

Mentoring Program for High School Age Boys.

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Processes of Research and Engagement

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Some Facts

In America today, 1 in 5 women are sexually assaulted (1). The number of rapes each year is estimated to be between 300,000 (according to the Department of Justice) and 1.3 million (according to the Center for Disease Control). 54% of rapes are not even reported (2). America ranks 14th in the world for rape (3). Age does not matter: 15% of victims are under the age of 12 (4). Gender does not matter: 3% of those raped are male (5). 97% of rapists never go to jail (6). It is widely believed that 50% of rape accusations are made up but the truth is that only 2-8% of accusations are false; the same percentage of false claims as any other crime (7). We have a problem.

Introduction

This paper will look at the problem of sexual violence towards women, examine some of the causes, and offer steps that can be taken to help. I will outline existing programs that seek to help and are aimed at middle and hi school students and I will offer my own program that I developed based on my research. In the end I will make a recommendation for what I believe is the best way to proceed.

The problem of rape and sexual assault is not just a problem for women; women are not the ones raping. The problem is a male one because it is the men that are raping and the world will not be safe for women until that stops. Eliminating rape and sexual assault will never happen but the number of attacks can be reduced and the world can be a safer place. We, as a society, need to take a stand against sexual assault and work together to change the culture of rape. We need to educate and mentor our boys and young men to help them reach a manhood that respects

and protects women. We need to reach not just those at risk for committing violent assaults but also those who stand by and say and do nothing. Bystanders need to get involved, they need to be taught and emboldened to take a stand and potentially stop a sexual assault. Women should not live in fear from 50% of the population.

There are steps that girls and women can take to reduce some of the risk but it is not in their power to prevent rape. Women can be aware of their surroundings and the people they associate with, avoiding known risky places and dangerous people and they can be very conscious of the role that alcohol plays in many of these attacks but it is not within their control; it is not because of their behavior. Women do not “ask” for it. If they asked for it, it being sex, then it wouldn’t be rape. That is how consent works. Women are raped because there are rapists. Rapists come from all walks of life. They come in every color and every class. They are strangers and friends; even family. There is no safe group or safe place.

As I looked around our world and began to research the problem of sexual assault, I discovered that a large segment of our boys and young men are struggling and in search of an identity as a man. With no clear message for many of them at home these young men are left to figure it out by themselves. Filling the void is our rape friendly culture and mass media including entertainment and sports. Culture and media are so powerful that even those with a solid upbringing can begin to question what is right and how one should act and behave. It is well known that people are influenced by the company they keep; for good or ill. So much of our culture is hostile towards women that one can see how a young man might start to believe that he is entitled to treat women as an inferior to be exploited. Rap music is infamous for its misogyny. In the recent film “Straight out of Compton” the story of the rap group NWA was brought to

life... without Dr. Dre's history of violence against women. The lyrics of some of their songs are appalling and indefensible. But they are admired for being real and if they are real then that is a problem. Football players are routinely accused of rape and assault but in our rape friendly world, filled with sports idolization, most go free and are offered millions of dollars to play ball before cheering fans. It goes on and on but even more troubling is the disconnect between what men think is okay and what is actually rape. A recent college survey found that "one in twelve men admitted to having committed acts that met the legal definition of rape. However, 88 percent of men whose actions came under the legal definition of rape were adamant that their behavior did not constitute rape." (Katz, 2006, p. 25) We have a large portion of our male population that does not even understand what they are doing is criminal. They need to be educated and the assaults need to stop.

I know how traumatic rape can be. I have seen its effects. I have friends and family members who have been raped, choked, and drugged. Some of these women were only teens at the time of their attack. Some have been raped more than once. I am sick about it and I want to take all the pain away but I can't. I want to keep them safe but I can't. I want to make the rapist pay but I can't even do that. But I must do something, something that makes the world a little safer for our girls and women.

What can be done?

After a great deal of thinking and research I have come to believe that the best way for me to help is to work with boys and young men as a mentor. A mentor is an advisor, counselor, and guide. Mentoring has been proven effective. Mentoring programs started around 1900 during the progressive era as a way to help struggling youths. The programs were started by charity groups and the most famous of these programs was and is, Big Brothers, now Big

Brothers Big Sisters (BBBS). Today there are 2.5 million youths in mentoring relationships, the biggest one being BBBS. There are two kinds of mentoring relationships: informal and formal. Informal mentoring comes with existing support adults like teachers, coaches, and family friends. Formal mentoring is structured and comes through programs at school, afterschool, religious organizations, and government funded programs like BBBS (*Vulnerable Youth*, 2015, p. 4).

