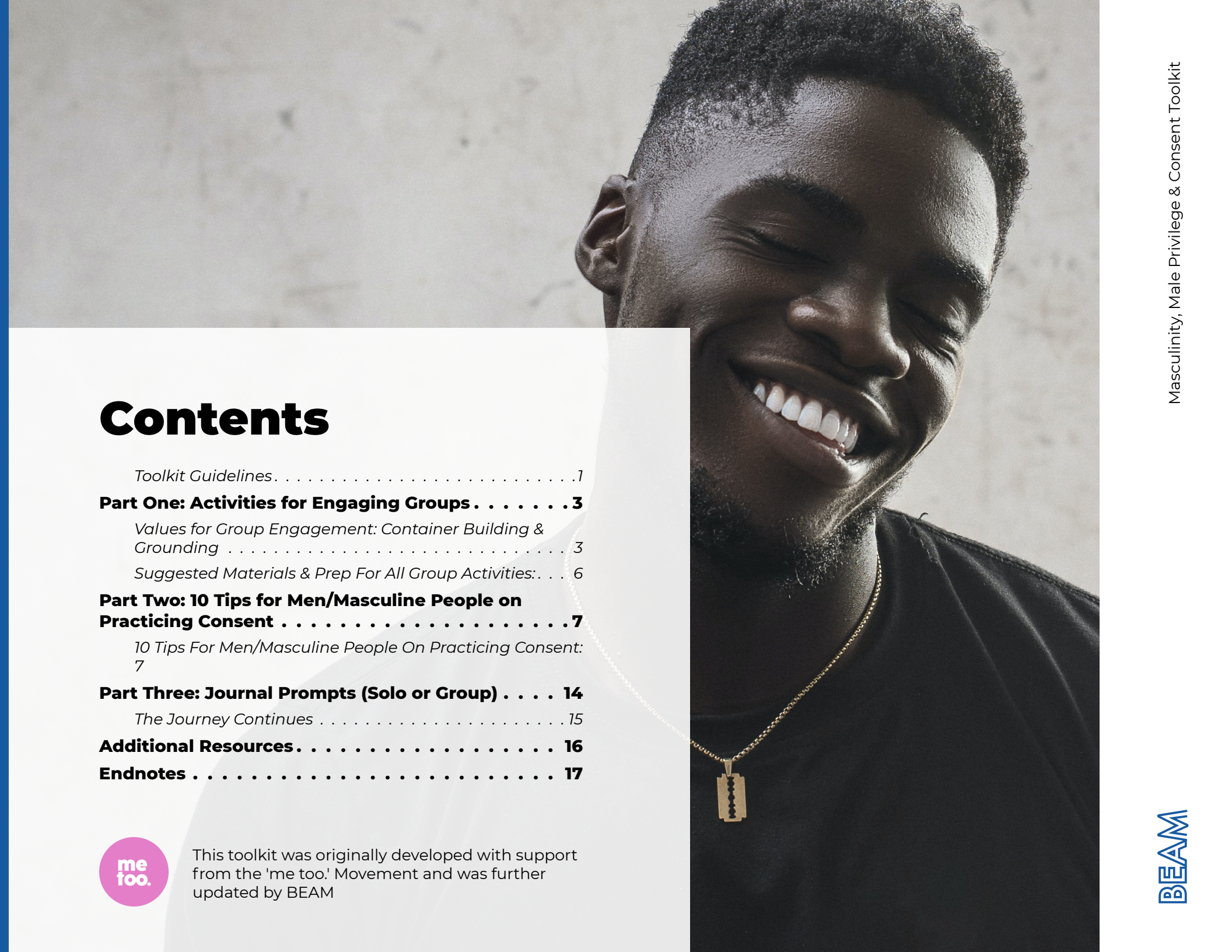


TOOLKIT

Masculinity, Male Privilege & Consent

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This toolkit was originally developed with support from the 'me too.' Movement and was further updated by BEAM

Toolkit Guidelines

The purpose of this toolkit is to highlight, encourage, and guide men and masculine people on issues of male privilege, sexual violence, and consent to help create communities free of sexual violence and harm.

