

HOW TO IMPLEMENT THE
WHERE DO YOU STAND?
CAMPAIGN
ON YOUR CAMPUS.



I'M THE KIND OF GUY WHO TAKES A STAND

WHERE DO YOU STAND?

MEN CAN
CREATING CULTURES FREE FROM VIOLENCE
STOP RAPE

www.mencanstoprape.org

Men preventing sexism and sexual assault

WHERE DO YOU STAND? CAMPAIGN GUIDE

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What is WHERE DO YOU STAND?

"The bystander approach offers opportunities to build communities and a society that does not allow sexual violence. It gives everyone in the community a specific role in preventing the community's problem of sexual violence." – Banyard et al, 2004

For years Men Can Stop Rape has been known by our internationally recognized Strength Campaign. Now there is **WHERE DO YOU STAND?**, a new comprehensive **bystander intervention (BI)** campaign for college men. We define BI as doing or saying something to challenge harmful behaviors and attitudes present in situations that might contribute to sexual violence. Like MCSR's Strength Campaign, the components of **WHERE DO YOU STAND?** constitute a unified and comprehensive whole that can positively change the cultural dynamics of an entire campus. You will learn about different components throughout this guide.

There is good reason to focus specifically on college men and BI. Recent research suggests that men come to BI more slowly than women. We are starting to know from studies like Sarah



McMahon, Judy Postmus, and Ruth Anne Koenick's (2011) that compared to college age males, college age females have more positive bystander attitudes and behaviors. Vicki Banyard, Mary Moynihan, and Elizabeth Plante (2007) come to a similar conclusion and

call for more studies to investigate whether BI education may be different for men and women. Sarah McMahon and Alexandria Dick (2011) also comment on how men are less likely to intervene and attribute it to the social norms of hegemonic masculinity, characterized by "heterosexuality, strength, and sexual prowess." The pressure to "do masculinity" is especially present in certain group contexts where hegemonic norms dominate. Therefore, men are concerned about how other men will see them and treat them if they speak out against those norms, and this is a significant inhibiting factor.

So we need positive bystander intervention campaigns specifically for men. To create **WHERE DO YOU STAND?** we conducted interviews with sexual assault staff on college and university campuses, held focus groups with a diversity of college men, and administered surveys testing messaging. We learned that messaging positively incorporating masculinity and identity would be more effective – hence, "I'm the kind of guy who takes a stand." We learned that a question rather than a directive would work better – so we chose **WHERE DO YOU STAND?** as the theme. We learned that hook up culture and alcohol consumption are commonly intertwined on college campuses, which helped shape a number of our intervention scenarios. And we

learned which interventions college men would be most likely to do or say. Approximately 70% of survey participants indicated they would be very likely to use the interventions you see in the campaign. Another 20% indicated they would be somewhat likely. All of this learning has helped shape the **WHERE DO YOU STAND?** campaign theme, materials, trainings, curriculum sessions, event ideas, and projects.

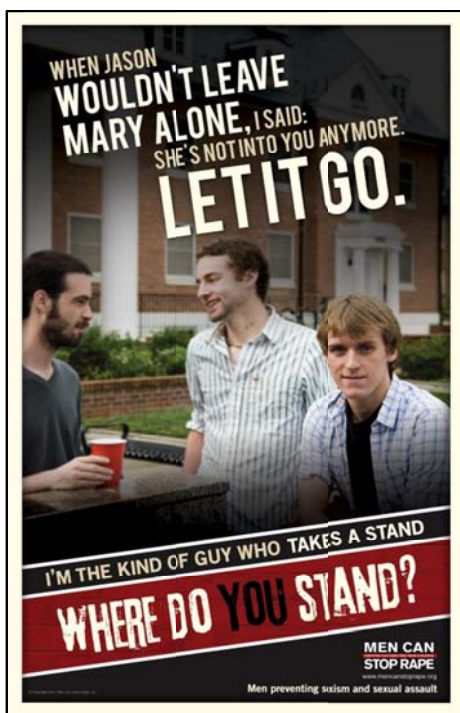
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Why WHERE DO YOU STAND? Works

In all of the campaigns Men Can Stop Rape has created, we have always used our expertise to identify the qualities that will lead to sustainable and measurable success. This campaign is no different. **WHERE DO YOU STAND?** achieves its goal of engaging and mobilizing college age men in the prevention of sexism and sexual assault through:

- *Positive Messaging.* We know that a fear-arousing campaign doesn't work. The intended audience becomes defensive, angry, or dismissive. **WHERE DO YOU STAND?** uses positive identity-based and solution-based messages that invite young men to be part of the answer to ending sexism and sexual assault.