Mentoring programs work. A 2002 study found improved educational outcomes including reduced number of school days missed, improved grades, and higher college graduation rates. Negative behavior decreased with fewer violent incidences and fewer crimes committed overall. Mentoring has also been show to improve social and emotional development. Youths that are mentored have improved positive attitudes about the elderly, the future, and with helping behaviors (*Vulnerable Youth*, 2015, p. 6). Another benefit of mentoring is that it can be set up so that mentored individuals begin mentoring others and process can maintain itself over time and spread.

There are other approaches to dealing with this issue. The first way is through informational and educational lectures and workshops. There is a great deal of good, powerful information in these programs but they are limited by time. A typical program lasts from an hour or two on one day to a several hours spread over a couple of days. These programs typically do not engage students on a one on one level and the research indicates that they have very little lasting effect. There is a strong correlation between the amount of time spent with students and the success of the program. There are no short programs that I am aware of that have demonstrated lasting success meaning beyond several months. Programs that do show lasting results are those that last at least 6 sessions for an hour a session. There are a couple of those that

I will look at and they rely on an educational curriculum for their bases. Mentoring is designed to be a long term investment involving a growing number of mentors. Time does correlate to change.

My idea is to establish a mentoring program for boys and young men that would work in conjunction with middle and high schools. It would begin as a pilot program at the school in which I currently work and then it could be taken to other schools when it is ready. There are already programs out there that attempt to deal with these issues and they have different approaches and success rates. I have tried to look at as many programs as I can and from that research I feel that the concept of mentoring is a proven approach and a common element of many programs. When done well the effects of the mentoring should become part of the school culture with the older mentored boys influencing the younger ones supported by an informed and involved faculty and staff.

Why am I qualified to do this?

My background is in the arts and education but I have also spent years in the construction trades. I have worked with boys and men from very diverse backgrounds. I am also the father of two boys and two girls. Through my sons I became involved in scouting. I volunteered as a den leader, cub master, and assistant scout master in the boy scouts before breaking away from the scouts to co-found a new co-ed high adventure outdoor group called the wanderers. For seven years we would meet on Saturday nights to plan trips and just hang out. Every month, year round, we would head out on an adventure. I served as the leader and my challenge was to analyze where the kids were at in terms of needs and to plan adventures and experiences that would continually challenge them and help them grow and develop. As the Wanderers grew we decided to join 4-H, the largest youth group in the world. 4-H offered advantages for both the

kids and the group like scholarships and insurance. Before long I was the vice president of the Barnstable County chapter of the program. Through 4-H I worked for U Mass Amherst to organize summer youth programs in my area.

As a teacher I have worked with children and adults, individually, in small groups, and in traditional class rooms. I am currently a high school special needs teacher and before that I was a middle school and high school substitute for three years. During that time I also worked with incarcerated youth and I have been trained to work with youth in recovery as part of my work on Penikese Island treatment center based in Woods Hole MA. As a result of all of my experience I feel comfortable working with youths, particularly boys and young men.

When it comes to starting and running programs I have a long history I have a long history. Beginning in high school I created an illustration business doing drawings of homes and making them into stationary. In college I started a landscaping company and later a sheetrock business. Then I taught myself to paint and started a fine art painting career. That became an art gallery. I also started the Wanderers and summer youth programs. I believe I can successfully create and run a mentoring program.

I am not a councilor by profession or training but for all of the reasons I explained above I believe I am experienced enough that I can do this. And one more thing: I show up. There are certainly more qualified people out there but I am the one who showed up.

What programs are out there?

The issue of violence against women and sexual assault is sadly not new. The history of mankind also seems to be the history of cruelty towards women; possibly an exaggeration but not by much. It may be hard to believe but in its time, Islam was a great step forward for

women's rights. It is an irony of history that we now look at some of the Islamic practices as oppressive towards women but that is only because the rest of the world has had to deal with some of these issues and Islam never evolved, never had a reformation. The temperance movement in this country was in part a reaction to the plight of women at the hands of men, drunk it was presumed. The women's movement of the 70's marked a true change in the history of gender relations. Women began to demand the equality they always deserved and changes began to occur. This did not happen without backlash from some men and that backlash can be seen today in those who deny the prevalence and severity of sexual assaults on women. Blaming the victim and "slut-shaming" is the response of many to the high statistics of assault and rape cases. We often use gender neutral terms to soften to spot light on men by referring gender neutral perpetrator, assailants, and attackers. It as if these attacks could just as easily have been committed by women. 99% of rapes are committed by men. Women are not rioting, raping, shooting, beating, and murdering in anywhere near the numbers that men do. Sexual assault is a men's problem and men need to be the focus of any solution.

