MVP MENTOR

TRAINING GUIDE

MVP MENTOR TRAINING GUIDE

Introduction:

This document will guide Mentor Support Teams to deliver mentor training. The mentor training PowerPoint presentation that gives structure to the training is embedded within the guide, with accompanying notes and supplementary information. In addition, the guide details a number of activities which both support mentor development and understanding, and the overall aims of the MVP programme.

In order to support consistent delivery of MVP throughout your area, It is requested that Mentor Support Teams do not deviate from the structure outlined, although training can be supplemented with trainers' examples, or knowledge, of the issues that are discussed within the programme.

The PowerPoint presentation within this guide outlines a 2-day Mentor training programme.

Other ways to deliver this training would include breaking the timetable into half day session.

Programme Aims:

The aims of mentor training are:

1. To introduce participants to the MVP model and key activities used;
2. To explore the five Core Components of the MVP programme;
3. Through discussion, to raise awareness of the issues discussed within MVP;
4. To provide participants with the opportunity to practice delivery of sessions;

5. To develop participants' group work and facilitation skills.

Training Preparation:

As always preparation is important and you should identify your training venue and equipment availability early on. Dependent on the number of mentors you are training, access to two rooms on day 2 will allow you and your fellow trainers to split the group for practice delivery and feedback. One room must be large enough to comfortably seat the whole group (cabaret, or horseshoe with break-out tables), and the second should comfortably hold half of the group.

You will need access to a laptop, projector and screen, and audio equipment for the duration of the training (in each room if using two on the second day) to enable you to show short film clips.

You will also need:

Flipchart paper and stand (two on day 2 – one in each room); Marker pens, including red pens; Blu-tack; Post-its

In addition, the following documents should be pre-printed for training:

1. MVP Playbooks (1 per participant)
2. MVP session plans for scenarios that will be delivered by participants on day 2

Disclosure Protocol:

The sad reality of the dynamics of domestic abuse, as gender-based violence, is that women are far more likely than men to be victims, with 82% of disclosed cases citing a male perpetrator and female victim. The UN suggests 1 in 3 women will be the victims of some men's violence in their lives.

This means that the likelihood is that some of the participants on your course will have direct experience of some of the topics you will be discussing, either as a victim, witness or even perpetrator.

Boys can be, and are, survivors of abuse as well. Due to social stigma, boys are far less likely to disclose being abused, and in many cases other boys laugh when they do disclose. This is generally because they do not think he is serious. This is often hard to gauge, but provides you with an opportunity to talk about the prevalence of boys who are abused as children (overwhelmingly by men that the family trusts such as uncles, cousins, close family friends, etc.). Follow similar procedures should a male member of your course become affected during your training.

Any disclosures need to be acknowledged and validated but we must always remember that MVP is a primary prevention programme and not equipped to appropriately address survivor counselling needs or treatment. In addition to following Child Protection procedures, here are a few key steps to follow:

1) If a mentor leaves the room crying or upset, quickly check in with your co- facilitator and follow the mentor out (this only needs to be eye contact between facilitators).

2) Ask the mentor if they would like to share what made them this way (they may be reluctant to talk with you or begin pouring out their story).

Listen and reinforce that they is not alone nor to blame for what has been done to them. Ask if they have talked with anyone about this before and encourage them to do so. Let them know that they are welcome to come back to the training (often the more empowering pieces of the training can have a positive effect on survivors, providing them with confidence and skills to recognise and process abuse) but that they are not required to do so.

3) At the conclusion of the training, reinforce to all mentors that these issues are real, impacting people in their midst, and that they need to be careful in how they approach peers about the situation. They may not be ready to talk about what happened. After the training, check in with your co- facilitator and whether there needs to be any follow up.

MVP Training Structure

The training structure supports the facilitated discussion approach of the MVP Programme, and aims to promote understanding of the keys concepts that MVP is based on, namely:

1. Developing Leadership
2. Using a bystander approach
3. Exploring violence through a gendered lens
4. Recognising the scope of violent behaviour
5. Challenging victim blaming.

Gender and the impact of media are very much core principles contained within all aspects of the programme. Power and control are at the heart of many issues discussed, and the use of media supports questions on why particular behaviours exist in our society.

MVP TRAINING

DAY ONE

Registration – Pre course evaluation Welcome

1. Background to MVP
2. Training Aims
3. Values and Introductions
4. MVP Goals
5. MVP Core Components

Exploring Violence Through a Gendered Lens Leadership

Break

Using a Bystander Approach

Recognising the Scope of Violence Recap and any questions

Lunch

MVP session: PARTY

Challenging Victim-Blaming and Core Components Recap

MVP session: WHAT DID I SEE?

Allocation and preparation of scenarios

Close

Day Two

Recap day 1, questions and reflection / observations MVP Playbooks

Final delivery planning

Mentors lead session (1 & 2)

Break

Mentors lead session (3, 4 & 5)

Lunch

MVP Topics

Closing reflection.

SLIDE 1

ACTIVITY

As participants arrive, give each 2 post-it notes. Ask them to write a HOPE for the training on one post-it and a FEAR on the other, and place them on the corresponding flipchart. This will enable trainers to ensure you are addressing the points individuals hope to take from the training, and potentially alleviate any fears.

INTRODUCTIONS:

The purpose of this is to establish credibility and common ground, and to communicate the training dynamic as a safe sharing environment.

Introduce yourselves. Consider using first names during mentor training. Sharing the training experience helps to strengthen relationships between Mentor Support Team staff and senior mentors. Bring ‘yourself’ to the training - you hold a professional role which the mentors will already be familiar with, but you may also be a mother, father, brother, friend or work colleague. Don’t be afraid to show some of your real self throughout the

training. Inform the group that they will have an opportunity to introduce themselves shortly.

MVP BACKGROUND:

The MVP model was developed in the States by Dr Jackson Katz and uses a peer education and bystander approach to tackling gender-based violence and bullying behaviour.

Tell the group that the MVP Programme has been successfully implemented in parts of the United States and in Scotland.

Tell the group that the programme promotes a range of discussions on subjects like: bullying, knife carrying, hate crime, domestic abuse and rumours. Let the group know that the programme identifies young people as the solution rather than the problem.

Ask the group – **Why do young people like you come to school?**

You will get answers such as: to pass exams, get a job or go to university. Whilst these are all right ask the group to consider what might prevent young people being successful at school.

You are looking for them to consider the relationships they are in. These could be peer or intimate relationships.

Suggest to group that if you don't feel safe in these relationships you won't learn. Inform the group that following completion of training, they will be MVP mentors who can deliver peer education opportunities for younger peers.

Slide 2

This training will provide mentors with the knowledge and skills to deliver MVP sessions to younger peers.

1. INTRO TO MODEL & ACTIVITIES: Today you will explore the core components of the MVP programme and look at the structure of the sessions.
2. OPPORTUNITY TO EXPLORE AND DELIVER MVP ACTIVITIES AND SESSIONS: Later this afternoon, mentors will work in small groups to plan delivery of a session for others in the group, and later tomorrow we will get a chance to look at all topics currently covered within the MVP programme.
3. FACILITATION & GROUPWORK SKILLS: We will have a chance to do a couple of activities which will develop mentors' facilitation skills so they feel prepared to work with their group on the MVP sessions.

Ask mentors to introduce themselves, telling the group their name and why they want to be an MVP mentor.

You may have them add the last piece of music they listened to. This just breaks the ice and helps get the group talking.

Slide 4

The MVP Programme provides a platform to discuss a range of behaviours and attitudes that contribute to abuse and violence. The reality of the issues that you will be discussing are that they are prevalent across the country.

It is likely that within your mentor group you will have victims of violence, and survivors of rape and domestic abuse. It is also likely that you will have individuals who have perpetrated abuse and violence whether knowingly or not.

It is also possible that your group will include individuals who hold beliefs that appear to contradict a lot of the teaching that you are going to deliver in your training. It is important therefore to establish certain rules for the training environment that protect those who have been affected by these issues as well as allowing individuals to express their views without feeling judged.

Remember your role is to engage an audience. Never impose your views on another. For them to change they have to see the issue themselves.

The establishment of a group agreement for training will:

1. Create a safe environment to support discussion and learning
2. Ensure that the needs of those affected by abuse are considered

Ask participants: This training will explore your personal opinions on a range of issues. Remember that we won't all agree on everything all of the time. Why is it important to create a group agreement for how we will work together during these training days?

Reponses will reflect the nature of discussion and may include – respect for others, potential for victims, not everyone has same views / level of understanding on issues etc.

ASK - With that in mind, what are some of the things you would like to have on our Group Agreement?

Ask the group to shout out some ideas for this agreement for the training. You should note these on a piece of paper and display in a very visible place for the duration of the training.

Explain to the mentors that given the content of the programme and the potential for some personal experience in the room, if someone appears upset or leaves, a member of staff will pop out to check they are ok ... so if they are just going to the loo, to please let you know so you don't follow them!

END DISCUSSION by suggesting to participants that this is a key activity which they, as mentors, will establish with the younger pupils they facilitate sessions with.

Tell the group that you will be demonstrating some of the key MVP activities that they in turn will deliver to young pupils in the school.

Slide 5

Key Points:

The MVP Programme provides a platform to discuss a range of situations and behaviours which many of our young people are dealing with in schools and in their communities on a regular basis.