- *Identity-Building.* In order to achieve behavioral change, it is important to positively cultivate an identity associated with the change. "I'm the kind of guy who takes a stand" provides young men with an identifier that accentuates their best selves.
 - *Action Recommendations.* It is imperative to inform young men on what can be done. If action recommendations are absent, behavioral change will not be reinforced. The **WHERE DO YOU STAND?** intervention messages and training offer real life examples of positive action.
 - *Performable Actions.* The recommended actions must be recognized by young men as something they would do themselves; if they aren't, the campaign loses credibility. The intervention actions were all tested and described by a large majority of college men as actions they would do themselves.
- *Healthy Masculinity.* A campaign should promote healthy masculinity as a means of challenging attitudes and behaviors that are connected to sexism and sexual assault. Healthy masculinity includes supporting gender equity and other forms of equity, as well as replacing risky and violent masculine behaviors with respecting the self and others.
- *Messaging that Identifies Benefits to the Individual.* Social marketing recognizes that people are generally not altruistic. The campaign communicates the positive results, feelings, attributes, etc., that the young men will obtain from intervening.

Placing WHERE DO YOU STAND? Materials



You've purchased some **WHERE DO YOU STAND?** campaign materials (you can order them online at www.mencanstoprape.org). What do you do with them? You don't want to slap up some posters on a wall and forget about them. This section will help you think about effective ways to make the campaign materials more visible. Here are some ideas:

- *Look for public areas with the most traffic.* Ask yourself, what areas do young men regularly pass through or hang out on your campus and in the community? Residence halls? The student center? The campus health building? The gym? Clubs near the campus? Gather a group of young men and ask them where they think the campaign materials should be placed.
- *Use event and presentation spaces.* Make your campaign materials mobile. For instance, laminate the posters and take them with you wherever you go to use as opportunities for discussion.
- *Consider the floor.* We're used to seeing things on walls, so the competition for attention there is more intense. Look for spots that receive a lot of traffic but where the competition is lower – like the floor. Consider using a **WHERE DO YOU STAND?** floor graphic.
- *Don't overlook private work space.* Use work spaces to express visible support of the campaign by teachers, coaches, and administrators. It is especially powerful when those who aren't overtly associated with the campaign put the materials up in their offices.
- *Cover private school space.* Give students ownership of the campaign by providing them with materials they can put up in their locker or dorm room, or display in various other ways.
- *Place the campaign online using social media.* Social media – Facebook, for example – allows students to create large networks that are integrated into their everyday lives. It is an important outlet for **WHERE DO YOU STAND?** Rather than trying to implement this yourself, see if there are youth who will volunteer their time.

Placement is important but don't stop there. A campaign is more than just figuring out where to put up materials. Weinreich Communications states on their website: "Social marketing involves much more than television advertising campaigns. The most effective programs use a combination of mass media, community, small group and individual activities. When a simple, clear message is repeated in many places and formats throughout the community, it is more likely to be seen and remembered." Another important task then is to implement strategies that engage the help of the public to spread the messages and ideas of the campaign.

- *Conduct **WHERE DO YOU STAND?** informational meetings.* You want as many people as possible on the same page concerning the campaign. Help faculty, administrators, coaches, staff, campus police, community organizations, parents, and other important groups understand the messages and goals of the campaign and the important role they can play in supporting those goals.
- *Involve the community.* If you're running a school-based campaign, don't overlook finding ways to spread it to the surrounding community and vice versa. See if you can put up materials in local businesses frequented by students. Have a launch event and invite business leaders, area politicians, and parents. Hold a **WHERE DO YOU STAND?** contest and give away prizes donated by local businesses.
- *Classroom Teaching as Social Marketing.* Professors are in a particularly useful position to support and develop the messaging of a college campaign, especially if they relate some of their lessons to the topics of gender issues. Whereas traditional media channels only have a short time – often 10 to 60 seconds to communicate its meaning – outlets like a classroom lesson can devote more time to explaining more complicated aspects of the messaging and use more collaborative methods.

If You Want More: Licensing the Campaign

WHERE DO YOU STAND? targets college men with provocative and inspiring images and messages showing how young men can use their strength for bystander intervention. If you like the materials enough to want more and also want to brand them with your logo and local contact information, then we suggest licensing the campaign.