According to the Center for Disease Control there are only two programs that have been shown to be effect in a systematic review. The two are: **Safe Dates** and **Shifting Boundaries**. (DeGue, Valle, & Holt, 2014, p. 8) *Safe Dates* by Angie Foshee and Stacy Langwick has received high grades from both the Substance Abuse and Mental Health Services Administration and the National Registry of Evidence-Based Programs and Practices (NREPP). IT is published by Hazelden and costs \$225. This includes a book with curriculum, fidelity checklist, and a CD.

Safe Dates product – Information (Foshee & Laywide, 2010)

The Safe Dates curriculum is a ten-session program that targets attitudes and behaviors associated with dating abuse and violence. Each session is approximately 50 minutes in length. Safe Dates can be flexibly scheduled (e.g., daily or weekly sessions).

Reproducible student handouts for each session are included on the CD-ROM. If you do not have time to complete all ten sessions, the curriculum has suggestions for a six-session or four-session program. It is important to realize, however, that the fidelity of the product and accompanying outcomes are best maintained by completing all ten sessions.

We have developed a Fidelity Checklist showing what must be done to ensure fidelity.

Session 1: Defining Caring Relationships

Through a bingo game and class discussions, students are introduced to the Safe Dates program and they evaluate how they would like to be treated in dating relationships.

Session 2: Defining Dating Abuse

Through the discussion of scenarios and the review of statistics, students clearly define dating abuse.

Session 3: Why Do People Abuse?

Through large and small group discussions and the review of scenarios, students identify the causes and consequences of dating abuse.

Session 4: How to Help Friends

Through a decision-making exercise, a dramatic reading, and the introduction of the "Friend's Wheel," students learn why it is difficult to leave abusive relationships and how to help a friend if she or he is in an abusive relationship.

Session 5: Helping Friends

Through stories and role-playing, students practice effective skills for helping friends who are victims of abuse or confronting friends who are perpetrators of abuse.

Session 6: Overcoming Gender Stereotypes

Through a writing exercise, small-group discussions, and scenarios, students learn about gender stereotypes and how these stereotypes can affect dating relationships.

Session 7: How We Feel, How We Deal

Through the use of a feelings diary and a discussion of "hot buttons," students learn effective ways to recognize and handle their anger, so it doesn't lead to abusive behavior.

Session 8: Equal Power through Communication

Students learn the four SAFE skills for effective communication and practice these skills in a variety of role-plays.

Session 9: Preventing Sexual Assault

Through taking a quiz and holding a caucus and a panel of their peers, students learn about the issue of sexual assault and how to prevent it from happening.

Session 10: Reviewing the Safe Dates Program

Through discussion, evaluation, and a poster contest, students will review the Safe Dates program.

Dating Abuse Play

As part of the Safe Dates program, you may want to present this forty-five-minute play about dating abuse and violence, which was written by high school drama students. Before presenting the play, consider sharing local statistics on the prevalence of teen dating abuse. Following the performance, have the actors lead discussions (preferably in small groups), with the audience about the issues presented in the play.

Consider presenting this play as a schoolwide assembly, as part of your school's drama program, or at other school or community events. You do not need professional actors. Enlist the help of your school's drama department or put on the play with your own students.

Poster Contest

Hosting a poster contest is a great way to reinforce the concepts learned in the curriculum. Posters on the theme of dating abuse prevention can be displayed in school hallways or other community buildings such as libraries, city hall or community centers, and shopping malls. Students could also use their posters when giving presentations to various school or community groups.

Parent Materials

As in every strong prevention effort, it is important to get your students' parents or guardians involved in your Safe Dates program. A letter informing caregivers of the Safe Dates program is located on the CD-ROM, as is a two-page education newsletter that you can send to parents and guardians or keep on hand, in case you need to talk to a caregiver about this issue. Consider mailing the letter and newsletter together.

For those teachers and families who choose to dig deeper into the issue of adolescent dating abuse, Families for Safe Dates is a comprehensive, research-based

program included on the CD-ROM. Families for Safe Dates includes six booklets that contain background information and activities for caregivers and teens to do together as they learn about different topics regarding adolescent dating abuse. (Taken from: <http://www.hazelden.org/>)

Improvements in dating related violence have been demonstrated at 4 years past the program.