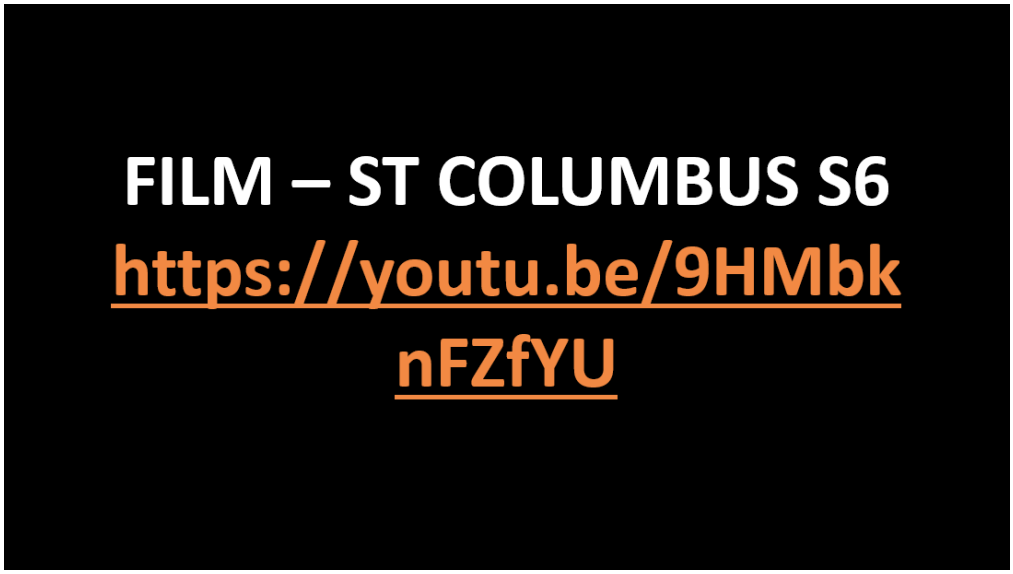
Many people believe Bystander programmes are only about giving people intervention options, however this isn't the main aim of MVP. If people don't identify a problem they won't see a role for themselves as a bystander so the aim of MVP is first and foremost to raise awareness of the issue whether that is bullying, sexting or rape, challenge their thinking through MVP activities that bring a different perspective and ask the 'why' questions during discussions. This awareness raising, challenging thinking and open dialogue aims to inspire leadership to intervene safely.

MVP provides an opportunity for us to:

1. **Raise awareness** about the potential harm of some of these situations

2. **Challenge thinking** in a constructive and non-judgemental way
3. **Open dialogue** which encourages young people to consider responsibility for themselves and their peers. MVP creates safe spaces to discuss a variety of issues and allows participants to identify with the healthy attitudes within the group.
4. **Inspire leadership** to promote healthy and safe learning environments. MVP sessions seek to provide participants with knowledge and safe options to help them support and/or challenge their friends.

Slide 6



Film lasts 2 minutes and 30 seconds

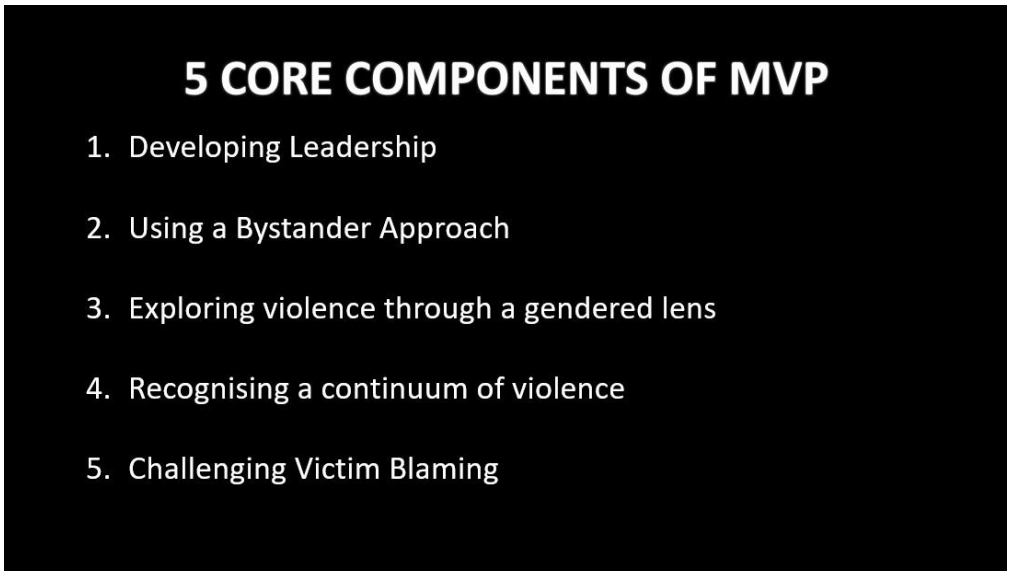
Tell the group that this film was made by a group of MVP mentors from a school in Scotland.

Following the film ask what participants thought of it.

Ask participants: Do you think we have young people in our school who feel excluded like the boy in that film?

MVP has potential to create spaces for some of our more vulnerable young people, and to change the culture and ethos in a school to create more inclusive and welcoming environments.

Slide 7



Tell the group that these 5 components run through the MVP Programme.

This training will take you through each of these. Tell the group that the reason we follow these components is to ensure that we can get the best results from the programme.

Slide 8

Tell the group that first and foremost MVP is a leadership programme. It is recognised that standing up to abuse takes courage and involves a range of skills and attributes that take place within the concept of good leadership.

MVP is a leadership programme encouraging individuals to be active bystanders in situations where others will often walk away or remain silent.

Through peer education, MVP encourages the development of positive role models who are empowered to support and challenge peers.

Strong leadership is paramount to the prevention of gender-based violence and bullying behaviour.

Slide 9

ACTIVITY – LEADERSHIP SKILLS & QUALITIES

Activity Notes:

Ask the group: What makes a good leader?

Flipchart responses – likely responses will include: lead by example, strong, good listener, approachable, respected etc.

NOTE - **Ensure courage is included.**

ASK - If we are here to talk about preventing gender violence and bullying, why would we ask you about leadership?

Most of the things we will be asking YP to do in this programme, not everyone is willing or prepared to do. It takes leadership – it takes courage, resilience and strength of character to support peers, but more importantly to challenge unacceptable behaviour.

Slide 10

The film clip shows the leader of the Australian military, General Morrison.

He made this clip in 2013 after a number of male recruits were found to be sharing indecent images of female colleagues across forces networks and email systems.

The film lasts 3 minutes 6 seconds.

After clip, ask participants:

What are your thoughts on what was said by General Morrison?
Ask group to identify what groups of people is he speaking to. You may get responses which say “everyone” Whilst this correct try to get groups to focus on what types of people is he speaking to directly here.

You are looking for: victims, perpetrators and bystanders.

What is he saying to the perpetrators / victims / bystanders?

1. The behaviour is unacceptable,
2. he won’t condone it,

3. people should ‘speak up’, he has their back etc.

General Morrison is creating a safe environment within his organisation where he is very clear about what behaviour he deems unacceptable.

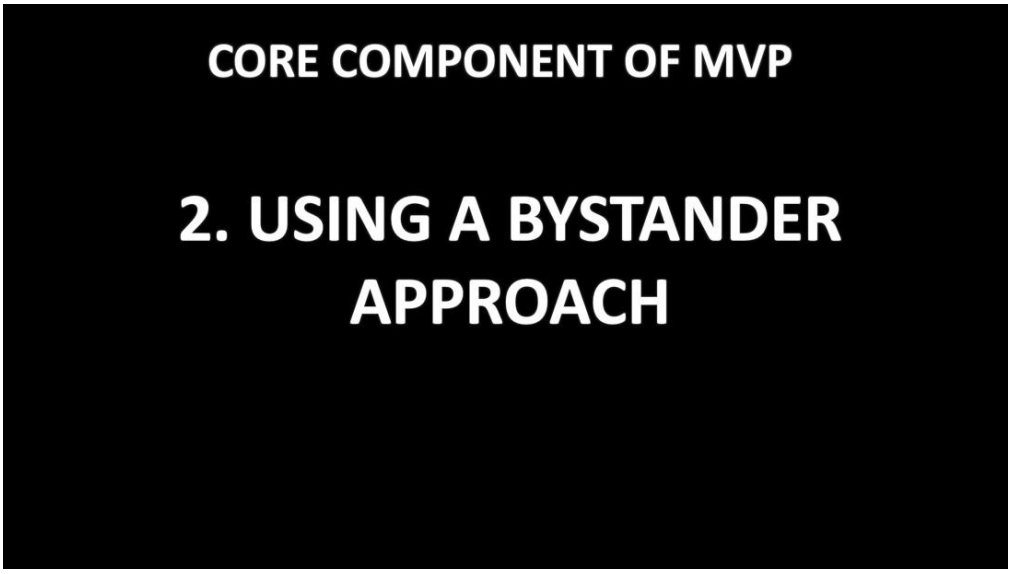
Through his leadership he wants to stamp out all forms of abuse. He empowers his staff, including leadership, to act and to challenge or speak up about unacceptable behaviour; in effect he has their back.

It is worth pointing out that many of the leadership within the Australian army were trained in MVP as a direct result of this event – very similar to this training you are doing now.