MCSR provides licensees with complete media-consultation and design services together with proprietary public-service-advertising materials that meet the highest professional photographic and graphic-arts standards. You can decide what to license from an array of possible designs:

1. Billboards
2. Floor graphics
3. Posters
4. Banners
5. Bus placards and ads
6. Wall clings
7. Window decals
8. Postcards
9. Newspaper, magazine, or newsletter print ads
10. Stickers, magnets, notepads
11. Wristbands, pens, sports, bottles, toy basketballs, and other giveaways
12. T-shirts
13. Door hanger

After phone consultations about your strategies and goals for the campaign, MCSR will make recommendations and present you with a proposal outlining licensing requirements and costs. After the proposal has met your satisfaction, MCSR provides you with a contract; once it is signed, production begins. Licensing agreements last from one to five years. During that time, you can produce and display the designs as many times as you want within your city, county, or state.

We are able to offer **WHERE DO YOU STAND?** designs at a much lower cost than if you were to hire a PR firm by providing you with options drawn from an already existing campaign with a proven stock of messages and images. Using **WHERE DO YOU STAND?** designs also links you to an international network of organizations, schools, and agencies, all using consistent messaging.

Contact Patrick McGann, MCSR's Director of Strategy & Planning, at 202.534.1834 or pmcgann@mencanstoprape.org for a licensing consultation.

The **WHERE DO YOU STAND?** Bystander Intervention Training

I don't rape so it's not my problem • They'll think I'm gay • My friends will laugh at me • No one will agree with me • I'll get my ass kicked • It's not my responsibility • None of my friends ever say anything • I don't know what to say • What can one guy do? • I don't know the person • There's only one of me and a bunch of them • He'll think I'm being racist • I do that, say that, feel that, and believe it, too. • I want to but don't know how.

There are many different ways men react to and resist opportunities for intervention. Almost all men know, though, that uncomfortable feeling in their gut when someone crosses a line—a man in anger calling a woman a bitch or another man sexually harassing a woman, for example. But much of the time they may not act on it. Men have been socialized to dismiss that discomfort. This one day training for trainers – grounded in Hilde Nelson's ideas about dominant and counter stories, Michael Gershon's theory of the gut as a "second brain," Salovey and Mayer's ability-based theory of emotional intelligence, and recent research on how and why men do and don't intervene as active bystanders – prepares professionals and peer educators to conduct an hour-long bystander intervention workshop. Participants will be able to communicate how dominant stories of masculinity impede men's emotional intelligence and how counter stories connected to "gut check" and emotional intelligence empower men to trust their gut and take action.



All participants will receive the Where Do You Stand? facilitators guide and curriculum. The training builds on the intervention scenarios in the **WHERE DO YOU STAND?** campaign materials.

The Day-Long **WHERE DO YOU STAND?** Bystander Intervention (BI) Training Agenda

- I. Introduction
 - A. Why men need BI training
 - B. BI and the process of environmental change
- II. Dominant Stories and Counter Stories of Masculinity
 - A. Explaining dominant and counter stories – Hilde Nelson
 - B. Real Man exercise and BI
 - C. Strongest Man exercise and BI
- III. The **WHERE DO YOU STAND?** campaign
 - A. How the campaign was developed

- B. Connecting campaign materials with a workshop
- IV. Continuum of Sexual Violence
 - A. The continuum exercise using scenarios from the campaign
 - B. Primary prevention and the continuum
- V. From the Continuum to BI: Three Components
 - A. The importance of stories
 - B. Gut Check and Emotional Intelligence
 - C. Moving from Gut Check to the BI Toolbox
- VI. Wrap Up
 - A. Defining a successful BI intervention
 - B. Solomon Asch and the social influence process

WHERE DO YOU STAND? and The Men of Strength Club

Since 2007, from Hawaii to Washington, DC, Campus Men of Strength (MOST) Clubs have actively engaged college and university men to prevent sexual and dating violence. The Club inspires young men to create their own positive definitions of masculinity, manhood, and strength; develop healthy relationships with others; embrace the concept of personal responsibility; work in partnership with female peers; and do their part to build safe campuses and communities. If you're planning to implement the **WHERE DO YOU STAND?** campaign, the MOST Club can be a valuable component.

