




A GOOD MAN

INTERNATIONAL BOY'S SCHOOL COALITION

Process facilitated by Tim Jarvis and Paul de Wet



"CARVING A GIRAFFE"

"How do you carve a giraffe?", I asked the man? He replied, "it's not so much that I carve a giraffe, I simply carve away all that is not giraffe and I am left with a giraffe".

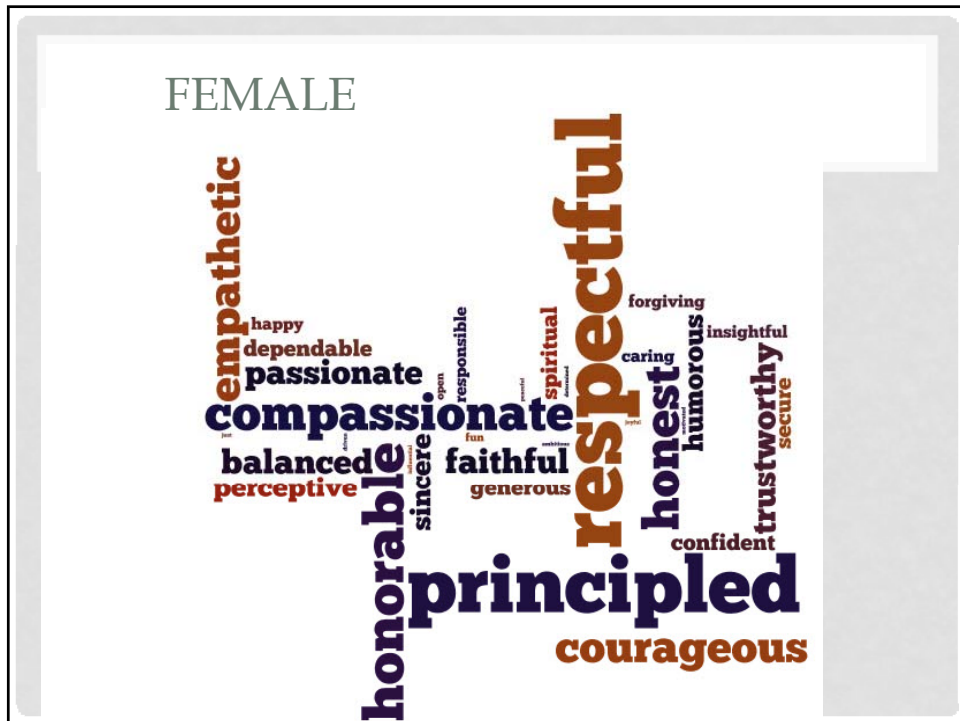
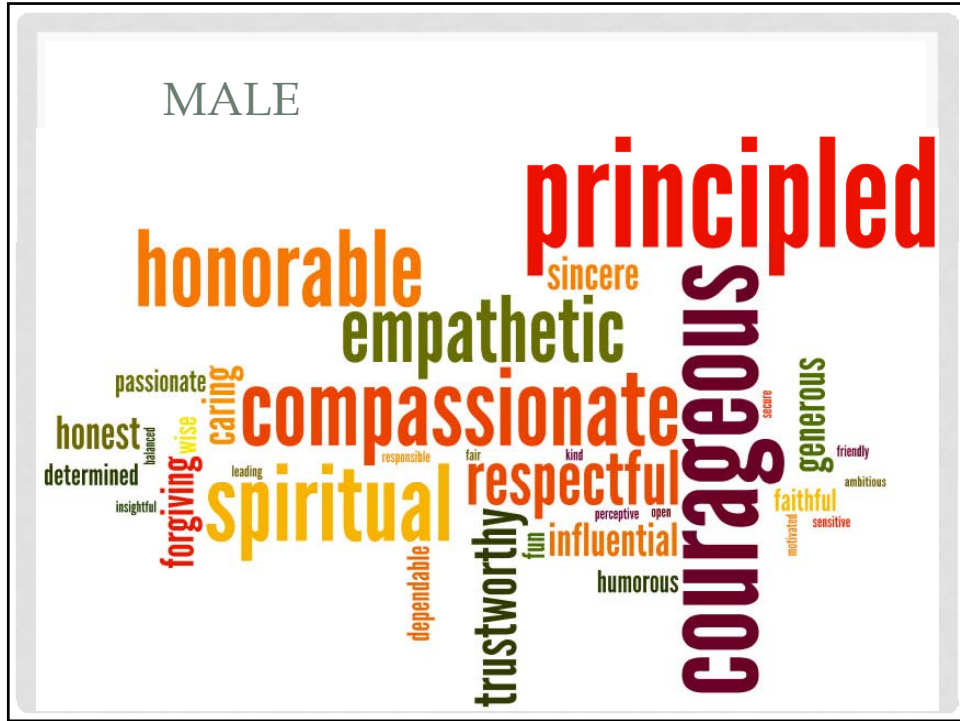
- Delegates were given the list of words on the following slide.
- During the course of the conference they were repeatedly asked to remove a number of words, those words which would least apply to defining a good man
- Once the list had been "carved" down to 5 words each delegate was asked to submit them with his / her age and gender. These were then put into the word clouds which follow.
- In the same way that every giraffe is unique, we were trying to find possible common characteristics of a "good man" rather than a binding definition.