Toolkit Audience

This toolkit is designed as an introductory tool for men and masculine identified people who are committed to healing from and eradicating sexual violence and rape culture.

How To:

This guide is intended to be used as a multi-functional tool for learning, reflection, support, and transformation. Whether you use it just for the statistics, facilitating workshops, or mustering up the courage to have your own personal truth-telling or accountability we encourage you to engage this tool and interweave into your current practices or use as an introductory tool for learning.

Context for #MeToo

The 'me too.' Movement is a global movement against sexual harassment and sexual assault. The phrase 'me too.' was created by survivor and activist Tarana Burke, who started this

work in 2006 to help survivors of sexual violence, particularly Black women and girls, and other young women of color from low wealth communities, find pathways to healing.

Following the exposure of the widespread sexual-abuse allegations against Harvey Weinstein in early October 2017, the movement began to spread virally as a hashtag on social media. On October 15, 2017, American actress Alyssa Milano posted on Twitter, "If all the women who have ever been sexually harassed or assaulted wrote 'Me too.' as a status, then we give people a sense of the magnitude of the problem," saying that she got the idea from a friend. A number of high-profile posts and responses from American celebrities soon followed.

With the 'me too.' movement being just over a decade old, it became apparent to many activists that healing from and eradicating sexual violence requires a deeper dive into men, male privilege and masculinity. To that end, Vox feminist writer Liz Plank called for a shift in the conversation that would allow for men to join the discussion by taking accountability for their actions. She started the #MeToo parallel #HimThough, that asks men first self-reflect and determine if they have ever perpetuated, colluded with, or were otherwise silent during sexual violence, and then to take accountability for participating in rape culture or committing sexual assault.





Framing of the Problem: Sexual Assault & Gender

Sexual assault can happen to anyone, no matter your age, sexual orientation, or gender identity. However, there is a disproportionate amount of women, femme, transgender and non-binary people who are the survivors of sexual assault (1 in 3)¹, compared to that of men and masculine people (1 in 6)². However, irrespective of the gender of the survivor, men are responsible for the vast majority of sexual violence in America. When survivors of all genders are combined, men perpetrate 78 percent of reported assaults.³

Statistics on Masculinity and Male-perpetuated Sexual Violence

- 1 in 3 women have been a victim of either an attempted or completed rape in her lifetime.⁴
- Females ages 16-19 are 4 times more likely than the general population to be victims of rape, attempted rape, or sexual assault.⁵
- 33.1% of women and 39.1% of TGQN (Trans and Gender Non Conforming) People experience non-consensual sexual contact during college.
- 1 in 2 transgender individuals are sexually abused or assaulted at some point in their lives.⁶

- “Bisexual women experienced significantly higher lifetime prevalence of rape and other sexual violence by an intimate partner when compared to heterosexual women” and “significantly higher lifetime prevalence of rape, physical violence, and/or stalking by an intimate partner when compared to lesbian and heterosexual women.”⁷
- 90% of perpetrators of sexual violence against women are men.⁸
- When men are victims of sexual assault (an estimated 1 in 7 men, and 1 in 6 boys), 93% reported their abuser was a man.⁹

Statistics on Masculinity Attitudes/Male Attitudes

- 31.7% of college men would have sexual intercourse with a woman against her will “if nobody would ever know and there wouldn’t be any consequences”.¹⁰
- 13.6% of these men said they would have “any intentions to rape a woman” in the same situation.¹¹
- 50% of men ages 18 to 34 agree with this statement: “If your partner is willing to kiss you, she must be willing to do other sexual acts.”¹²

Part One:

Activities for Engaging Groups

Values for Group Engagement: Container Building & Grounding

Container building, also called grounding, is the process of developing shared understandings, articulating core values and increasing safety within a space before initiating discussion. In order to prepare to go into difficult discussions, container building is essential. Container building can look very different depending on culture or region. We have provided some container building practices here that can be used as they are, or to supplement your own.