Can you think of any examples of organisations who have not created this safe culture? Examples could include BBC, Rotherham child abuse cases. Discuss these.

Explain to group that MVP examines the environment and culture that often allows a range of abusive behaviours to take place, and the role leadership can play in addressing this.

Slide 11



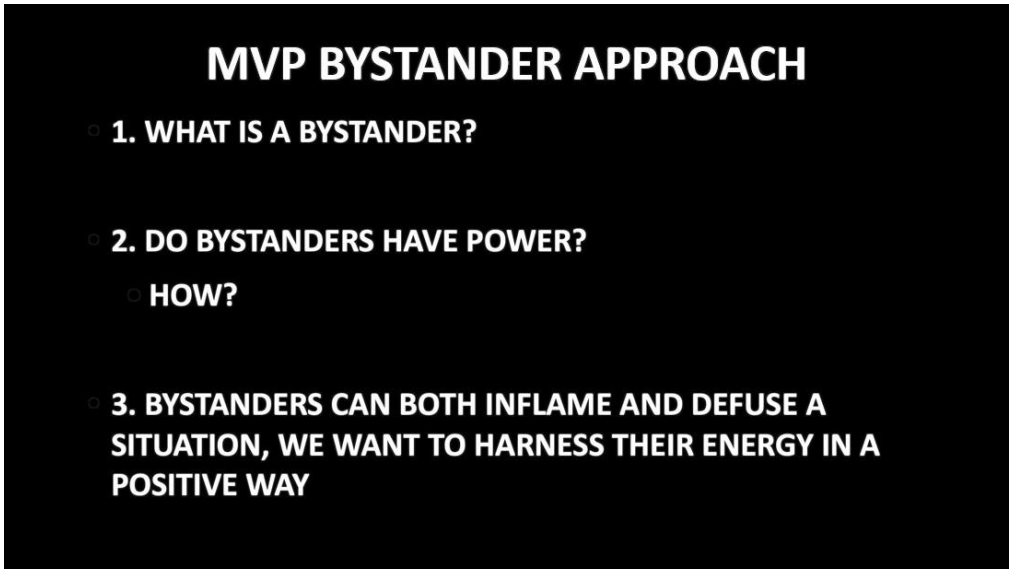
MVP uses a creative bystander approach to support the prevention of bullying and gender based violence.

Participants are not identified as either victims or perpetrators but as potential bystanders who can be empowered to confront abusive incidents involving peers.

Bystanders are critical to the prevention of gender-based violence, bullying and other forms of abuse.

MVP session plans focus on asking the ‘Why?’ question and allow mentors to develop meaningful and powerful conversations which aim to support, as well as reconstruct, healthy social norms. This approach creates safe discussions allowing individuals to share experiences.

Slide 12



Ask participants:

1. What is a Bystander? Likely responses may include: a witness, someone standing by, someone not directly involved...
   Suggest: A Bystander is anyone who see's, hears, or has knowledge of an issue, but is not directly involved.

2. Do Bystanders have power? Likely responses will include they could escalate or defuse a situation, they could be a witness etc.

Ask group: There are two boys squaring up to one another outside at lunchtime, what happens within a matter of seconds?

A crowd will gather around them.
What are that crowd of bystanders doing? Inflaming the situation, encouraging them to fight. 'fight, fight', clapping etc.

At this point, if either or both of those boys decided they didn't want to fight, do they have any option of backing down? Slim to none.

What would they be called if they tried to get out of it? Wuss, coward, pussy etc.

So why do we focus on Bystanders? Think about the fight, the bystanders have so much influence over the outcome. If we harness that power in a positive way, we could make a difference.

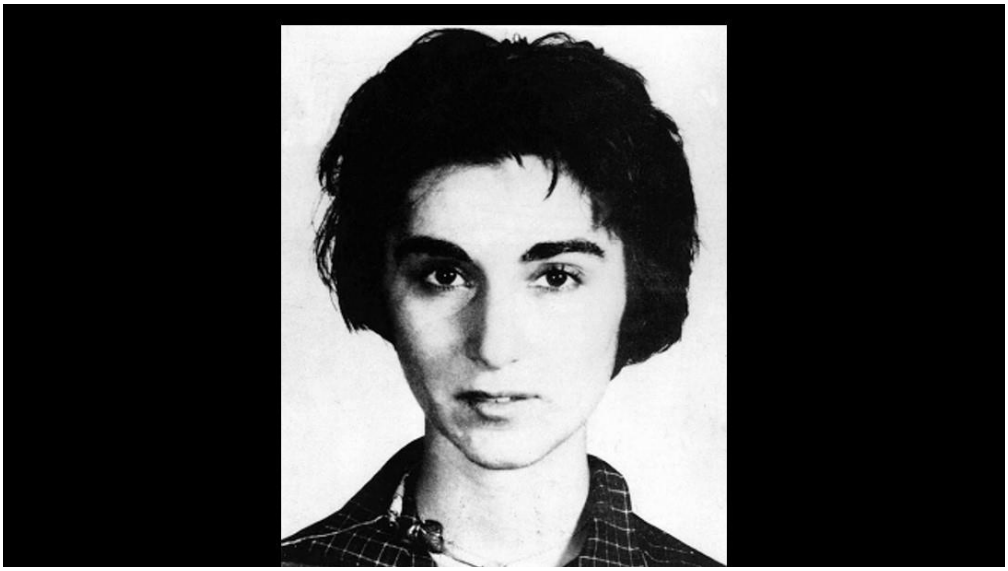
What reasons do YP give for not preventing situations like the fight scenario?

Likely responses may include:

1. Fear - of being hurt, of losing friends/isolation, of being called a 'grass' (if this comes up, ask is looking out for someone being a grass or being a good friend?)

1. Its none of their business (if this comes up, ask 'when does something become your business?)
2. They don't know what to do
3. They think they're the only one who doesn't like what is happening

Slide 13



Ask participants:

Does anyone recognise this woman?

Explain the story of Kitty Genovese.

Known circumstances:

Kitty was 28 years old in March of 1964. She was Manager of a bar in Queens, New York and had finished late. She'd parked up and was walking the last 100 yards to the entrance of her apartment at around 3.20am, when she was attacked by a man and stabbed. There was lots of screaming and yelling. Lights went on in apartments overlooking the attack, and windows were opened; someone shouted out at the man to 'leave her alone'. At least once, her assailant did so, leaving Kitty badly injured. She managed to crawl to the entrance vestibule of her apartment but her attacker, on realizing the Police were not attending, returned to the scene, found Kitty and raped and murdered her. The whole attack lasted around 30 minutes.

The Police arrived after Kitty's death, and the following day was a very short article in the New York Times – another murder in Brooklyn.

However, what followed that article a couple of weeks later was a much longer piece which focused on the '38 witnesses'. The 38 'good people' who had seen or heard the attack and hadn't done anything to intervene.

Ask participants:

What reasons do you think people gave for not doing anything?

Likely responses will include:

1. Fear – of being hurt, of having to go to court, of becoming a target etc.
2. Didn't know what to do
3. Thought it was just 'a domestic' / a couple arguing
4. Thought someone else would do something

Slide 14

ACTIVITY – EMPATHY EXERCISE

Inform the group that this visualisation exercise helps to personalise violence.

It highlights the powerful role of the bystander in these situations and helps gather consensus that the bystander could have intervened in some way.

This activity was developed to help participants personalise the issue of violence for the purpose of intentionally focusing on bystander behaviour. It has proven effective in highlighting the role that bystanders can play in escalating or preventing violence.

NOTE - This can be a difficult exercise for both participants. Be mindful of the likelihood that participants may share their personal experiences of violence at this stage. Remind group of the ground rules set early on in the training. If anyone discloses personal experiences, be sure to validate their experience and feelings.

SAY - We are now going to do a visualisation exercise. Does anyone know what a visualisation exercise is? They are used to get you to imagine something.

Let's go…….

1. **Can I ask that you close your eyes? (PAUSE)**

2. **I want you to think about a person you care about. It may be your parents, you brother, your sister, your best friend. (PAUSE)**

3. **Now imagine that they are in a room somewhere or out in the street and someone is verbally abusing them or physically hitting them. (PAUSE)**

4. **Now imagine that there is a third person in the scenario, a bystander who is in a position to do something but chooses to stand by eventually walking away leaving the person alone. (PAUSE)**

Ask group to open their eyes and give short time for them to re-focus on you.

Ask the following

1. How did you feel imagining that scene?

Get responses. Many will say angry. Ask group to raise their hands if they were angry. Most if not all will raise their hands.

2. What words would you use to describe the bystander?

You will get a variety of words here including coward. You may also get the word 'scared' shouted out. If not you should add this to the list.

3. Why do you think the bystander chose to do nothing here to help?

Go over responses which again will repeat the discussion you may have just had.

Consider asking the group if they have ever seen something like this and done nothing?

4. Do you think friends see other friends being treated like this and feel they cannot do anything?

Suggest to the group that we may be forced to do nothing because we feel just like the person in the activity.

5. How would it feel not to be able to help a friend?

The group will feel bad that they sometimes can't be the friends they want to be.

6. What is the potential impact of this abuse on the person you imagined to be in this situation?

Get some responses focusing on physical and emotional injury.