In 2010, Vital Voices International – cofounded by U.S. Secretary of State Hillary Rodham Clinton – listed MCSR's Men of Strength Club as "one of the most innovative prevention programs in the United States." Advancing healthy masculinity from a theory-based, outcome focused, and culturally informed design, the Club intervenes in the lives of young men through a pro-social, gender equitable, empowerment method.



The commitment of veteran Club members is exceptional. They have become spokespersons for healthy masculinity and prevention in their schools and the culture at large. MOST Club members took part in the Advisory Board for the National Teen Dating Violence Prevention Initiative, a project of the American Bar Association. Members have appeared on national talk radio shows to address men's role in preventing domestic violence as part of Liz Claiborne Inc. and *Redbook* magazine's "It's Time to Talk Day." They also have conducted annual youth led dialogues for the United Nations.

On campus, MOST Clubs collaborate with a wide range of student groups and departments, including residence life, student affairs, academic departments, student government associations, Greek life, athletics, judicial affairs and public safety. Clubs engage other men by sponsoring BBQs and tailgates to kick off the new school year, and they host and participate in the College MOST Club Film and Speaker Series and other campus events to raise awareness about sexual assault and dating violence, sexual and reproductive health, and healthy masculinity. Members have spoken at the National Conference on Sexual Assault in Our Schools and lobbied their elected representatives in Washington, DC for more gender-equitable policies. They also mentor younger men in their communities as part of Men Can Stop Rape's Between the Notes program, and they join their women classmates and friends in Taking Back the Night on campuses across the country.

Starting a College Men of Strength (MOST) Club

Starting a College MOST Club is a serious commitment, on both the part of MCSR and a college campus. In order for a Club to be effective, it requires financial resources, strong allies, solid expertise, and sustained commitment. MCSR can help by providing strategy, trainings, manuals, curriculums, and technical assistance. Below are reasons to start a MOST Club and who to contact.

Club Benefits

For Members

- Access to positive male mentors
- Fun environments
- Healthier understanding of manhood and masculinity
- Peer support and a national network
- Increased awareness of men's role in preventing violence against women
- Increased skills to take public action to prevent violence against women
- Recognition at MCSR's annual Men of Strength Awards

For Schools, Organizations, and Agencies

- Proven programs for engaging young men in fostering a healthy, safe, and equitable campus environment
- Status as community leader in innovative violence prevention and youth development practices
- Increased investment from students in the health and safety of their communities
- Readiness assessment
- Access to evaluation tools and protocols
- Training and technical assistance over a sustained period of time
- Materials, including curriculums, project kits, and gear

Who to Contact

To launch Men of Strength Clubs, please contact:

Kedrick Griffin, Senior Director of Programs
202.534.1838 • kgriffin@mencanstoprape.org

Joe Vess, Director of Training and Technical Assistance
202.534.1836 • jvess@mencanstoprape.org

Planning a Comprehensive Campaign

Five comprehensive reviews of factors associated with interpersonal violence and its prevention strongly recommend intervening at multiple levels of the social ecology (i.e., at the level of the individual, family, peer group, community, organization, and society; Grauerholz, 2000; Heise, 1998; Mihalic et al., 2001; Kerns & Prinz, 2002; Neville & Heppner, 2005). Lee and colleagues assert that school-based sexual assault education efforts targeting individual attitudes are more effective when they are part of a comprehensive approach that includes intervening at the school and community levels (Lee, Guy, Perry, Sniffin, & Mixson, 2007). That's why we're offering a plan for **WHERE DO YOU STAND?** to be implemented at different levels of the campus ecology. If you can't implement all the moving parts, then consider prioritizing those most important to your campus.

Below is an outline of steps to implement a comprehensive **WHERE DO YOU STAND?** campaign over a two-year period.

- I. **Year One, Planning, Part 1, First Semester (one month)**
 - A. Develop a list of potentially valuable campus allies – student groups, administrators, coaches, staff, faculty, campus police, and community organizations – for launching the campaign
 - B. Talk about the campaign with the list of allies to gain support and interest

- II. **Year One, Planning, Part 2, First Semester (four months)**
 - A. Assess the level of interest, support, and commitment of different campus allies to establish a **WHERE DO YOU STAND?** coordinating committee that meets regularly
 - B. Present all committee members with a plan for launching **WHERE DO YOU STAND?** on their campus that will consist of the following:
 1. Licensing customized **WHERE DO YOU STAND?** designs or purchasing **WHERE DO YOU STAND?** materials
 2. Starting a Campus Men of Strength (MOST) Club on campus
 3. Getting the buy-in of student leaders and administrators
 4. Placing campaign messages and PSAs
 5. Developing a plan for evaluation
 - C. Conduct trainings with faculty, administrators, student groups, community organizations, campus police, and coaches License campaign designs.
 - D. Designs can consist of:
 1. Billboards
 2. Floor graphics
 3. Posters
 4. Banners
 5. Bus placards and ads