Shifting Boundaries

Evidence Rating: Promising - One study Promising - One study

Program Description

Program Goals

Shifting Boundaries is a two-part intervention—classroom curricula and schoolwide—designed to reduce dating violence and sexual harassment among middle school students by highlighting the consequences of this behavior for perpetrators and by increasing faculty surveillance of unsafe areas within the school. This primary prevention program aims to:

Increase knowledge and awareness of sexual abuse and harassment

Promote prosocial attitudes and a negative view of dating violence and sexual harassment

Promote nonviolent behavioral intentions in bystanders

Reduce the occurrence of dating and peer violence

Reduce the occurrence of sexual harassment

Target Population

Research suggests that adolescents can experience dating violence and sexual harassment as young as sixth grade (Callahan, Tolman, and Saunders 2003). Thus, the Shifting Boundaries intervention is designed for middle school students in sixth and seventh grades.

Program Activities

Shifting Boundaries is an intervention designed to reduce the incidence and prevalence of dating violence and sexual harassment among adolescents. The intervention consists of two parts: a classroom-based curricula and a schoolwide component.

Classroom curricula

The classroom curricula has six sessions that cover 1) the construction of gender roles, 2) the setting and communicating of boundaries in interpersonal relationships, 3) healthy relationships, 4) the role of bystander as intervener, 5) the consequences of perpetrating, and 6) the State and Federal laws related to dating violence and sexual harassment. The six lessons are flexible with current school schedules and are taught over 6 to 10 weeks. Lessons are taught by trained substance abuse prevention and intervention specialists.

These six lessons use both concrete/applied materials and abstract thinking components. Two of the activities consist of students measuring their own personal space and creating 'hot spot' maps of their school that highlight safe and unsafe spaces in regard to dating violence and sexual harassment. The curriculum includes a fact-based component based on the idea that increased knowledge about facts and consequences of

one's behaviors are appropriate and useful primary prevention tools. Facts and statistics about sexual harassment, sexual assault, dating violence, and the legal definitions of all of these terms are part of this fact-based component. Students explore the concepts of laws and boundaries, consider laws as they apply by gender, plot the shifting nature of personal space, learn how to help a friend in need, and learn about other sources of help. One of the last activities dictates that students sign the Respecting Boundaries Agreement, which is tied to prohibited behaviors in the school rules.

Schoolwide intervention

The second component of Shifting Boundaries is a school-level intervention. This intervention affects the entire school building and consists of revising school protocols for identifying and responding to dating violence and sexual harassment, the introduction of temporary school-based restraining orders, and the installation of posters in the school to increase awareness and reporting of dating violence/harassment. The classroom curricula and the schoolwide intervention are linked, as the student 'hot spot' maps of unsafe areas in school are used to determine the placement of faculty or school security for greater surveillance of these areas. The building interventions are conducted on the same schedule as the classroom curricula, lasting 6 to 10 weeks (The Office of Justice Programs, 2012, p. 1)

The sturdy looked at the program 6 months out and found that there was some measurable improvement resulting from the school wide intervention but no changes were found after only the classroom program. Both Safe Dates and Shifting Boundaries focus on middle school students and in the case of Shifting Boundaries the target group is urban which may make a difference when trying to implement it in a rural setting.

While these programs show promise and may offer some important aspects I do not feel that either one is right for older teens although of the two, Safe Dates is the one that I believe has the most promise. One thing that each successful program had in common is time. Extending the program through 6-10, 50 minute sessions is a key to having an impact. Other programs that were studied lasted only an hour or so and while they may have been very well done, there was no measurable positive effects found even several months later. Any program that hopes to change behavior must be more than a one-time presentation. It must develop over multiple sessions so that the lessons can be absorbed and so that the message of how important this is can be sent to the student. If the school is willing to set aside real class time for this program it must be important and students know that.

Boys to Men, is a mentoring program for troubled boys in California. It has been proven effective by a University of San Diego study. This program trains mentors to work with middle and high school boys. They have a voluntary weekly after school meeting, mandatory in school meeting for boys referred to the program by administrators, and evening sessions open to all area boys and young men. They also have a 48 hour boy's weekend adventure.

How it works.

Every week Boys to Men mentors show up at middle and high schools to offer boys:

- A community of mentors and role models who listen, encourage and believe in them.
- A community of men who model integrity, accountability, compassion and respect.
- A community where boys are empowered to speak their truth, and encouraged to take responsibility for their choices
- A community where boys feel supported, listened to and valued.