The Bystander Toolkit

Ask the group to raise their hands if they felt that the bystander could have done something to have stopped this happening. Get group to look around to see that all will likely have their hands up.

Ask the group to think about what they could do here?

Consider splitting them into smaller groups to think of ways that bystanders can intervene.

After a few minutes facilitate responses.

Slide 15

Introduce the bystander toolkit to the group.

Ask the group – When faced with a challenging situation who is your primary responsibility to? YOURSELF.

Tell the group that when they see any challenging situation that they should start from a place of 'SELFISHNESS'. Tell them to always think of their own safety before using the above toolkit.

Try to link the toolkit to the responses that the groups gave you.

Get them to think about how distractions could be used in a situation. You are looking for them to think about: changing the subject, taking a friend away etc.

Ask the group if you only choose to change the subject what haven't you achieved? You might not have stopped the behaviour.

Introduce the 'After the fact' option. Say to group that you may have to circle back and have a chat with a friend who is behaving inappropriately.

Ask the group – what do you need to get across to a friend if this was the case? – that what they are doing is wrong.

Refer group back to the time when you asked them to raise their hands.

Suggest to the group that more often than not we all agree with each other.

Ask – **If you knew a friend or another person would step in and help you would that make it easier for you to do something?**

Tell the group that this activity is one that they will deliver to younger peers. Suggest that whenever possible have the groups raise their hands. It's a good way of building a team.

End the activity by going over the following points

1. Stepping in to stop abuse can be difficult. It takes courage.
2. Helping or challenging others is leadership. To be a leader you sometimes need courage.
3. MVP will develop your leadership skills around these issues.
4. We want to help you develop your leadership so you can help and even challenge others.
5. Every time you raise your hands as a group you are seeing that your friends think the same as you.
6. Tell the group that another reason why people don't intervene is because they don't want to be seen to be different.
7. You and your classmates share a sense that abuse is wrong.
8. MVP will place you in the role of a bystander and discuss what you can do to stop violence.
9. Importantly MVP will give you SAFE choices to help you make our school and our communities safer.
10. MVP will make a difference in our school community.

Slide 16

Short film clip of Dr Jackson Katz describing the bystander concept for the purposes of MVP

Film is 2m 30seconds.

This will help to provide a clear understanding of the term ‘bystander’ and the bystander approach to violence prevention. Show film clip first, then ask the following questions:

1. **What did Dr Katz say about the majority of girls/boys men/women?**

He mentions that ‘most people are good people, who just don’t do anything or say anything’, ask what participants think about this.

2. **What is he saying about bystanders?**

That most of us recognise and don’t appreciate unacceptable behaviour, but don’t know what to do in the face of it. Through MVP, we aim to provide

tools to support young people in confronting, interrupting and preventing violence, as well as supporting peers who are being affected by these incidents.

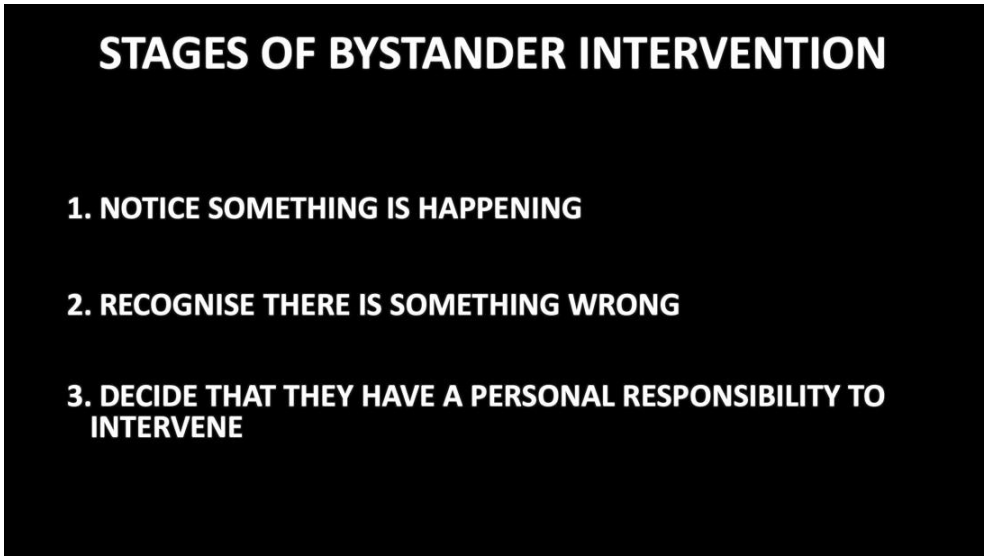
We believe that the more options a person has available to them, the less likely they are to choose violence or to do nothing. We want to equip young people with the skills and understanding to recognise that in these situations, it doesn't have to be 'fight or flight' and that there are a range of options open to them to challenge or address unacceptable behaviour whilst keeping themselves safe.

3. **What word kept coming up in this? Silence. Silence of the bystanders – those around the victim and perpetrator.**

4. **What do you think about the suggestion that bullies are often the popular kids?**

Friends can often be the ones doing the bullying – dismissed as 'banter'.

Slide 17



Slide describes the stages of intervention – if a bystander does not fulfill any one stage, they are unlikely to intervene. This is why MVP is not only about giving intervention options.

MVP promotes discussion on a range of behaviours and attitudes that to many young people have become accepted as 'normal'. For example, until young people identify name calling as harmful and recognise the impact on others, or until they understand the potential for harm in sexting, they are unlikely to intervene.

In addition, identifying a personal role/responsibility makes intervention more likely. Within MVP that role/responsibility is addressed through friendship. If our friends are in trouble, surely we should help? Likewise, if our friends are doing something that is harmful then as friends we should challenge that.

MVP also seeks to provide individuals with a range of safe intervention options to address the barrier of fear. As Jackson highlighted, many bystanders want to help but simply don't know what to do. MVP aims to help.

Ask participants:

1. **When do you think a bystander might be more inclined to get involved in a situation?**

Facilitate a discussion. Potential response will include: it's a friend, they see a problem, they know how to respond, they feel safer etc.

2. **What is the potential impact of doing nothing?**

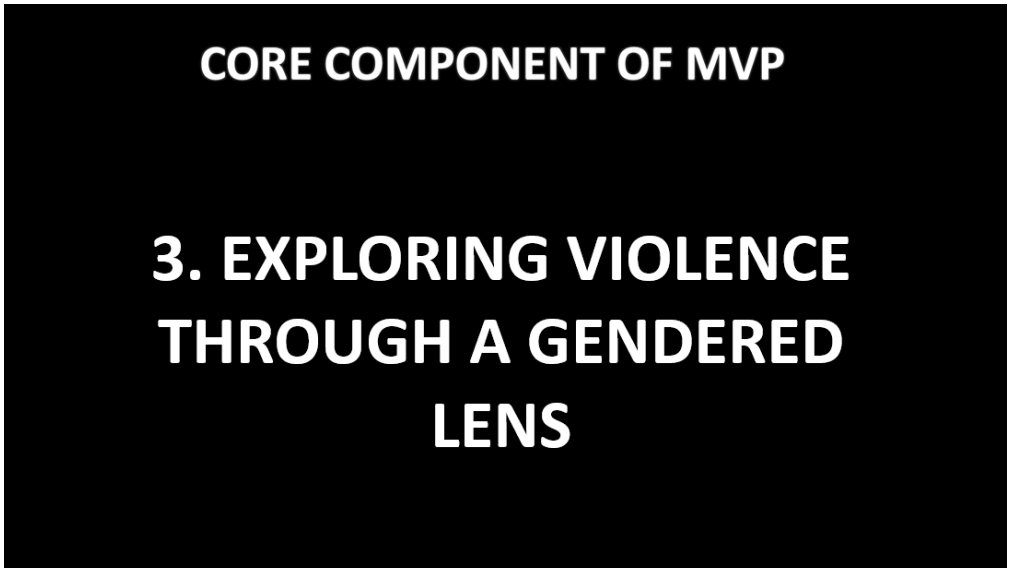
Potential responses will include: violence keeps happening or escalates; you are saying it's OK etc.

Reinforce the impact of doing nothing and importance of intervention. Doing nothing is a choice and choices have consequences.

Remind group that the MVP Programme aims to:

1. Discuss issues
2. Highlight a problem
3. Explore impact
4. Support bystanders to identify a personal role/responsibility; and
5. Inspire leadership to intervene.

Slide 18



Looking at violence through a lens of gender means that we look at the behaviours of victims, perpetrators and bystanders, and link them to expected gender norms.

MVP facilitates lively debates that centre on social norms of masculinity, femininity, sex and gender; both inside and outside of traditional understanding. It explores how these norms can play a role in supporting or condoning bullying and gender-based violence.

MVP sessions explore the objectification of women in the media, including pornography. The question is posed as to whether this objectification contributes to harassment and abuse. Sessions also promote open and honest dialogue with young men about how stereotypes of masculinity might affect their willingness to intervene and interrupt abusive behaviour.

When we use the term gender-based violence, we are not only talking about men's violence against women, although of course this is included. But we are also talking about men's violence against other men, women's violence against other women, and to a lesser extent women's violence against men.

It is a recognition that gender stereotypes and the policing of these gender roles, and implied power related to gender expectations play a huge role in violent behaviour.

Whether we like it or not boys and men in the UK, and indeed around the world, are far more susceptible to violence – both as perpetrators and as victims. We need to ask ourselves why that is.