THE WORDS WE USED

Vibrant	Serious	Honest	Charismatic
Principled	Indifferent	Joyful	Open
Dependable	Sincere	Fun	Trustworthy
Ambitious	Meek	Influential	Confident
Sensitive	Respectful	Happy	Responsible
Compulsive	Motivated	Balanced	Driven
Diffident	Tense	Gentle	Dismissive
Focused	Relaxed	Easy going	Contemplative
Win at all costs	Uptight	Casual	Friendly
Caring	Generous	Honorable	Timid
Humorous	Neurotic	Fair	Dominant
Perceptive	Leading	Submissive	Insightful
Firm	Docile	Determined	Unsure
Ruthless	Faithful	Passionate	Magnetic
Straightforward	Compliant	Anxious	Pushy
Reserved	Compelling	Reticent	Secure
Affable	Spiritual	Independent	Peaceful
Forgiving	Just	Wise	Courageous
Kind	Empathetic	Compassionate	Moderate

OVERALL

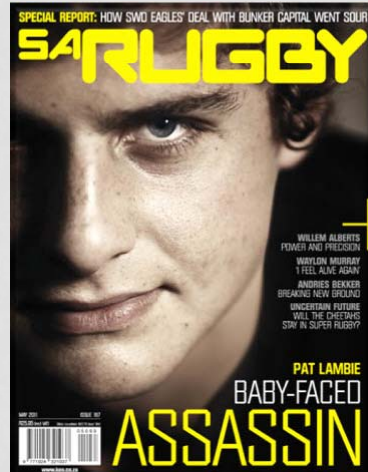






PHYSICAL COURAGE VS EMOTIONAL COURAGE

A clip from Raising Cain was shown to highlight the distinction.



ACTION AREAS

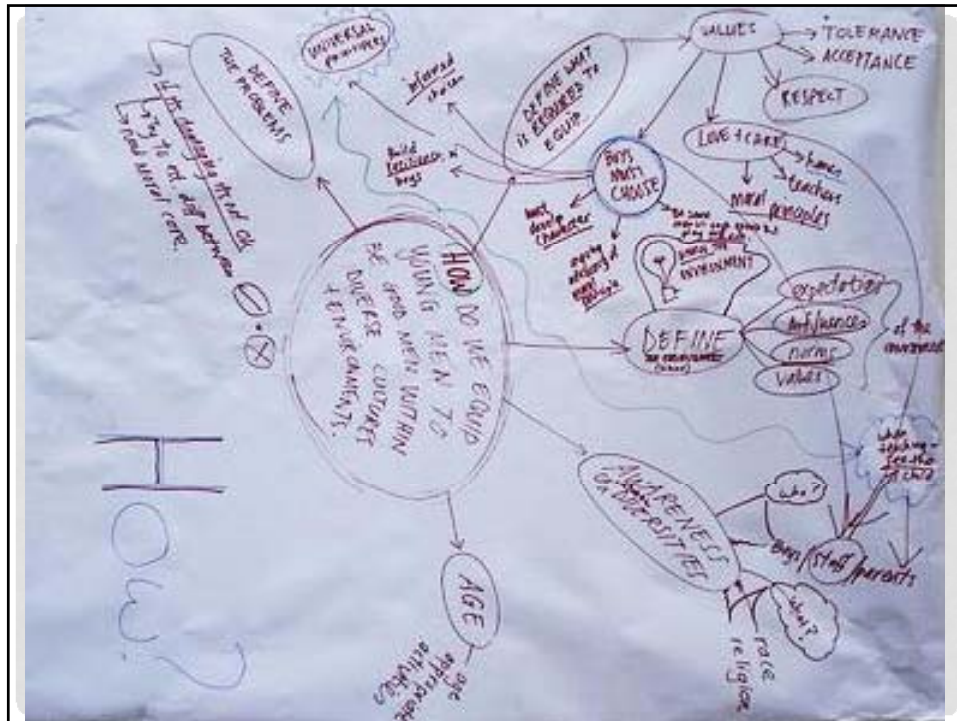
1. Role of culture & environment in shaping masculinity
2. Success v significance (taking the long term view)
3. Media and advertising
4. Sport
5. Technology
6. The role of women in boy's schools
7. Identifying and developing boys strengths
8. Risk taking – am I man enough?