6. Wall and window clings
 7. Postcards
 8. Print PSAs
 9. Wristbands, pens, toy basketballs, gear, and other giveaways
 10. Radio PSA
 11. T-shirts
 12. Campus-kiosk ads
 13. Door hanger
- E. Or purchase campaign materials. Materials can consist of:
1. Banners
 2. Floor cling
 3. Posters
 4. Postcards
 5. T-shirts

III. Year One, Launching, Second Semester

- A. Recruit members for the MOST Club
- B. Plan, schedule and hold a training for facilitators, sponsors, and members of the Men of Strength Club
- C. Begin weekly MOST Club meetings using curriculum
- D. Conduct pre-test evaluation of MOST Club members and for public education campaign
- E. Place campaign materials throughout campus
- F. Conduct campaign launch event
- G. MOST Club members plan **WHERE DO YOU STAND?** campus project for semester
- H. MOST Club members begin process of becoming officially recognized student organization
- I. MOST Club facilitators and sponsors participate in monthly conference calls with MCSR staff

IV. Year Two, Sustaining, First Semester

- A. Continue MOST Club weekly meetings
- B. Begin training MOST Club members to conduct peer education programming.
- C. MOST Club members implement campus projects planned in Year One, Second Semester.
- D. MOST Club members hold open meetings with community partners and other campus groups/campus community
- E. Schedule site visits from MCSR staff
- F. MOST Club facilitators and sponsors participate in monthly conference calls with MCSR staff

V. Year Two, Sustaining, Second Semester

- A. Recruit new students into MOST Club

- B. Continue MOST Club weekly meetings
- C. Continue and plan to expand MOST Club peer education programming
- D. MOST Club attains official student group status
- E. MOST Club creates plan for outreach to a partner school in community
- F. Plan and implement “Between the Notes” events – MOST Club members speaking to high school members, etc. about **WHERE DO YOU STAND?**
- G. MOST Club facilitators and sponsors participate in monthly conference calls with MCSR staff
- H. MOST Club expands **WHERE DO YOU STAND?** peer education programming (athletes, dorms, Greek organizations, other student organizations/campus groups, etc)
- I. Conduct post-test evaluation of MOST Club and for public education campaign

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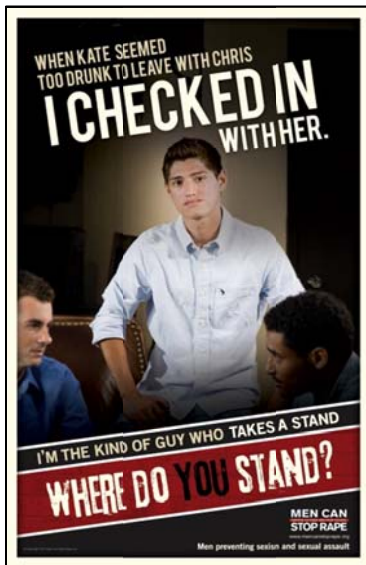
Evaluating the Campaign's Success

We all know evaluation is important, but sometimes it can be intimidating. If you can't have the experts evaluate the campaign, keep it simple. Use focus groups. A focus group involves inviting a small group of participants to share their thoughts, feelings, attitudes and ideas on certain subject – in this case the campaign. They are advantageous because they are inexpensive, fairly easy to organize, offer the opportunity for more in depth feedback, and allow for the possibility of participants building upon one another's responses.

Some possible groups you could invite include: young men, young women, faculty and administrators. You would want to meet with each group separately and limit the number of participants from six to eight.

Planning and Preparing for a Focus Group

Think of what you most want to know – for example, where and how frequently did people see the campaign materials; what did they remember about the campaign materials; who did they have discussions with about the campaign; what was said; and so on. You might want to find out some things from one group and not another. Limit yourself to five or six main questions. Let these questions structure your agenda. Because the campaign is visual, plan on either creating a PowerPoint presentation or having **WHERE DO YOU STAND?** materials on hand. Prepare an introduction script explaining the purpose of the meeting and how the hour with them will be run. This can include the issue of confidentiality. Find a quiet room ahead of time with few distractions that allows you to arrange people in a circle. Consider using a digital recorder to capture what people say; if you do this, make sure you get their consent. If you don't know everyone in the groups, buy name tags or table placards and felt tip pens. If you have the resources, consider providing refreshments, especially if the meetings take place during meal times.