98% of mass shootings or massacres are committed by men. Why? What is it about our society which makes men so much more susceptible to violence – both high and low level? We must look at what pressures and expectations society places on men and women, which leads men to violence.

We want you to look at the social factors that can play a role in instigating violence and abuse. More specifically let's look at stereotypical messages we receive from our culture about what it means to be a man / woman – not what you personally believe.

Ask participants: Where do we get our messages about what it means to be a 'boy' or a 'girl'? Responses may include: media, parents, friends etc. – SOCIETY teaches us.

Tell participants that to provide some stimulus you're going to watch a couple of short film clips about the representation of men and women in

the media. Ask group to think about the messages that boys and girls are learning about what it is to be men and women.

Slide 19

Miss Representation – representation of girls and women in the media

Film clip lasts 2 minutes and 10 seconds

Slide 20

Tough Guise: Upping the Ante – representation of boys and men in the media, linked to violence

Slide 21

Explain to mentors that Gender Box is another activity which they will deliver to younger pupils.

The activity illustrates how language can be used to control and police gender identity and practice and explores the role stereotypical gender roles play in dominating relationships and social interaction.

Activity Desc:

Put participants into an even number of groups of around 5/6 and give each group a pre-prepared piece of flipchart paper and a marker pen. Each sheet should have a large box drawn and half of the sheets should be entitled ‘male’, the other half headed ‘female’).

Ask each group to create a list of ‘stereotypical’ messages we receive from our culture about what it means to be a boy/girl, man or woman. Ask them to consider what expectations are placed on boys and girls? What

are we expected to do, and how are we expected to behave? What shouldn't we do? We are not looking for personal opinions, but what society and the media stereotypically tells us. Ask them to write these in the boxes.

Give them five minutes for this, and then give them a chance to swap with the other gender and add any words/thoughts missed to this.

Note to Trainer: Participants may need reminded that we are seeking stereotypical messages and not personal opinions as many will resist creating a box which reflects negatively on them.

Potential responses:

Male – dominant, aggressive, violent, muscular, straight, strong, sporty, 'player', can drink a lot, doesn't cry, trades, practical etc.

Female –slim, long hair, makeup, girly, silly, caring, emotional, sensitive, reserved, hairdresser etc.

Now, outside of the box, ask groups to list what words are used to describe boys or girls who do not conform to these expectations. Give them five minutes for this – ask them to be as honest as possible, using language young people will use.

After five minutes, again switch paper to add to the other gender (each group should end up with their original paper back).

Give each group an opportunity to feedback key points – you can flipchart a male and female 'master' with 2/3 key points from each group (both inside and outside) or tack the originals up as is, and feed back in a wider group.

Key questions after/during feedback:

1. What do the words outside the box have in common? Negative, degrading, put-downs, insults, used to offend etc. For men/boys there are often feminine connotations and of a negative/lowly context – how do some boys/men interpret these messages and how they interact with them?

For women/girls there are often masculine or sexual/sexuality connotations. Why are these words used? To pressure people to conform – implying weakness in men and policing and silencing women.

2. What messages are we sending by using that language? That girls/women are weak and are of less value.

3. What harmful things might a person do to stay in the box? Risk-taking behaviour – sexually, substances; violence – to others and/or to self (suicide, self-harm, eating disorders etc).

4. Are these things we see young people doing in our school and community? Yes.

5. Are all of the characteristics in the boxes inherently bad? No, there is nothing wrong with being strong or ambitious, for example. The problem arises in the policing of these gender roles and the negative feelings and behaviours of YP trying to 'fit in'.

6. What about young people who don't see themselves in either one of these boxes? ... YP who don't identify as either male or female? **How difficult must this be for them?**

Society creates these boxes. We need YP to feel confident and comfortable being themselves and not feel the need to 'fit' what society expects. We can only expect YP to stop policing gender roles if we begin to discuss some of the issues which can arise from it, like we have today.

7. What can we do about these boxes? Don't participate in the gender policing of friends, family or classmates. Be the person you choose to be, and encourage others to do the same.

Slide 22

This is a short film called ‘Breaking the Box’ which is a great way to show visually what we have been discussing.

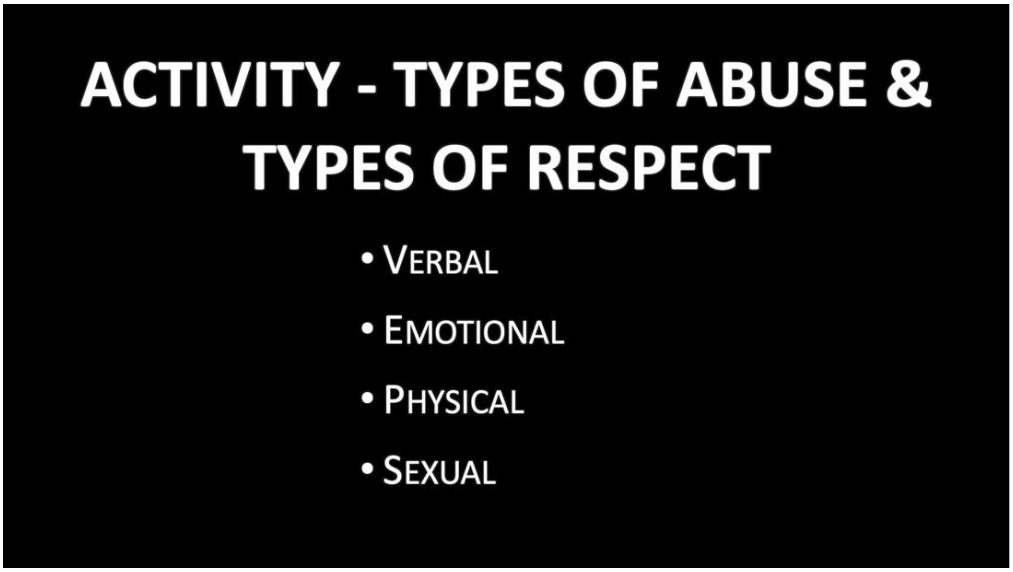
This is a good film to use with your younger pupils, and highlights the negative impact of gender policing and the opportunities we have to challenge stereotypes.

The film lasts 1 minute 13 seconds.

Slide 23

Tell the group that this activity is designed to help define the V in MVP

Slide 24



TYPES OF ABUSE / TYPES OF RESPECT

There are still many in society who see many forms of abuse as acceptable. Name calling, jokes are often passed off with a suggestion that ***"It's just banter, get over it"***

It's clear that words can hurt. It's also clear that certain types of jokes can cause harm.

Whilst we need a culture where fun is front and centre we also need to promote discussions that allow individuals to clearly mark put the line between what is and what isn't acceptable in society.

This activity presents a great opportunity for your group to look at the issue of abuse and violence wider than the physical act. It allows you to start to "Sweat the stuff" that many people in society still see as harmless.

"If we don't include words within our definition of violence. We've already lost the battle".

Activity Desc:

Ask group:

When I use the term violence, what do you think about? – initial responses will include mostly physical violence. If individuals start to introduce language just listen and take their responses.

Note – Don't explore their responses. Just listen to them.

What types of relationships do we have with people? You are looking to identify peer relationships, work, family as well as loving relationships.

What types of abuse do you think could take place in these types of relationships? Get some responses and lead group to the following headings:

1. Verbal
2. Emotional

3. Physical
4. Sexual

Explain to group that you are going to split them into smaller groups.

Split into four groups and provide each with a piece of paper. On top half of each sheet write down one of the above headings i.e. verbal abuse. On the bottom half write verbal respect. Use this format for each of the 4 sheets using the other forms of abuse.

Give each group a piece of paper and ask them to provide examples of the abuse or respect as per their sheet.

Tip – Make sure you tell the groups that when they are doing the respect part make sure they give examples and not simply saying: not hitting, not shouting etc. Ask group to consider use of technology in their discussions.

After a few minutes circulate the sheets so that groups can add to the lists. Try to make sure each group has a chance to add some types of respect.

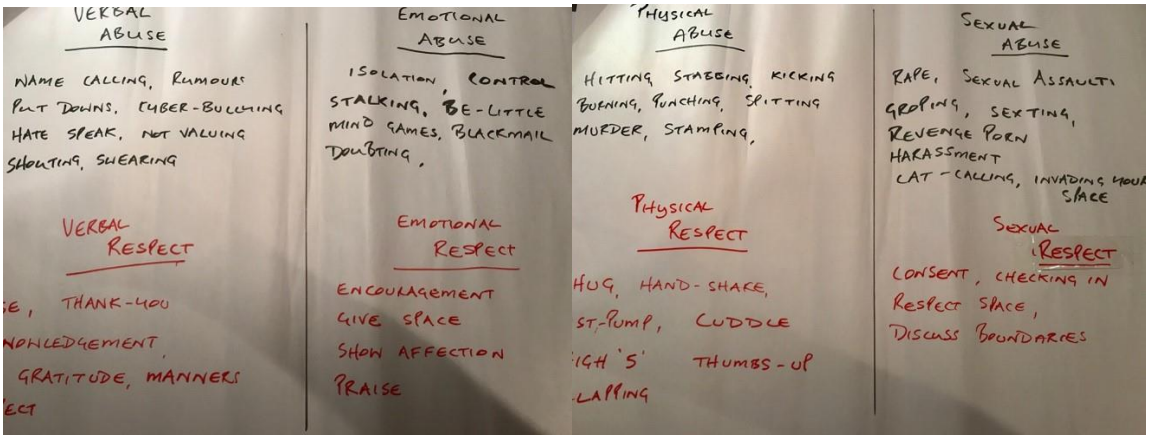
Gather sheets in and arrange on wall/board in following order

VERBAL EMOTIONAL PHYSICAL SEXUAL

Facilitate a discussion which gets the groups talking about what they wrote for each type of abuse. If necessary, seek clarification as to what they have meant.