PROCESS

- Each group was given an **action area**
- Each group tasked to come up with what they believe is **the question** for that action
- The question was discussed and the **inquiry** recorded
- **Ideas** and **possibilities** were suggested as a way forward.
- A group **spokesperson** gave feedback to the conference including the question, a summary of the inquiry and 2 or 3 ideas and possibilities in that action area.

1. The role of culture and environment in shaping masculinity

How do we equip young men to be good men within diverse cultures and environments?



FEEDBACK

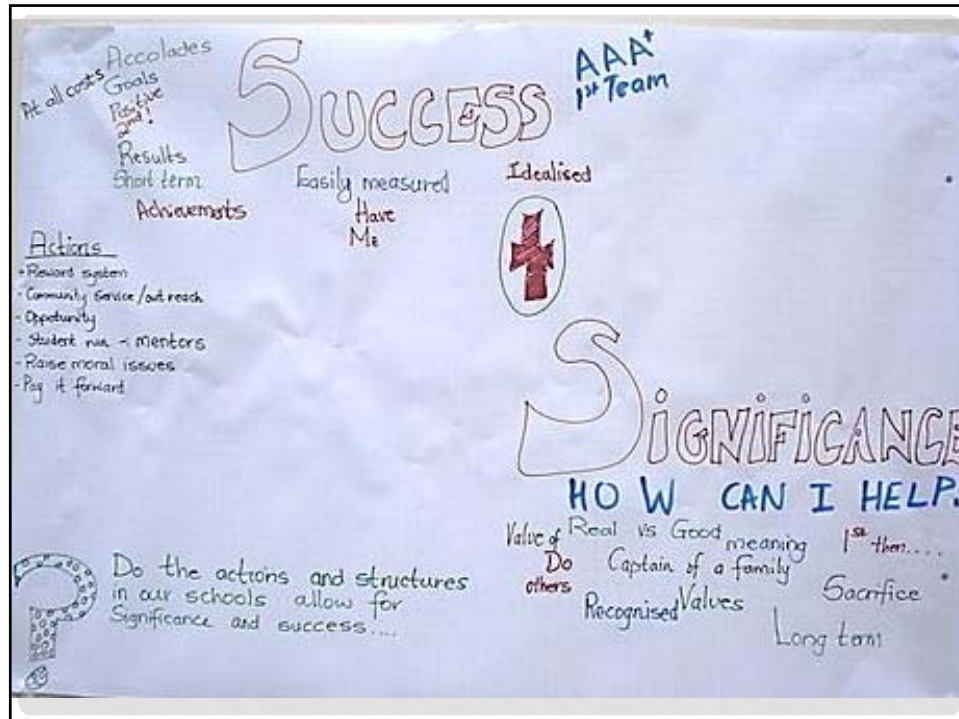
- We need to **define our environment**
 - Influences, expectations and values
- We need **awareness of diversities** by all
- We need **boys to know their context**
 - Who am I?
 - Who am I with?
- Training to **create awareness**
- **Develop EQ in boys**
- Equip boys to manage both school and home, coping with the differences which likely exist

FEEDBACK (CONTINUED)

- We need to **know and educate the boys' parents better**
- We need to "*get into their homes*"
- A need to **promote self-respect**
- It is all about choice
 - We need to empower our boys to choose to be the same in all contexts
- Above all we need to "**see the child**" and **focus on universal principles**

2. Success vs Significance (taking the long term view)

Do the actions and structures in schools allow for significance or success?