- A community where boys see their peers are facing similar challenges, and they are **NOT ALONE** in their struggles.

The weekly meetings combine learning, fun, leadership opportunities, peer mentoring and self-esteem building exercises. All meetings are facilitated by one or more Boys to Men staff members, and supported by volunteer mentors. The group meetings range in size from 4 to 40 boys with an average ratio of 4 boys to 1 mentor.

The meetings follow a 32-week curriculum designed to help teenage boys cope with typical problems and issues at home and school, and bring awareness and intention to the important choices all boys face in their adolescent development.

Discussion topics include:

- What is your dream? What are you doing or not doing to achieve that dream?
- What kind of man do you want to be? What will you need to do to become that man
- What are you afraid of?
- What masks do you wear to hide what is really going on inside you?
- How does peer pressure affect you?
- What are you most proud of, and least proud of?
- Have you ever been bullied or been the bully?

Each meeting begins with a check-in round. A mentor models the check-in by sharing his teenage experience on that week's topic. One of the most important tenets of BTM is the mentor doesn't teach, lecture or tell boys what to do. He just tells his story and talks about the feelings he had when he was a teenager, the mistakes he made, the lessons he learned and the long-term consequences of his actions.

This approach gives the boys permission tell the truth about the challenges all teenage boys face, make their own decisions on how to deal with those challenges, and begin to take responsibility for their choices and the consequences of their actions.

Every third week the after school groups participate in a fun, physical activity like dodge ball, touch football or basketball. Playing together is an important program component that deepens the connection between boys and mentors.

After 12 weeks of group meetings the boys and mentors are invited to attend the boys Adventure Weekend. This powerful weekend experience further deepens the trust, and connections between boys and their Mentors.

Additional program elements include bi-monthly weekend activities, including community service projects, fishing trips, football games, campouts, and leadership development weekends. (Boys to Men Mentoring, n.d., p. 1-2)

I admire the commitment to changing the lives of these boys through this program. It all hinges on the ability of the mentors to form relationship with the boys and through that have them open up and grow in a positive direction knowing someone cares. I think there is a lot to learn from this program. I appreciate how they focus on the identity, fears, and concerns of the boys. If we are going to ask people to behave at a high level we need to talk about the things that are affecting their lives in a negative way. There are many other programs out there and one that stands out to me is called **Mentors in Violence Prevention (MVP)**. This program was created by Jackson Katz and is one part of a larger approach that includes programs for high school, colleges, college athletics, professional sport, (including the **New England Patriots** and the **Boston Red Sox**) the Defense Department, and leadership training. This is an evidence based

program and has been proven effective in terms of knowledge and awareness. Below is the outline for high school .<http://www.mvpstrat.com/mvp-programs/high-school/>

MVP is a bystander-focused gender violence and bullying prevention approach that is especially well-suited to high school settings.

For the past 20 years, dozens of schools and school systems in Massachusetts, Iowa, Colorado, Montana, Washington, and elsewhere have utilized MVP.

Hundreds of educational institutions with diverse school-based populations of boys and girls, men and women have implemented MVP in mixed-gender and single-sex formats. In addition, MVP curricular materials are used in violence prevention, conflict resolution, and health and wellness classes across the U.S. and around the world.

It is important to note that although it began in the sports culture and retains some sports terminology, MVP has long worked successfully not only in athletics but with general populations of high school students in many diverse institutional settings.

Implementation Options

MVP high school trainings empower students to take an active role in promoting a positive school climate. MVP can be implemented as a component of existing student leadership or mentorship programs. It can also be launched as its own school-wide initiative.

Leadership training.

Leadership training is a key component of MVP's approach to gender violence and bullying prevention, so it is natural to incorporate MVP training into existing high school leadership programs. For example, students who are athletic team captains, students who are active in mentoring programs, as well as student government officials or

officers in student organizations can receive intensive MVP leadership training. These trainings can range from a half-day to a full day or even more. The length and scope of these trainings is customizable to meet each school's needs.

Systematic school-wide training.

When a high school implements MVP systematically, the process typically starts with a two or three-day training of trainers, in which teachers, coaches and other professionals are taught MVP philosophy and methods. These professionals subsequently train students — juniors and seniors — to serve as “mentors” to incoming ninth grade students inside and outside classroom/workshop settings.

The student MVP mentors then lead younger students in interactive dialogues about what they can do in response to a variety of abusive and potentially abusive situations.