For now, just focus on the types of abuse.

See following images for further examples under each heading. It is important that under the emotional heading you have 'control' added.



Ask – why do you think we have placed them in this order? Some may respond with levels of seriousness/injury. If they do ask the group what they think. **Say is sexual abuse more serious than say verbal abuse.**

If necessary, confirm to the group that not one type of abuse is more serious than another. They all have potential to be very hurtful and damaging to those experiencing the abuse.

You are looking for the group to see that acts of physical abuse in any relationship don't often just happen. If group doesn't seem to understand this say something like:

"Do you think a punch or kick just happens for no reason? Could there have been other factors that could have led to this happening?"

“Could something have been said that may have led to the punch or kick?”

Tell the group – **“We call this a continuum of violence”**

Ask – **What would help a person move along this continuum?**

Not being challenged or called out for behaviour would support this

Ask - **“Where do you think, most bystanders would intervene on this line (point to wall)?”**

Group will often say at physical abuse because it’s more obvious that something bad is happening.

1. **What are the dangers for the bystander if they intervene here?** Injury etc.
2. **Where do you think, we need to get people to intervene?** As early as possible, it’s safer and it may stop things moving along the line (point to the wall).

What could you do to stop verbal abuse? Get some responses from the group. Ask group to recall the bystander tool-kit.

Examples may include: create distraction, get help, tell someone etc.

You should now focus on the types of respect

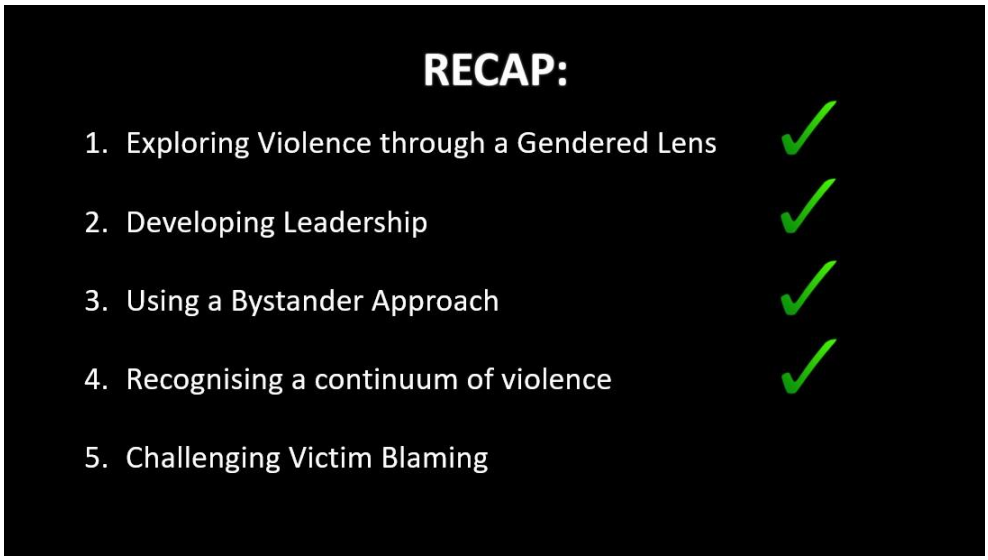
When you were writing the types of respect examples did you find that harder or easier to do? Most groups will say it's harder? **Ask why?**

Say we often talk a lot about the bad things that can happen but rarely talk about the nice things that we do and say with people we are friends with.

Point to the respect examples and ask: **"Could we role model these in our relationships with others?"**

End the discussion saying that there are many ways that we can show our respect to our friends and other people we care about. We know that physical abuse hurts, but we also know that verbal and emotional abuse can be just as hurtful.

Slide 25



Reflect on the discussions so far. Tell the group that we have focused on 4 out of the 5 core components of MVP.

Tell the group that you are going to look at the final one within a scenario discussion. This will also demonstrate a typical MVP scenario to the group.

Slide 26

This is an opportunity for you to demonstrate delivery of an MVP session using the senior phase scenario ‘Party’ which explores the issue of alcohol and consent.

Explain to the group that you are going to look at an MVP session designed for senior phase. Reassure mentors that they will not be facilitating this session with younger pupils.

Slide 27

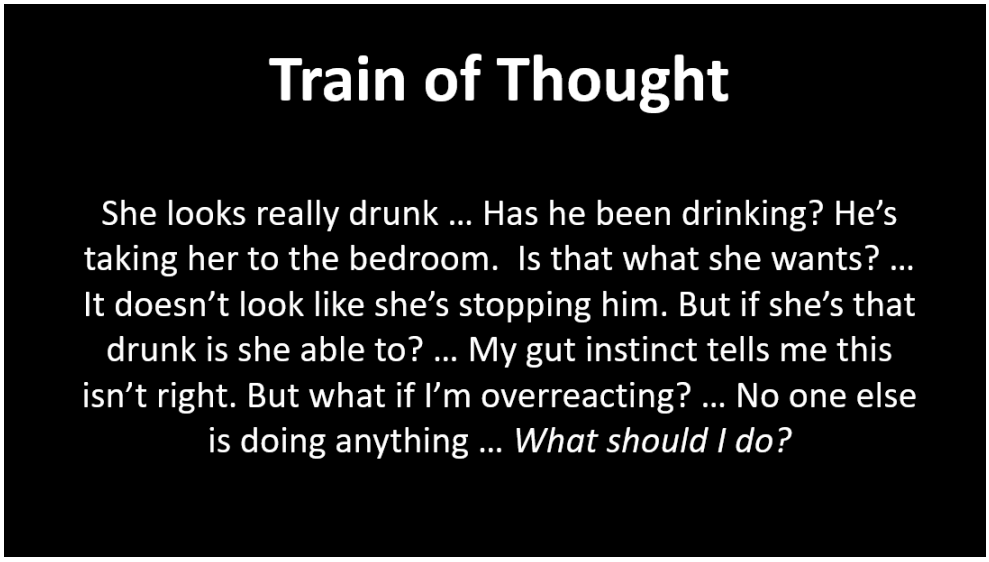
Remind mentors that they are bystanders to an incident involving a friend or colleague in this session.

Remind the group of the ground rules that have previously been set.

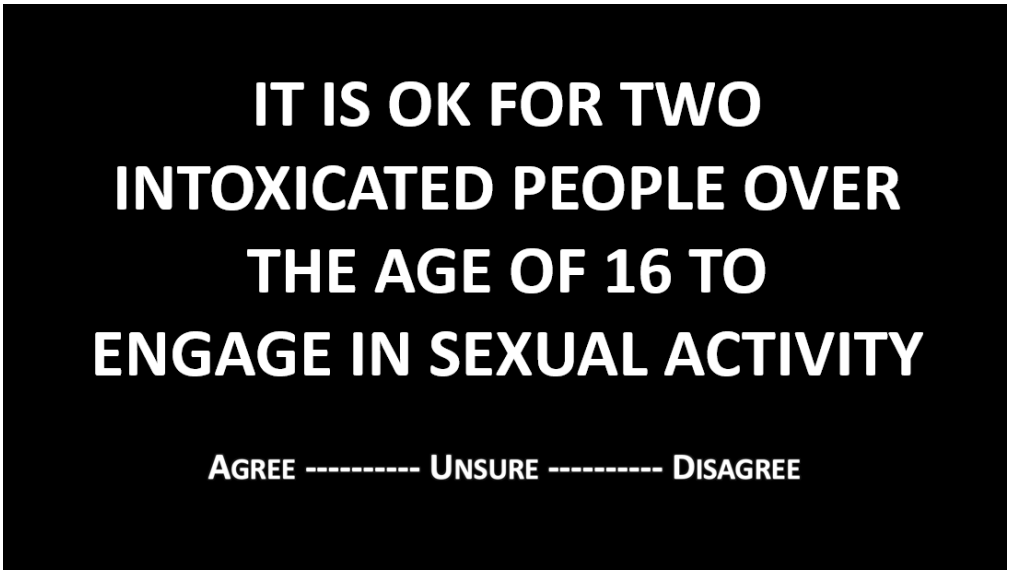
You should now refer to the session plan for party

Use the slides to guide you through the session.