1. Introduce Core Values of the Facilitators and space: You can write these out on easel pad paper and stick them to the wall and read them aloud. Suggestions:

- All people are valuable. We are here to unlearn toxic choices, behaviors and attitudes and to uplift and center healing. Unlearning is hard but possible.
- Toxic choices, behaviors and attitudes can be changed -and are learned by all of us who live in a transphobic and sexist society steeped in rape culture.
- Our experience as survivors of sexual assault provides context but does not undermine nor erase the reality that we may also participate in rape culture and create harm for others.
- Men and masculine people grow up in a world where transphobia and misogynoir deeply impact our behaviors. Gay men can sexually assault women, Trans men can be misogynistic, heterosexual cis men can be assaulted. No identity is exempt from participating in acts that harm others.

2. Introduce shared understandings and group agreements:

agreements: For any group activities, create shared understandings. Shared Understandings are group agreements. They can help center the space and realign when things become difficult. Some sample Shared Understandings we suggest are:

- **Take Space, Make Space** — Throughout the course of our time together, we invite everyone to be mindful of how much space they are taking up. This means being if you are speaking a lot, perhaps pause and observe more to allow space for others to talk who have been more quiet. At the same time if you are someone who is more quiet, perhaps contribute your voice to the conversation by speaking up more.
- **One Mic** — In order to respect and honor everyone's voices, we ask that one person speak at a time and that we honor those speaking by listening, and not interrupting or speaking over one another.
- **"I Statements"** — We encourage everyone to speak from their own experience and not for the experiences of whole groups or other individuals
- **All feelings are valid** — Feelings, which are often one word "hurt, sad" are always valid in this space, even as the narratives and stories connected to the feeling that we tell ourselves may be inaccurate or misinformed. In this space, we will honor all feelings first even as we may gently challenge narratives that perpetuate harm to ourselves or others.
- **Take care of yourself** — Content we discuss may awaken things within you. You may have feelings or body reactions. At any time that you need to stop, step out, please do so and notify the facilitators so that we can support you.



3. Facilitate Introductions:

- Have participants in the group share their names, pronouns and reason(s) for being in the space.

4. Tips For Facilitators:

- Discussing things around consent may awaken feelings of distress and despair with your participants.
- Have clinical or other mental health support on call. If you do not have emotional support in house, be prepared to call a crisis line (see the resource list)
- Respect gender identities -Do not assume people's gender identity based on how they look. Ask the entire group their gender pronouns as part of the introductions, if they feel comfortable sharing them.
- Place people in a circle if you can. Circles allow people to see each other and in many traditions help build connections.
- Ensure that space is accessible. Do not assume people's hearing, sight or mobility within the context of the space. It's a good idea to have people check in about their access needs before convening the space, and during the opening introductions.
- Be prepared that there may be participants in the discussion who are survivors of sexual assault or potentially may have been perpetrators. Whenever victim blaming, or shaming women's bodies or choices comes up, bring the focus back to men's/masculine folks choices, and clarify that this about staying in the mirror with how WE engage consent.
- Center women, femme and transgender people's experiences. Have participants stay present with the discomfort of how they may have impacted women, femme, and trans people.
- Convey that this is about changing thoughts and behaviors-not about shaming the core of who people are. The behaviors that do not honor or understand consent are the problem, not the core of who people are.



5. Closing out a Space:

- An equally important part of container building is closure. Discussing difficult concepts can bring up many things for individuals and de-escalating through shared closure activities is critical. Some examples of closure activities are:
- Invite everyone in the group to share takeaways and appreciations
- Invite folks to share what they have learned and how they plan to apply it to their work/lives/families
- Invite the group to take a collective breath or repeat a relevant collective affirmation
- Invite the group to close out by doing a mindfulness activity such as meditation or a body scan

****Note** (Never force anyone into a breathing/ body activity. Always invite participants and name that people can actively choose not to participate.)