The heart of the trainings consists of role-plays intended to allow students to construct and practice viable options for active bystander intervention in response to incidents of harassment, abuse, or violence before, during, or after the fact.

Students learn that there is not simply “one way” to confront harassment and abuse, but that each individual can learn valuable skills to build their personal resolve and to act when faced with awkward, difficult, or threatening situations.

Because Facebook, Twitter, Instagram, and other forms of social media play a central role in the social and relational life of teens, MVP trainings also focus on cyber-bullying and other ways social media technologies can be misused – and the responsibility of bystanders to interrupt or intervene when peers cross the lines.

One of the most powerful aspects of the MVP program is the wide-ranging discussions we facilitate about gender norms and gender relations, including discussions about what sorts of behaviors are healthy inside and outside of relationships, and which cross the line and become unhealthy and/or abusive. MVP mentors are not expected to be “experts” on these matters, but are instead trained to help facilitate interactive dialogues about how everyone can play a role in interrupting and challenging abusive behaviors, and supporting victims/targets. MVP mentors are also trained to be a referral resource to students seeking more information or support.

MVP playbooks and trainer’s guides are customizable for diverse populations of students. Currently, [materials are available](#) for high school boys and girls. In some cases, these materials can be used with middle-school students as well. (MVP classes and workshops with middle-school students are typically conducted by MVP mentors who are high school students).

Faculty, staff and administrator training.

MVP Strategies trainers conduct professional development training with school personnel, either in tandem with or independent of system-wide implementation training for students. These trainings for educators include immersion in the philosophy and methods of MVP, as well as leadership training that focuses on the role of adult professionals in creating and sustaining a school climate that discourages abusive behaviors of any sort.

The combination of mentoring and a structured curriculum has been proven effective and seems to me to be the best approach and the one that could most easily be implemented in a high

school and in sports programs. The more I thought about this program the stronger it seemed. The key for long term change is the school-wide training. MVP trains adults to mentor older students who then mentor the younger ones. In this way everyone is involved and the culture of the school changed. If this program is implemented properly and there is an ongoing effort to maintain it then the positive effects can be expected to last beyond high school and that is really the goal; to change long term behavior.

I think that each school or group has its own set of issues that need to be addressed and one program will likely not work everywhere equally well. An urban school with high rates of at risk youths will have different needs than a small suburban charter school like I work in. A program that I might suggest for my school would not be the same as I would advise for some of the other, larger public schools in my area. The key to creating programs is to have options and a sense of what approach is best for the students in a particular school.

Key Figures

There are a few individuals that I have come across in my research and each of these offers something important to think about.

The first person I heard about is **Jackson Katz**. He is a writer, lecturer, and activist in the field of sexual abuse and violence. He stands out for his commitment to making this country a safer place for women. The focus of his work is actually on men. He sees the epidemic of sexual violence not as a women issue but as a men's issue. He works with groups across the country including businesses, sports teams, and the military. His premise is that our boys and men are struggling and modern culture is not helping. He challenges attitudes and behaviors with a

special focus on how we use language to shift blame on to the victims of sexual assaults and off of the perpetrators, men. He has an educational video, *Tough Guise: Violence, Media, and the Crisis in Masculinity* which looks at the messages men receive from the media that while not causing bad behavior, encourage and support it. He argues for media literacy as part of the solution. He has written an important book on the subject called *The Macho Paradox: Why some men Hurt Women and How All Men Can Help*. One of the areas that Katz targets is the role of the bystander. It is not just enough to tell men not to abuse, we must create a culture that will not tolerate it. Katz is the founder and director of MVP which he started in 1997. His website is www.jacksonkatz.com.

Kevin Powell is an acclaimed political, cultural, literary, and Hip Hop voice. He has written 12 books and lectures on a wide range of cultural and social issues. One of his passionate focuses on the issue of men's violence towards women.

(CNN) "About a year ago, I began a quiet one-year residency at a prestigious American university, invited because there were endless allegations by female students about rape and other forms of sexual assault by fraternity members and male athletes on campus. School administrators were red-faced and eager for outside help.

My task: work with young men on campus and get them to rethink what manhood means, in a way that would lead, hopefully, over time to their viewing women and girls as their equals. If we were lucky, a few of these male students would become vocal allies in the work to end gender violence, particularly since the vast majority of cases involve men and boys attacking women and girls in some way, in the U.S. and on our planet."

