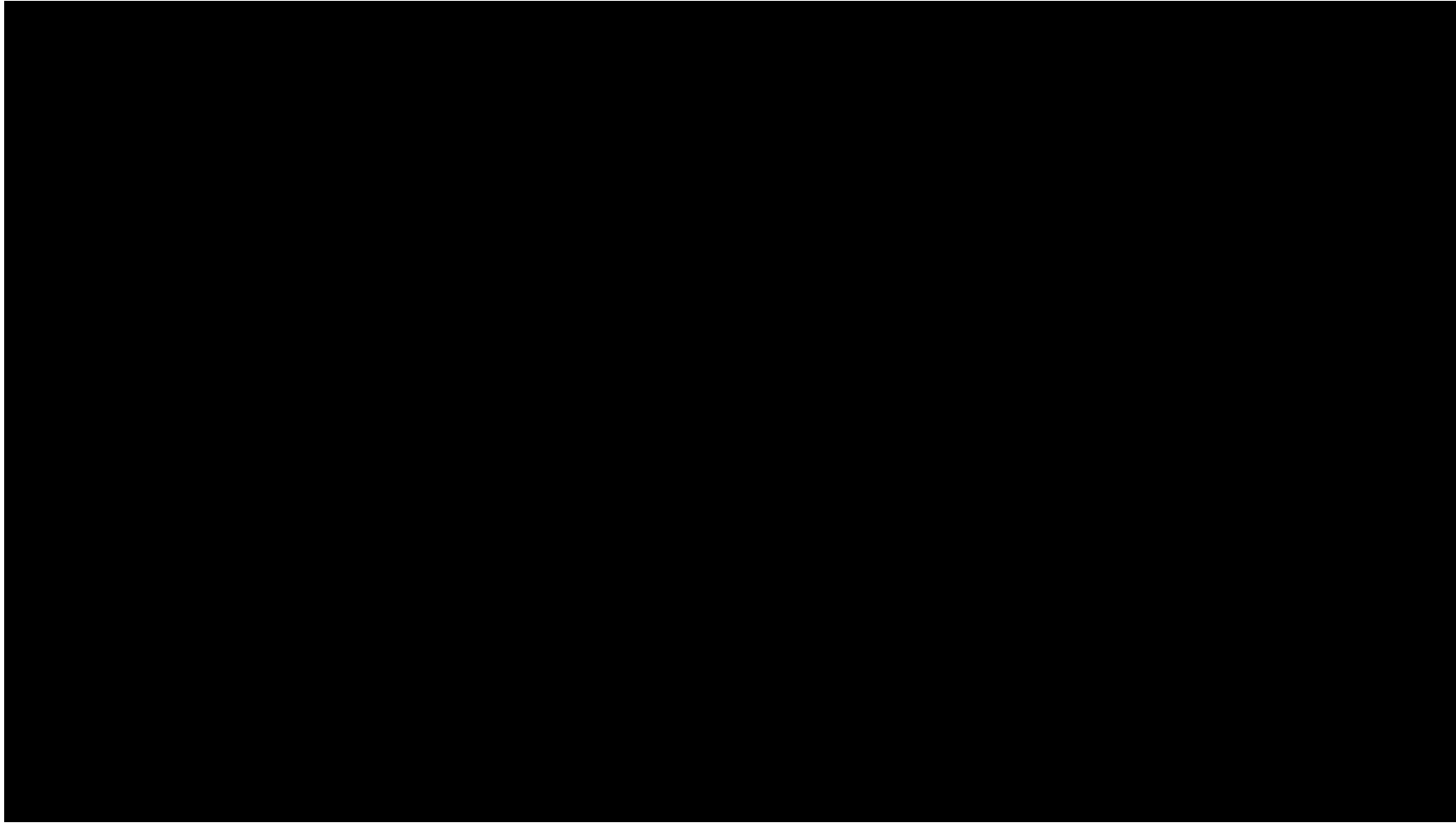
Percentage of respondents who agree or strongly agree that <u>"Society as a whole tells me that..."</u>	Man Box Rule	Percentage of respondents who agree or strongly agree that <u>"In my opinion..."</u>
69%	Acting tough: E.g. Guys should act strong even if they feel scared or nervous inside.	47%
54%	Self sufficiency: E.g. Men should figure out their personal problems on their own without asking others for help.	27%
35%	Aggression and control: E.g. Men should use violence to get respect if necessary	20%
56%	Hypersexuality: E.g. A "real man" would never say no to sex.	24%
56%	Rigid gender roles: E.g. Men should really be the ones to bring money home to provide for their families, not women.	35%
48%	Physical attractiveness: E.g. A guy who spends a lot of time on his looks isn't very manly.	32%
47%	Heterosexuality and homophobia: E.g. A gay guy is not a "real man."	28%