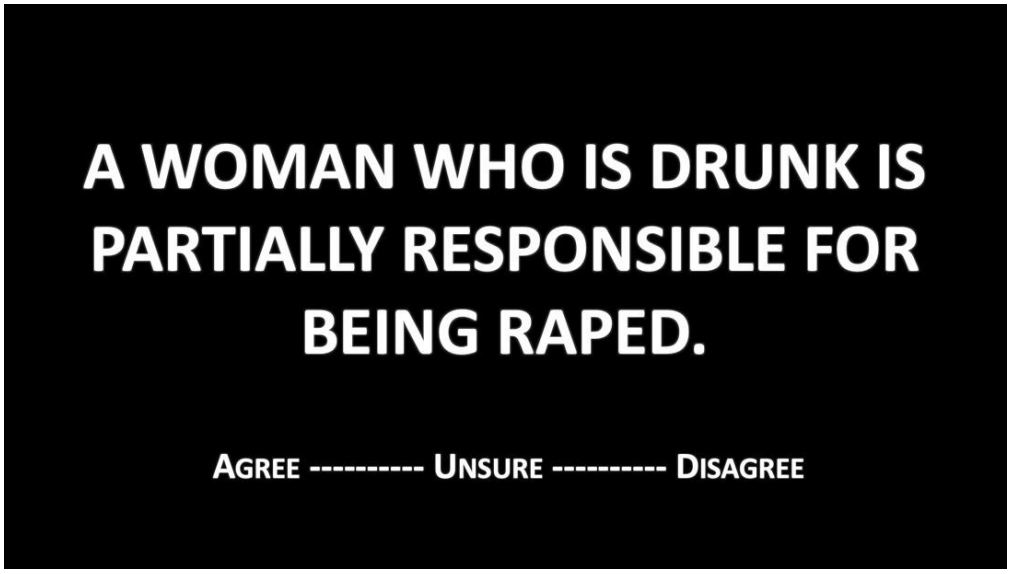
Slide 28



Slide 29

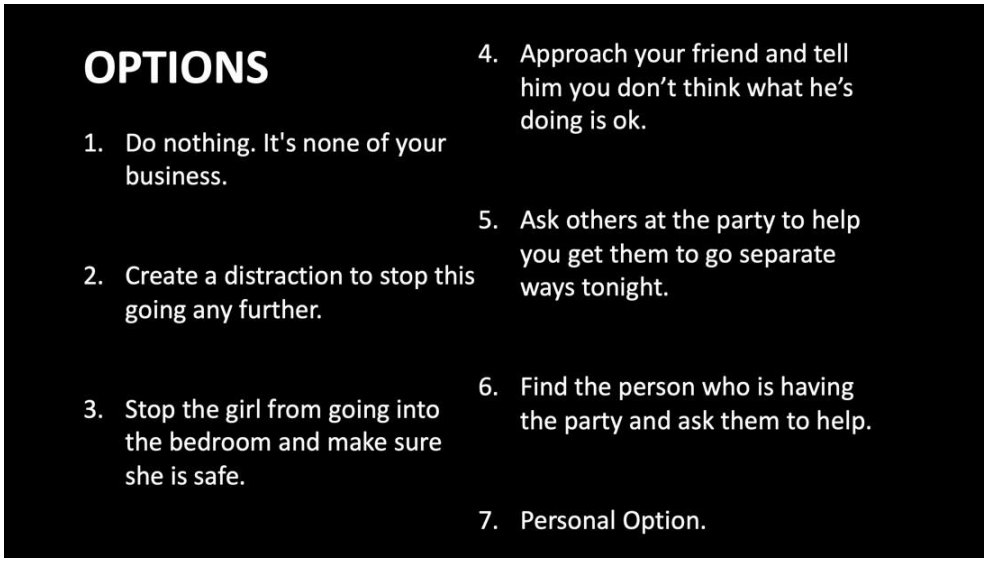


Slide 30



Slide 31

Slide 32



Slide 33

Film lasts 2 minutes 50 seconds.

Slide 34

Ask if mentors could see how we began to challenge victim-blaming within the discussion of the Party scenario. By asking why questions – Why might some people blame the girl? etc.

By allowing participants a chance to discuss and debate some of these difficult questions, we can begin to alter their thinking, and challenge victim- blaming attitudes.

Ask if participants have any questions about any of the 5 Core Components of MVP.

Ask the group to think about the party scenario. Ask them to discuss what they liked about the scenario. You are looking for responses looking at the discussion the scenario created or that they felt reassured when listening to others

Tell the group that you are now going to take them through another MVP scenario.

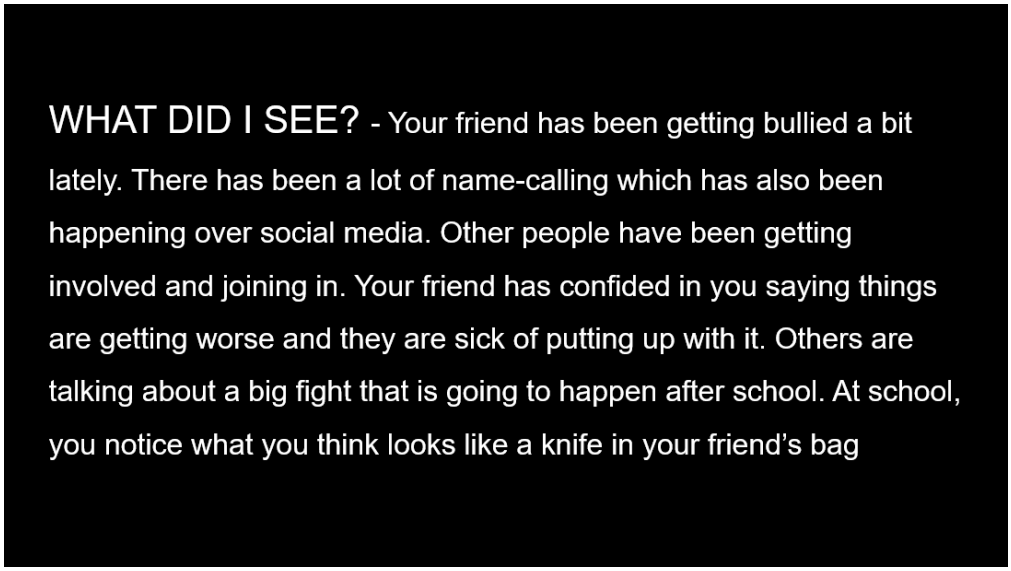
Slide 35

Tell the group that this session will look at knife carrying in England.

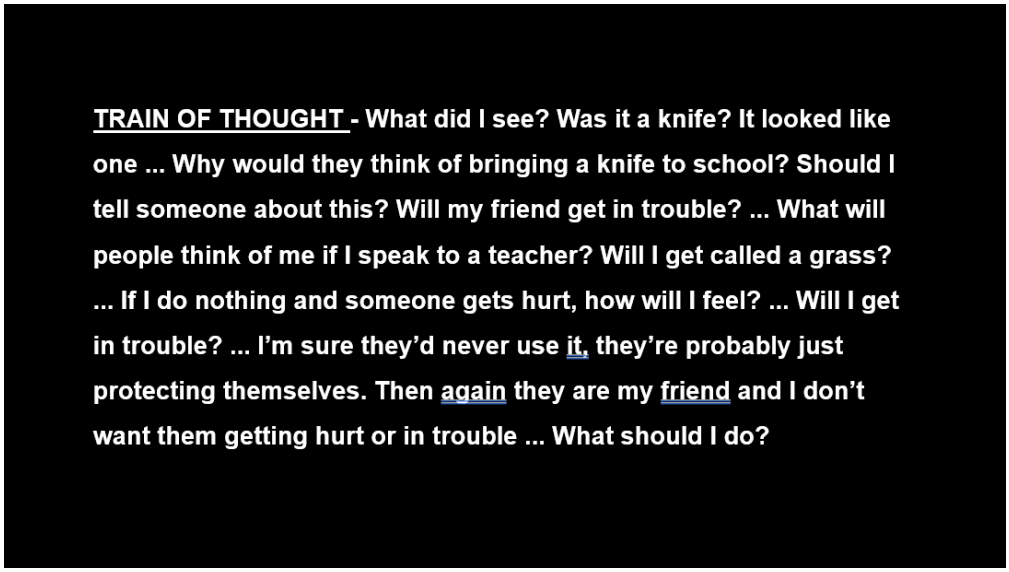
YOU SHOULD REFER TO THE 'WHAT DID I SEE?' LESSON PLAN

Use the following slides to guide you through the session.

Slide 36

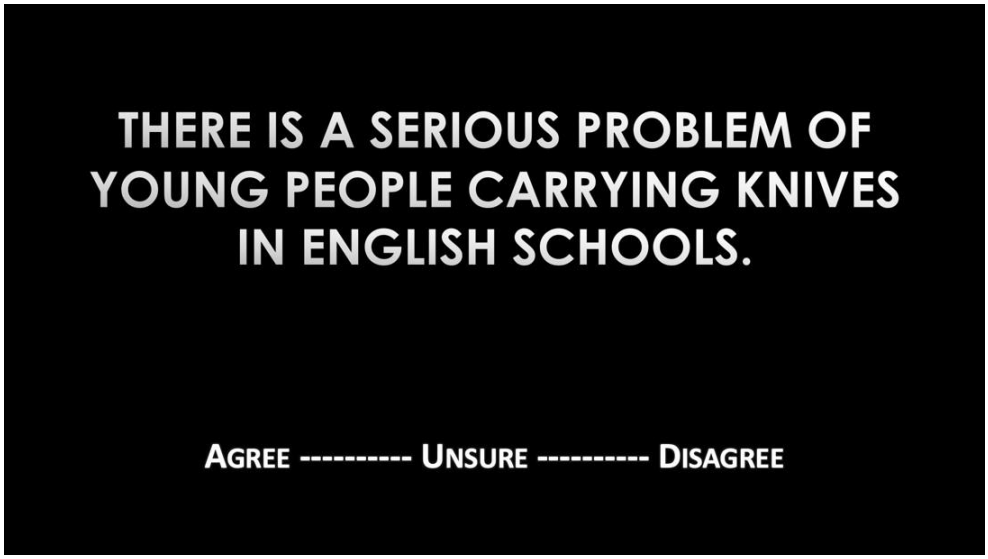


Slide 37



Slide 38

Slide 39



Slide 40

DISCUSSION - WHAT DID I SEE?