Suggested Materials & Prep For All Group Activities:

Easel pad

Dry Erase board markers

Written out common definitions of consent, rape culture and masculinity. (See activities for context)

Notebooks

Pens/Pencils

Paper



Part Two:

10 Tips for Men/ Masculine People on Practicing Consent

These tips, adapted and revised from the work of Terri Coles, are tips that can be used when thinking about consent. In addition to being presented here, there is an activity in the activity section.

10 Tips For Men/Masculine People On Practicing Consent:¹³

1. Know what consent is and how to give and receive it
2. Name what all parties involved want & do not want
3. Check in on expectations
4. Get specific
5. Consent expires, verbally check-in sometimes
6. Ask before a shift
7. Consent isn't just about sex
8. Props, protection, and technology
9. Ignorance is not bliss
10. Accountability and transformation

1. Know what consent is and how to give and receive it

Consent is an agreement between participants to engage in sexual activity. There are many ways to give consent, and some of those are discussed below.¹⁴ Consent is about communication, both verbal and non-verbal. However, verbal communication can help both parties know one another's boundaries.

2. Name what all parties want & do not want

Communicate with the other person(s) about what they want and also determine what you want. It's ok if those things are not aligned. They don't have to change or compromise what they want to make you comfortable nor do you. Do not push for something you want, when you know they want something different. Participate in only mutually agreed activities. Reminder: An encounter is not consensual if you did something they asked to not participate in.

3. Check-in on expectations

“If you think the date is going well and all signs point to ‘hooking-up, (intimacy of any kind)’ use your words to clarify that you’re on the same page,” relationship expert Miyoko Rifkin told HuffPost Canada. “Ask if they’re feeling the same way.” Continue to check-in throughout an encounter, both physically and verbally.

4. Get specific

In figuring out what you want and don’t want, you can also get specific. “Ask what’s on the menu,” Rifkin said. Do they just have making out in mind? Something more? Things can always change if you both decide that’s what you want, but it’s helpful to establish early and as things progress what each of you has in mind. It is important to then respect those boundaries.

This is also a great time to check-in on what people call their body parts and how they may or may not want to be talked to during sex. It also could be an opportunity to get insight into how someone may feel comfortable in their body having sex, and clearing up any assumptions about anyone’s abilities. Maybe you’ve never thought of what you call parts of your body, maybe you refer to other people’s body parts by what you hear in porn or with friends. Do not assume language, body parts or terminology.

5. Consent expires, verbally check-in sometimes

Consenting to one activity, one time doesn’t imply consent to that specific activity at any time, or consent to any other activities, RAINN advises. Consent has to be renewed, throughout an encounter and in subsequent ones. And consent can be revoked: people are always allowed to change their minds, or to decide they are not comfortable even if they previously thought they were. Verbally checking in during consensual sexual acts can support both parties are still aligned. (Example: You good?)

6. Ask before a shift

Talking about sexual desires and boundaries can be uncomfortable at first. It’s not something most of us have been taught or socialized to do. You can practice having

conversations before things heat up, but what about these check-ins during sex? If you are uncertain about when to check-in during and within a consensual sexual act, anytime a shift happens is a good starting place. A “shift” can be a shift from kissing to touching, from being clothed to removing clothes, or even shifts between sexual positions. These are good times to ask first before doing, and if consent is given check-in once the new thing is underway.

7. Consent isn’t just about sex

Negotiating consent is not just for the act of sex (however each person or pairing defines it), consent should also be practiced and can include verbally sharing one’s sexual thoughts, removing one’s own clothing, masturbating in front of someone, sexual grabbing, kissing, fondling, and other sexualized activities.

8. Props, Protection, and Technology

Just as consent needs to be practiced with more than just the act of sex, obtaining consent also includes the use of sex toys, props, and pornography. Obtaining consent before showing or sharing pornography includes photos or videos of yourself and your own parts. Consent needs to be practiced around negotiating the use of protection. Consent should definitely be obtained before the use of a camera for video or audio recording, or photographing during a sexual act. Just because someone agrees to have sex doesn’t mean they are consenting to not using protection, to the use of a toy or prop, or to being recorded.