Creating Change

1. Create a safe environments for men
2. Model and promote healthy masculinities
3. Focus on the small stuff – Language and Habits
4. Change how you message to men
5. Engage in development of emotional literacy and emotional intelligence
6. Action your values



Mask You Live In



VicHealth messaging guide

IN PRACTICE:

Spend more time talking about men's role in the solution and less time talking about their role in the problem, in order to avoid activating shame and defensiveness.

FROM

All men do things that contribute to a culture of violence against women.



TO

There are things all men can do to end the culture of violence against women.

FROM

Men trapped by traditional masculine stereotypes suffer worse physical and mental wellbeing.



TO

Men freed from traditional masculine stereotypes enjoy better physical and mental wellbeing.

VicHealth messaging guide

IN PRACTICE:

Resist the temptation to pander to traditionally masculine language or engage in myth-busting. Instead focus on telling your progressive story to the vast majority of people who are persuadable on the issue.

FROM

Men are not naturally violent.
They have been taught to
use violence.



TO

**Men have been taught
to use violence.**

FROM

Real men show their emotions.



TO

**It's healthy to show
your emotions.**

VicHealth messaging guide

IN PRACTICE:

When explaining why masculinity is a problem, frame it as gender stereotypes that constrain men. When talking about the solution, instead of framing this as seeking new or better forms of masculinity, frame it as freedom from gender stereotypes altogether.

FROM

It's time we redesigned masculinity for the 21st century.



TO

It's time we freed men from outdated masculine stereotypes.

FROM

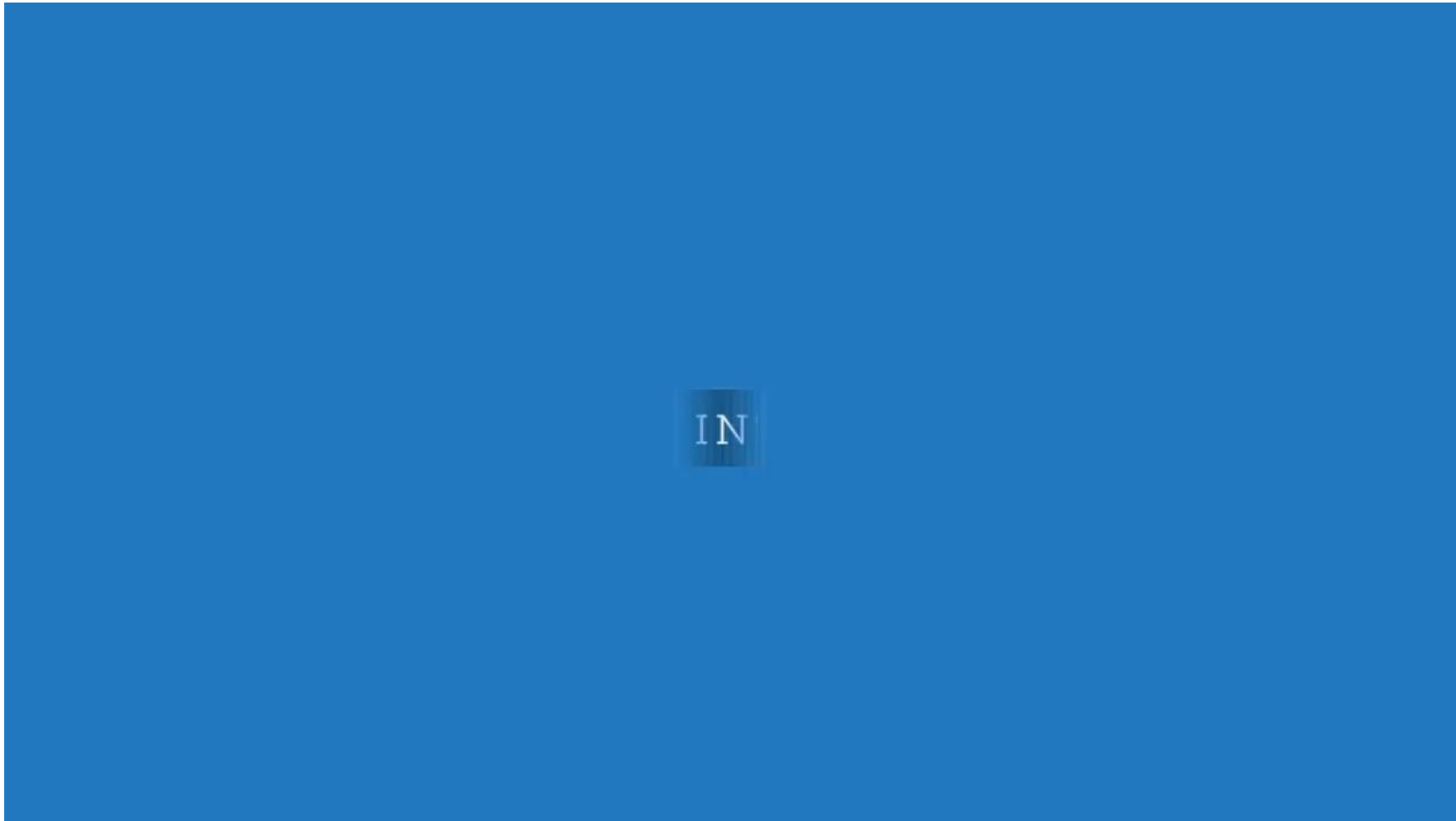
There is more than one way to be a man.