Why one activist thinks we need a men's movement

By Kevin Powell, Special to CNN

Updated 10:06 AM ET, Mon October 19, 2015

After reading the full article I called Mr. Powell and interviewed him for this paper. He was very gracious and kind. He said he was on his way to work with a private school in Connecticut to help the administration create a program similar to what I outlined. He offered to work with me as I progressed at no cost. He just wanted to help. When this paper is complete I will be sending it to him for comment.

<http://www.kevinpowell.net/index.php>

SueEllen Hamkins, is the creator and author of *The Mother Daughter Project*. This project has at its base a simple idea: that mothers and daughters need not have a difficult time during adolescents as many assume they must. The key is community built through dialogue. The group starts as a mothers group and after they have met for 5 or 6 months and really gotten to know each other, then they will bring their daughters. The project is about support and mentoring for the mothers and daughters. Community, support, and understanding are the keys and it has been very successful. Groups can be started anywhere with only a few guide lines. Hamkins' newest book is *The Art of Narrative Psychiatry*. This book examines how to help people by creating a new narrative for their lives. The idea is to build upon the things that are working rather than focus on the problems. The way in which Hamkins works with people is important in the mentoring process. It involves building relationship, communities, and build on what is working and good. <http://suellenhamkins.com/site/>

Partners

In order for this program to work it must be implemented and that will not happen without partners. First and foremost is the school administration if indeed it is to be run during school. That means the principal, superintendent or executive Director, and other key administration

figures. Student support people like councilors should also be involved. Depending on the final construction of the program it may also require the assistance of other teachers.

No program of this nature will get far if parents are not involved and supportive. Depending on whether the program is voluntary or mandatory this will have effect the importance of parental cooperation.

The program in outline

The outline I have is based on the dynamics and needs of the school that I work in, Sturgis Public Charter School, Hyannis MA. Sturgis is an International Baccalaureate (IB) school and is the highest ranked high school in MA and routinely one of the 50 best public high schools in the nation. Sturgis has 2 campuses, East and West serving about 800 students at a time. Admission is by open lottery as Sturgis is IB for all including those with special needs. Over all the students at Sturgis are about as well behaved as one could hope for and while there is no crisis or obvious problem with sexual assaults the students live in the community where these things are prevalent and there are girls in the school who have been victims of sexual assault and rape. In addition, these students will all leave high school one day and they need to be prepared for the world. It is wonderful that they are being taught academics at a high level but if they cannot be taught to care for each other and respect each other then we have failed them. I chose Sturgis to work with because I am familiar with the school and its students and the administration has agreed to hear my proposal. I also believe that a mentoring program fits nicely with the IB learner profile: Inquirers, open-minded, knowledgeable, caring, thinkers, risk-takers, communicators, balanced, reflective, and principled. At this time I am only proposing to pilot the program at the West campus.

My research indicates that an effective program should do the following:

1. The program should build on the informal mentoring already taking place and add a formal component of structured mentoring.
2. The program should use a systematic school-wide approach outlined in the MVP program.
3. The program should take place during the school day. This sends the message that the effort is important and should be treated as such. It reaches all of the students as they are already in school. IT also makes it workable for faculty to work this into their schedule without adding to their workload.
4. There should be some form of curriculum with which to work from.
5. There must be 6-10 sessions for maximum effectiveness.
6. The groups of boys should be kept small; 13-15 is a workable number. Boys to Men sometimes meet with 40 boys at a meeting but the ratio of mentors to boys is 1 to 4.
7. The base of the program needs to be about the healthy relationships between the mentors and students, and older students with younger students.

Because this is a new program the administration suggested that it only include the senior boys and that it does not take away from class time. With this in mind I consulted with two other teachers and they thought that we could divide the 39 boys of the senior class into 3 groups of 13. We would meet during advisory (advisory is a 30 minute block of time that meets twice a week, This time is set up as productive information and education opportunities that fall outside of regular classes). Groups would meet twice in a week and then the next group would meet twice the next week and so on in a rotation. Meeting twice a week with the same boys allows the mentors to begin a conversation, let it settle, and then finish talking about it during the second

meeting. Because of the school calendar it is likely that each group could only meet 8 times. This is not ideal but it is possible. The plan is to try this and then evaluate to see if it is worth continuing, expanding, or canceling.

Three adults would run the meetings giving us an almost 1 to 4 ratio with students. That part is ideal. The program should be mandatory because it again sends the message that the school takes this seriously and because the boy who might need it most would likely be the ones who would rather not participate. The Sturgis does this for other programs such as the drug awareness and sexual awareness programs. These programs are very good and meet with students several times in one week. Issues that come up in those programs could be discussed and expanded upon during the mentoring. The following outline of sessions is reflective of the need to have a structure while also being flexible enough to follow the needs and interests of the boys. I would not want to shut down a productive conversation just because the lesson plan says to.