9. Ignorance is Not Bliss

A lack of a “no” isn’t necessarily a clear “yes.” You can’t assume consent by simply failing to ask it, or by only hearing the words you want to hear, or by figuring that not hearing “no” or anything that is not physically fought off is OK. To add, if a person is too intoxicated, asleep, or otherwise not lucid, then consent cannot be given so that means “no.”

10. Accountability and Transformation

As you start to unpack how deeply embedded a lack of boundaries and consent around sex and sexual encounters are within our society, you may start to realize how often you have not been practicing setting or respecting boundaries and consent. Take a breath. There is hope for new ways.

Just sit with that without shrinking yourself into a self-deprecation, or getting swept in a tide of defensive shame that makes excuses for your decision.

Further steps to being accountable are not limited to but can include:¹⁵

- Acknowledging the harm done even if it is unintended;
- Acknowledging its negative impact on individuals and the community;
- Making appropriate reparations for this harm to individuals and the community;
- Making appropriate reparations can range from a sincere verbal apology to engaging in a longer-term process with the party harmed and a mediator;
- Transforming attitudes and behaviors to prevent further violence and contribute toward liberation;
- Engaging bystanders to hold individuals accountable, and toward shifting community institutions and conditions that perpetuate and allow violence; and
- Building movements that can shift social conditions to prevent further harm and promote liberation, including holding the State accountable for the violence it perpetuates and condones.

In addition to engaging in a centered accountability inventory or process with yourself (and perhaps others), transformation can also begin with following steps 1 - 9! The best step to transformation is practicing new ways of communicating and engaging.



Activity One: Exploring Consent, Rape Culture and Masculinity

This is a group activity that allows participants to explore concepts of consent and their understanding (s) or lack thereof of the concept.* (This activity is an adaptation of an activity from the Black Masculinity Reimagined Curriculum, created by BEAM (The Black Emotional and Mental Health Collective Copyright 2020. All Rights Reserved).

Step One: For large groups, split the group into three smaller sub groups.

Step Two: Assign one term to each group: Consent, Masculinity, & Rape Culture.

Step Three: Have each group break up and do the following:

1. Share first reactions to the term.
2. Define the term
3. Share where they first learned/or heard of the concept.
4. Give each group time to discuss this with each other, (15-30 minutes minimum) using easel pad paper, if possible, to write down notes from their conversations.

Step Four: Have each group report back. Invite multiple members from each group to share what they discussed within their group and present with their easel pad paper.

Draw out questions from participants:

1. What came up for you all while working with your group?
2. What did you learn about yourself and your community?
3. What differences or similarities surfaced in the group when you shared?

Step Five: Wrap up the activity by providing common definitions. Share “Every definition and understanding brought into this space is relevant. What we would like to do is share alongside your definitions common definitions:

Consent: Consent is an agreement between participants to engage in an activity. There are many ways to give consent. Consent doesn’t have to be verbal, but verbally agreeing to different activities can help both you and your partner respect each other’s boundaries. (Holiday Simmons)

Rape Culture: Rape Culture is an environment in which rape is prevalent and in which sexual violence is normalized and excused in the media and popular culture. Rape culture is perpetuated through the use of misogynistic language, the objectification of women’s {and non-binary, femmes, and men’s} bodies, and the glamorization of sexual violence, thereby creating a society that disregards women’s rights and safety. (Marshall University)

Masculinity: A style of human expression not specific to any gender, but commonly associated with men, that prioritizes projecting power, physical strength, sexual dominance, virility, stoic body movement and minimal emotional expression. (Yolo Akili Robinson)”

Step Six: Have participants react to the common definitions. Give them an opportunity to process their feelings on the limitations, strengths or any clarity of each definition provides.

Step Seven: Facilitate action questions:

1. How can you interrupt the harmful elements of these concepts?
2. What are the strengths and resilience of masculinity that we can uplift and illuminate?
3. What can you do to expand or change the way people who identify as masculine (including yourself) are moving through the world and impacting the lives of others?