Your friend has been getting bullied a bit lately. There has been a lot of name-calling which has also been happening over social media. Other people have been getting involved and joining in. Your friend has confided in you saying things are getting worse and they are sick of putting up with it. Others are talking about a big fight that is going to happen after school. At school, you notice what you think looks like a knife in your friend's bag

Slide 41

Options – What Did I See?

1. **Do nothing, its none of your business.**
2. **Find a way to get your friend away from the planned fight.**
3. **Talk with your friend and tell him what you saw. Tell him you want to help.**
4. **Talk with your friends and come up with a way to deal with this together.**
5. **Talk about this with a parent/carer, a teacher/adult you trust or MVP mentor.**
6. **Call the police/speak to school police officer**
7. **Personal Option.**

Slide 42

The size of your group will determine how you allocate test scenarios. Ideally split participants into two groups for delivery - one with each trainer.

This means that each subgroup will deliver/take part in the same scenario's but with only half the training group.

You should have with you session plans for 4 or 5 scenario's (excluding Party and What did I see?)). Subgroups will need to be split into groups of 3-5, for scenario planning and delivery (groupings should have been completed by trainers during lunchtime break and ideally will mix mentors of differing abilities. Each group should be allocated a scenario.

Let participants know their Group (A or B), groupings and scenario and ask them to sit with their partners.

Hand out the relevant MVP session plans which should be accessed beforehand and emphasise that they should follow these plans. Remind them that a discussion about the issue in the scenario is key to the session

and it is crucial to ask ‘Why’ questions. E.g. why do some kids pick on others? Why do boys ask for sexually explicit photos of girls? Etc.

The MVP training programme provides for five lessons providing 30 minutes delivery and 5 minutes feedback. If you do fewer lessons due to lower numbers you can adapt the programme to suit and give more time for delivery.

Remind mentors that each session is designed to last 50 minutes, and they will only have 30 minutes in which to deliver, so they will need to shorten some aspects. They will not have time to complete the icebreaker activity and should leave this out.

Give groups some time to discuss their scenario and plan for delivery.

Slide 43

At conclusion of day one it is good practice to bring the group back together for final thoughts.

Thank the participants for their attention and engagement.

Explain that often after MVP training, individuals will begin to see things in a different light, particularly in regards to media / advertising etc.

Ask that when going about their usual routine this evening, to consider what you have discussed and whether they see/hear/read/discuss anything which they think links to some of what has been explored today.

Tell them you will discuss this briefly tomorrow morning.

Slide 44

On arrival, check room for all equipment and ensure second room is available for practice delivery if needed.

Ensure group agreement is visible.

Slide 45

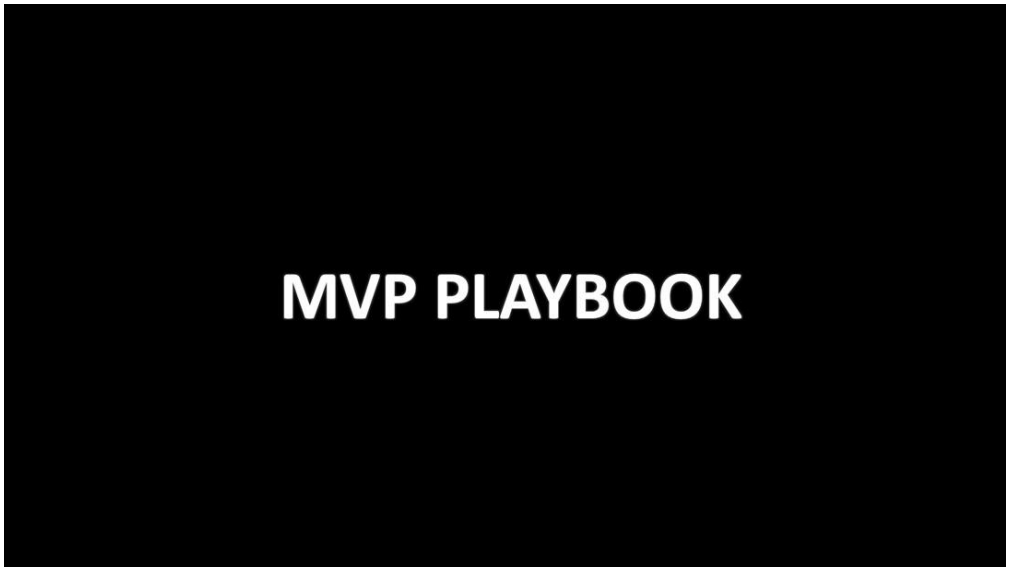
At the start of day 2 it is important to create space for mentors to share their thoughts and feelings about the issues covered yesterday. This can be a powerful session where people reflect and honestly explore their thoughts so far

The course can be an intense experience and this session offers an outlet for this and enables you as a facilitator to gauge their understanding

You should start by reminding participants of the group agreement. Explain that you are going to spend a little time reflecting on the course so far and ask: Would anyone like to share any thoughts/feelings or comments?

Or did anyone notice anything relevant to the course in the media last night? Remember some participants will be quiet and lack confidence. Taking time to explore the responses of others may answer the questions of other participants.

Slide 46



Give each participant a Playbook

Point out working definitions and background reading at the front

Explain that session plans for each scenario are available which helps us to ensure consistency of delivery

They will need their Playbooks to help with the practice delivery this morning

Slide 47

Give groups a short amount of time to complete planning and then split group into two and commence practice delivery as per the training programme.

During delivery sessions you will need to keep an eye on time and ask groups to move on if you feel they are spending too long on one particular aspect of the session. Time is limited, and you want each group to get through a session, including options, and bringing each to a close.

Remind the group that you are looking for the session structure to be followed, and take notes to provide feedback on completion.

Also encourage other participants to provide feedback and identify any positives and anything which they could further develop.

On completion of practice delivery, bring mentors back together and explain that they have now had an opportunity to explore 6 or 7 of the MVP scenario's in more depth – 2 facilitated by trainers yesterday and 4 or 5 facilitated by themselves today.

Slide 48

There are 12 MVP scenario's in total, and this slide provides a visual guide to the topics covered in the programme.

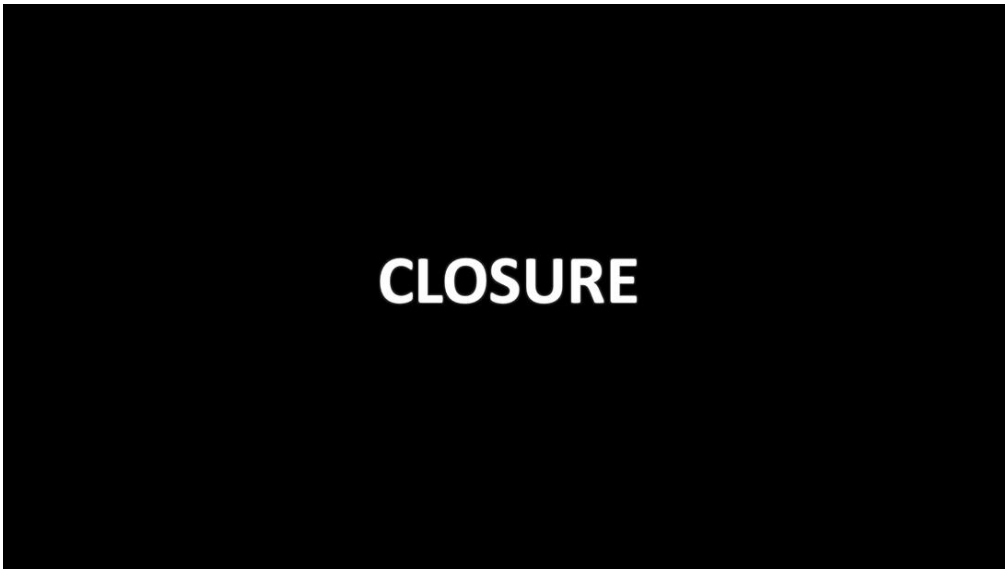
Remind mentors that there are also 3 introductory sessions which outline the basis of the MVP model, and which they will all deliver to younger peers prior to any issue-based sessions.

Remind mentors that plans for every session, including the introductory sessions, are available to guide them.

Try to reassure the mentors that ***'practice makes perfect'***. Tell mentors that delivering the different sessions will help them gain more confidence in their lives.

Thank mentors again for their involvement in the MVP Programme.

Slide 49



The programme that you have just delivered has been designed to support you start your implementation of the MVP Programme. The ability to practice delivery of the sessions and listen to others deliver sessions will support your mentors as you move forward.

Your own experience of the programme will be developing every time you deliver sessions and trainings.

Mentor training should be an ongoing process. Consider arranging further trainings to support mentors deliver the introductory sessions.