TO

Men shouldn't be shackled to any gender stereotype.

Emotional Intelligence



Watch here: <https://www.youtube.com/watch?v=weuLejJdUu0>

A photograph of a beach at sunset. In the foreground, a man is seen from behind, walking away from the camera towards the ocean. He is carrying a surfboard under his arm. In the distance, another person is walking towards the water. The sky is a warm, hazy orange, and the ocean has gentle waves. The overall mood is peaceful and contemplative.

Values into Action

Consider values you have
seen in workplaces or
schools

Can you remember them?

Do you understand how to
do them?

Actioning Our Values

What are the actions of a value?

For instance, how do you do respect?

Let's show our communities how to action our values!

Celebrate when people demonstrate the behaviours, attitudes and language that you have articulated.



What is the difference between a bystander and an upstander?

- A bystander is someone who is present at an event or incident but does not take part.
- An upstander is a person who speaks or acts in support of an individual, particularly someone who intervenes on behalf of a person being attacked or bullied.



Upstanding – a common example



Watch here: <https://www.youtube.com/watch?v=RC6Ij7s5yRo>

Upstander Debrief

Would you act in this case? And if so what would you say?

What are some factors that might prevent someone from becoming an upstander?

Notice his comment “ ‘WE’ could’ve done the right thing”. What do we think about that?



The D's of Bystander Activation

Direct

Where we become directly involved with a situation

Delegate

Where we recruit others to assist with an intervention

Distract

Where we distract the perpetrator from what they're doing

Document

Where we assist the victim to report the scenario/ act as a witness

Delay

Where we approach the perpetrator later and hold a conversation about their behaviours in a non-shaming and compassionate way

Demonstrate

Where we uphold and model healthier traits of masculinity in our lives so our peers can witness the kind safe and fair treatment of others



“Legend” NZ Anti-drink driving campaign



Watch here: <https://www.youtube.com/watch?v=CtWirGxV7Q8>

Ghost Chips
Debrief

Breaking down the Clip, what kind of pressures did the boy anticipate that caused hesitation to upstand?

Once he found the courage, what happened?

Understanding Fight/Flight/Freeze



SAFE Response

How about this formula....? We call it a SAFE response.

Safety – Yours... If in doubt wait until it is safe to assist the victim

Approach – work out when you are going to talk to them. The delay tactic

Fair – explain why you don't think it's fair

Equality – “We are all equal”. “None of us is above the other.” “No one should be treated as less than.”



Seven Tips for Calmer Classrooms

1. Create a safe environment
2. Model and promote healthy masculinities
3. Establish pre-emptive discussions with students and staff
4. Look beyond disruptive or oppositional behaviour
5. Use responses [consequences] to be compassionate and to create a learning opportunity.
6. Generate class discussion around put-downs
7. Avoid shaming or ignoring Man Box behaviours/language