Step 8: Facilitate Closing out the space. (See the facilitator guide for more information)

Activity Two: Exploring Consent

This is a simple activity that can allow participants to begin to personalize their relationship to consent. It can also be used as a journaling exercise. This exercise may elicit feelings and it is important to have counseling support on hand if the facilitator is not trained in crisis management. (You can also use the hotline provided in the resource section to access counselors and trained crisis support.)

Step One: Facilitate Container Building: (See facilitator guide)

Step Two: Introduce Definition

“Consent is an agreement between participants to engage in an activity. There are many ways to give consent. Consent doesn’t have to be verbal, but verbally agreeing to different activities can help both you and your partner respect each other’s boundaries.” (Holiday Simmons)

Participants are to get in pairs and answer the following questions:

Questions:

- Name a time someone did something to you or your property without asking your consent. How did that make you feel?
- How would or do you feel when your consent is constantly not given, but people are still doing what they want?
- Review examples. For many people: Consent is not asked for many things:
 - a. Women being touched in club or social gathering
 - b. Children being forced to hug or kiss relatives
 - c. Police assaulting people of color
 - d. Doctors not asking before touching, grabbing, or doing something during an examination.
- How would this make a person feel? What is the long term impact of not asking consent? (Examples: Frustrated, angry, stress or alienation from one’s body)
- How have you not asked for consent in your own social life? What are things that you need to begin asking for consent for? (Examples: touching, hugging, talking to someone/ asking someone to be your ear)

Step Three: Facilitate closing out the space. (See the facilitator guide for more information)

Activity Three: Scenarios using the Ten Tips for Practicing Consent

Trigger Warning: This activity describes some sexual content in minor detail. All names and examples are fictitious for the sake of the exercise. Notwithstanding, the content could be triggering for some and before proceeding the presence of, or access to, a mental health professional trained in sexual trauma is encouraged.

After reviewing the Ten Tips participants will respond to and discuss the following scenarios:

1. Charles and Training

Charles went to a training at his job about sexual harassment and consent. He learned a lot about the experiences of women in the workplace and in society, and feels a lot of compassion for how his wife may feel. However, he now feels like he needs to interact with his wife in a whole new way. He feels like maybe he's been unintentionally harming her, and that now he needs to get consent and check-in about everything?

Which of the ten tips could Charles use? (Answers could be: Check in on expectations, Get specific)

What could be his next step?

Sample Answer:

Charles is wise to examine what his behaviors and practices with his wife (and other women and femmes). Having a conversation with his wife about consent should be a critical part of their conversation. People of all genders who are engaging in sexual advances or activities should check in about a lot of things. Affirmative consent does not intend to punish men and masculine people, rather it encourages both/all parties to name their interests and boundaries, and to hear and respect the other person's interests and boundaries. Having clear communication before a sexual act is ideal, but it

isn't just a one-time conversation, rather an ongoing practice both during and outside of sexual acts.

2. Movie Night

While having a quiet evening in watching a movie, Clara wanted to kiss and be affectionate with her boyfriend James. She knew she didn't want to have sex with him so she said "I just want to make out tonight". They kissed a lot during the movie, and after the movie had ended Jamie started masturbating while they were still on the couch.

Clara didn't say or do anything while it was happening. When James finished, he got up to leave, they embraced and had a short kiss goodnight. The next day Clara felt disturbed and violated about the experience. Did James practice consent? (Yes/No)

Which of the Ten Tips is relevant here? (Examples: Ask before a shift)

Answer:

No. While in the context of an intimate adult relationship this is not an example of criminal sexual assault, however there was indeed a boundary crossed by James. Clara said she just wanted to "make out". The term deserves some explanation and mutual understanding, but Clara's reaction seems to imply that masturbation was outside of the bounds of "just making out". To add, Clara may have been giving non-verbal "no's" or lack of consent by not saying or doing anything he was masturbating. While she did not explicitly say "no", from an affirmative consent model she also did not say "yes". Sexual encounters need not fall under the legal definition of sexual assault or rape to be wrong or violating or upsetting. Consenting to one act does not greenlight consent to other acts.