Running a Focus Group

If you don't know everyone and/or all of the participants don't know each other, ask them to wear name tags or write their names on a table placard and place it in front of them. If you are recording the meeting, turn the recorder on, state the date, what the meeting is about, and ask for everyone's consent to record.

Start discussion by making it clear that they should answer honestly; that's how they can be most helpful. You're there to learn from them. Create an inviting and friendly atmosphere by

expressing interest and appreciation. Make certain that **all the questions you ask are open and neutral**. You do not want to persuade or influence their comments. Other tips for running focus groups include:

- Start with a topic people will have an interest in and find easy to talk about. For instance, if you're meeting with parents, you might begin with questions about whether their sons and daughters talk to them about bullying and harassment.
- Use language that people will be familiar with. You may talk about the campaign differently to administrators than parents or students.
- Use reflective listening; in other words, when appropriate, repeat back your understanding of what a participant said to make sure you have understood correctly.
- Don't hesitate to call on people, especially if a few are dominating the discussion. Express an interest in hearing from everyone.
- If discussion is veering too far off topic, politely step in and acknowledge that what they are talking about is very interesting but you'd like to go back to what was being discussed earlier because you want to learn more about it.
- Manage disagreements and debates by being interested in the different perspectives being presented.
- It can be helpful to note responses to questions on a flipchart/whiteboard so that they can be referred to later.
- If you're asking a challenging question, have participants think about the issue for a few minutes, write down their thoughts, and then ask each person to share his or her response.

You should end the focus group by stressing how helpful the participants have been. Spend a few moments jotting down any notes you'll want to remember for later. If you write a report, include overall findings and recommendations, as well as responses to each of the major five or six questions that shaped your agenda. Include quotes from participants that are particularly telling.



TO LEARN MORE ABOUT MEN CAN STOP RAPE, VISIT WWW.MENCANSTOPRAPE.ORG

STRENGTH – MASCULINITY – VIOLENCE. Consciously and unconsciously, young men absorb a multitude of messages about the embodiment of these concepts. The mass media and popular culture saturate the market with their versions of masculinity that are deceiving and dangerous, leading too many young men to form unhealthy expectations and commit acts of harm to themselves and others.

Since 1997 Men Can Stop Rape (MCSR) has challenged these unhealthy expectations by leading the call to positively redefine masculinity and male strength as part of preventing men’s violence against women. Identified by the Robert Wood Johnson Foundation as one of the “world’s most innovative domestic violence prevention programs,” MCSR’s innovative youth development programs, public awareness campaigns, and leadership training have reached over two million youth and professionals throughout the country and world.

Mission & Vision

MCSR’s mission is to mobilize men to use their strength for creating cultures free from violence, especially men's violence against women.

MCSR’s vision is to institutionalize the primary prevention of men’s violence against women through sustained initiatives that generate positive, measurable outcomes in populations throughout the world.

The Strength Campaign

Because the normalizing messages of masculinity referred to in the earlier paragraph are so pervasive, any primary prevention initiative challenging such messages will be most effective if it is as comprehensive as possible in its approach. MCSR’s youth development programs, public education campaigns, and leadership training together constitute the Strength Campaign – a unified and comprehensive primary violence prevention campaign that has launched in states and cities around the country. The Strength Campaign consists of the following components:

The Men of Strength (MOST) Club. Since 2000, the MOST Club—the premier, award-winning primary prevention program for male youth in the country—has provided middle school, high

school, and college age young men with a structured and supportive space to learn about healthy masculinity and redefine male strength. Each year-long, multi-session Club builds members' ability to translate their learning into community leadership.

Strength Media. From U.S. military installations across the world to billboards and movie theaters across California to public health clinics in South Africa, Strength Visuals' public service announcements have reached hundreds of thousands of men with their compelling visuals and positive messages, inspiring them to be strong without being violent.

Strength Trainings. MCSR has trained more than 10,000 youth-serving professionals and provided technical assistance to more than 500 agencies and organizations. Strength Trainings are based on sound theories and effective exercises that professionals can use to increase young men's awareness of the harms associated with unhealthy masculinity and to offer them positive, healthy alternatives.