In preparation for the program there should be an informational meeting with all faculty and staff so that an informed, supportive environment can be created. The goal extends beyond just affecting the students that are mentored. Ideally it creates a school culture that supports the respectful treatment of girls and women with each mentored group in turn mentoring other students.

The sessions might go as follows:

1. Personal introductions as needed and an explanation of the program. Discussion of what defines a man.
2. What kind of man do you want to be? What do you need to make that happen?
3. What are you afraid of? What are you most proud of?

4. Issues with media and the images of men and women.
5. Relationships and views about girls and women.
6. What is consent? What are the facts about sexual assault?
7. The role of the bystander. Have you ever had to take a stand? Being a role model for younger students.
8. Review past discussions, questions and thoughts. Where to find out more.

Each session should start with a brief check in. Time is limited but it is important to hear what the boys are thinking about. There are a number of handouts that I would consider using and I would have some brief home work that I would ask the boys to do. I do not want to add to their burden but it is important that during the weeks when we are meeting with the other groups they have some reminder of what we were doing.

I do not expect to do much more than touch on subjects but in this limited setting I hope we can start the conversation and when they see these ideas in other contexts they will be able to build on what we have begun. My hope is that this will be enough to show that the program has potential and that it deserves to be expanded. While this program is focused on boys I strongly believe that there should be a similar program for the girls. I do not believe that I should be the person to lead it but I would be happy to help and to share what I know.

Final recommendations

I started this investigation with the idea of starting a program from scratch if necessary but what I learned is that there are a number of good programs already out there. As I read through them I began to incorporate what I considered to be the best elements into my own program It is my

belief that the program I have outlined will be helpful. However, as it is a new program and I have never done this before I recognize that it will be a work in progress and that is not ideal. I feel that the best course of action is to start with an existing plan and make adjustments as needed to create the best fit for our school. The program that stands out to me as the best long term approach is MVP. It has a proven record of success and it is appropriate for boys, young men and adult males. The program can also be used for girls and women. MVP recognizes the role we all play in preventing sexual assault and bullying and uses mentoring to prepare boys and men to stand up for what is right; to change the culture through positive behavior. The program acknowledges that while 99% of assaults are perpetrated by males the program does not treat all of them as criminals but rather as part of the solution. MVP tries to create a sense that men can be a solution to the problem through positive behavior. I recommend the MVP program as a place to start.

Resources

There is a great deal of resources available for those interested in the issues of men's violence towards women and in mentoring. Here are a few that I have found useful.

Mentor, The National Mentoring Partnership. <http://www.mentoring.org/>

This website has the most comprehensive collection of mentoring related material that I have found. It includes generic manuals for starting a mentoring program, running a program, and evaluating it. It is the place to start.

The Office on Violence Against Women <http://www.justice.gov/ovw>

This is the federal government website on violence against women and it has a wealth of resources.

Breaking the Silence, Huffington Post

<http://www.huffingtonpost.com/news/breakingthesilence/>

This website has the latest news about the issue of sexual violence.

Sexual Violence: Prevention Strategies, CDC.

<http://www.cdc.gov/violenceprevention/sexualviolence/prevention.html>

This is from the Center of Disease Control and as such contains important information.

Boys to Men <http://boystomen.org/>

MVP Strategies <http://www.mvpstrat.com/>

Kevin Powell <http://www.kevinpowell.net/contact.php>

Safe Dates <http://www.hazelden.org/web/public/safedatesabout.page>

Shifting Boundaries <https://www.crimesolutions.gov/ProgramDetails.aspx?ID=226>

Cited Facts

1. <http://www.cdc.gov/ViolencePrevention/pdf/SV-DataSheet-a.pdf>
2. <http://www.rainn.org/get-information/statistics/reporting-rates>
3. <http://www.nationmaster.com/compare/Australia/United-States/Crime>
4. <http://www.rainn.org/get-information/statistics/sexual-assault-victims>
5. <http://www.rainn.org/get-information/statistics/sexual-assault-victims>
6. <http://www.rainn.org/get-information/statistics/reporting-rates>

7. <http://www.nsvrc.org/publications/articles/false-reports-moving-beyond-issue-successfully-investigate-and-prosecute-non-s>

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