3. Any Fun?

Damon and Denny have known each other through shared community for a while. They go on a date and decide to have sex. They do not have a conversation beforehand about likes, dislikes, boundaries, etc. Damon is surprised and dislikes it when Denny tries to enter him without a condom. Damon

pulls away and tries to engage in another act. This happens a few times before Denny stops and says, “Seems like you don’t want to have any fun.” Is Denny overstepping Damon’s boundaries? (Yes/No)

Which of the ten tips is relevant here? How can Denny practice consent better?

What could Damon do next in this scenario?

Answer:

Yes. While Damon did not explicitly use the word “No”, by repeatedly moving his body to avoid a particular act he is clearly indicating a boundary. In a 1999 paper by Celia Kitzinger and Hannah Frith, the authors conclude that “both men and women have a sophisticated ability to convey and to comprehend refusals, including refusals which do not include the word ‘no,’” positing that when men claim to not understand these types of refusals, they may actually be employing “self-interested justifications for coercive behavior.”

4. I Thought You Liked Me

Renee had a crush on Jason for months before he noticed her. When he did, she asked him to go to brunch with her. He

was used to doing the asking out, and had never been asked out by a woman before. He felt excited about her liking him. Throughout the week leading up to the date Renee was in touch with Jason and they mutually exchanged flirtations via text. They had a good time at brunch and afterward she invited him back to her apartment. They started kissing and she needed to use the restroom. When she came out of the bathroom Jason was completely undressed. When Renee expressed surprise and dislike for him removing his clothes, Jason got upset and said, “But I thought you liked me?” Did Renee convey consent for sex? (Yes/No)

Which of the ten tips is relevant here? How can Jason practice consent better?

What could Renee do next in this scenario?

Answer:

No. Renee like any other person is well within their right to express interest and desire in someone without guaranteeing them sex. She at no point, from the scenario, shared that she was interested in sex. Never confuse romantic or sexual interest as sexual consent.

Part Three:

Journal Prompts (Solo or Group)

The following prompts are designed for self-led or collective writing about exploring consent.

1. How would you define consent?
2. What is your earliest memory of practicing consent? Who taught you this?
3. How does consent already operate in your current life's choices?
4. Name a time your consent was not given. How did that make you feel? What did you say to that person, or what would you say to that person if you could today?
5. What would a world look and feel like where everyone practiced consent?
6. If everyone practices consent, how would this change systems of oppression?
7. How does your privilege (race, gender, cis) inform the ways in which you may feel unconsciously entitled to others' attention, labor or bodies?
8. Why do you think consent is not always given and asked for when it comes to sex?
9. How do you feel about giving and asking for consent in your sexual relationships?
10. How do you think you or others would experience pleasure if consent was always honored?



The Journey Continues

We applaud your efforts to be mindful, responsible and accountable for your male/masculine privilege. Learning and practicing boundary-setting and consent is no small feat. There are not enough safe and healthy models of masculinity in popular culture or the media for you to emulate, but we hope that this guide will continue to inform and impact you. As your journey to dismantle sexual violence and gender-based violence continues we encourage you to take the work beyond reading, writing, and talking, and to get embodied with these transformative actions. As the Challenging Male Supremacy Project states, “We can’t just think or talk our way out of male privilege. It lives in our bodies and behaviors, and we have to work there as well.”¹⁶

Additional Resources

Articles to Read:

[8 Things Men Should Know About What Consent Looks Like](#)
(Huffington Post)

[Men Still Don't Know How Consent Works](#) (Vice)

[6 Tips for Talking to Your Teenage Son about Consent](#)

[#Us Too: We Must Expand the Conversation on Sexual Violence](#)

[Teaching Kids About Consent](#)

[Making Space For Trans People in the #MeToo Movement. Teach Consent](#)

[The Nuances of Consent and How Some Men Are Trained to Ignore Them](#)

[How 5 Transgender Men Really Feel About The #MeToo Reckoning](#)

Books:

[The Will To Change, Men, Masculinity & Love](#) by bell hooks

[Boys & Sex](#) by Peggy Orenstein

[We Are The Work: The Making of Men Stopping Violence](#) by Dick Bathrick

[We Real Cool: Black Men & Masculinity](#) by bell hooks

[Masculindians: Conversations About Indigenous Manhood](#)

Links to these Resources



Other Resources: Organizations

[BEAM \(Black Masculinity Reimagined Project\) Men Stopping Violence](#)

[Men Can Stop Rape](#)

[The Northwest Network for Bi, Trans, Lesbian, and Gay Survivors of Abuse](#)

[A Call To Men](#)

[The Brown Boi Project Challenging Male Supremacy](#)

[National Organization For Men Against Sexism](#)

[National Coalition of Anti-Violence Programs](#)

[We Re-Think](#)

[Connect NYC](#)

Support Resources

[National Teen Abuse Hotline](#) (1-866-331-9474)

[National Sexual Assault Hotline](#) 1-800-656-HOPE (1-800-656-4673)

[National Domestic Violence Hotline](#) 1-800-799-7233

[Jennifer Ann's Group- Free Resources on Teen Dating Violence](#)

[National Anti-Violence Project - Advocacy for Local LGBTQ Communities](#) 1-212-714-1141

[National Suicide Prevention Hotline](#) 1-800-273-8255

[National Runaway Safeline](#) 1-800-RUNAWAY (1-800-786-2929)

Endnotes

- 1 AAU Climate Survey on Sexual Assault and Sexual Misconduct (2015) <https://www.aau.edu/key-issues/aau-climate-survey-sexual-assault-and-sexual-misconduct-2015>
- 2 Sexual Assault of Men and Boys <https://www.rainn.org/articles/sexual-assault-men-and-boys>
- 3 “Most Perpetrators of Sexual Violence are Men, So Why Do We Call It A Women’s Issue?”/ <https://www.dividedstatesofwomen.com/2017/11/2/16597768/sexual-assault-men-himthough/>
- 4 Department of Justice, Office of Justice Programs, Bureau of Justice Statistics, Sex Offenses and Offenders (1997).
- 5 AAU Climate Survey on Sexual Assault and Sexual Misconduct (2015) <https://www.aau.edu/key-issues/aau-climate-survey-sexual-assault-and-sexual-misconduct-2015>
- 6 FORGE, Sexual Violence in the Transgender Community Survey; National Coalition of Anti-Violence Programs, 2009, Hate Violence Against Lesbian, Gay, Bisexual, and Transgender People in the United States, New York, NY: National Coalition of Anti-Violence Programs, accessed Jan. 28, 2011.
- 7 The National Intimate Partner and Sexual Violence Survey: 2010 Findings on Victimization by Sexual Orientation, Atlanta, GA: National Center for Injury Prevention and Control, Centers for Disease Control and Prevention, 18–20, accessed Dec. 13, 2013
- 8 Department of Justice, Office of Justice Programs, Bureau of Justice Statistics, Sex Offenses and Offenders (1997).
- 9 Department of Justice, Office of Justice Programs, Bureau of Justice Statistics, Sex Offenses and Offenders (1997).
- 10 “What 1,147 Men Think About #MeToo: A Glamour x GQ Survey” <https://www.gq.com/story/metoo-and-men-survey-glamour-gq>
- 11 “What 1,147 Men Think About #MeToo: A Glamour x GQ Survey” <https://www.gq.com/story/metoo-and-men-survey-glamour-gq>
- 12 Department of Justice, Office of Justice Programs, Bureau of Justice Statistics, Sex Offenses and Offenders (1997).
- 13 Adapted from Terri Coles’ “8 Things Men Should Know About What Consent Looks Like” https://www.huffingtonpost.ca/entry/men-consent_ca_5cd53843e4b07bc72975ee7e
- 14 “What Consent Looks Like” - <https://www.rainn.org/articles/what-is-consent>
- 15 Adapted from, “Toward Transformative Justice: A Liberatory Approach to Child Sexual Abuse, and other forms of Intimate and Community Violence”, Generation Five. <http://www.generationfive.org/>
- 16 Challenging Male Supremacy. <http://challengingmalesupremacy.org/>