FEEDBACK

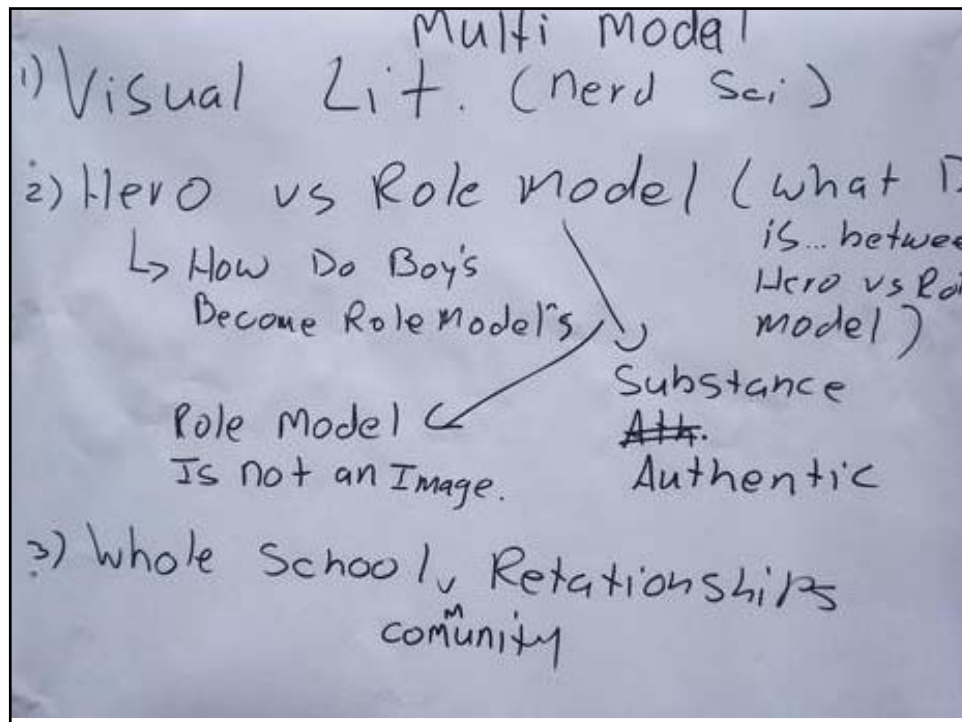
- What is the distinction?
 - Success is often self directed – who you are
 - Significance is outer, non-personal, towards a greater cause
- Parents and boys differ in their views
- **Recognition** is important
- How do **boys use their success to achieve significance?**
 - Could **successful boys mentor juniors?**
 - **Community service** is important
- Do we give our boys **opportunities for both failure and success?**

FEEDBACK (CONTINUED)

- Some schools have **honour counsels**
 - Are boys mature enough for this?
- We need to **create time and space for significant dialogues**
- **Fatherhood is significance and we need to prepare boys for it!**
- **Set meaningful and significant goals for our boys**

3. Media and Advertising

How do we, as educators equip boys to interrogate and respond to media messages of various masculinities?



FEEDBACK

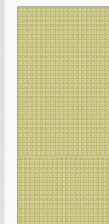
- There has been a shift in the way media portrays masculinity
- We cannot be too prescriptive!
- There is a **distinction between hero's** (boys can have these as they help facilitate dreams) **and role models** (boys MUST have these and must ideally know them personally)
- The **relationship between home and school is important**
- **Boys must have role models IN the school**

FEEDBACK (CONTINUED)

- Are we fuelling the media with our emphasis on winning?
- We DO produce good men. We need to **ensure that they are equipped to stand up!**
- **Use visual literacy lessons to support to educate boys in this area.**

4. Sport

How do we negotiate a shift away from a damaging, collective obsession with winning at sport and dominance towards a more sustainable emphasis on healthy development and participation without compromising school pride and marketability?



SPORT

Question:
How do we negotiate a shift away from a damaging collective obsession with winning at sport and dominance, towards a more sustainable emphasis on healthy development and participation, without compromising school pride and marketability?

Issues:

- Drugs in sport is one of the consequences of the intense competition.
- Winning/losing and the effect on the image of the school/marketability in a very competitive environment.

How do we develop a healthy sense of masculinity without compromising on health and welfare of the boys?

Suggestions going forward

- Schools happiness should not be dependent on results of sports teams and it is the duty of the leadership team (esp. Headmasters) to promote this. - has to be done as unified team.
- Each team should have their own identity and strive for their own achievements rather than focus on 1st team - Headmaster's Team of the week - rewarded for sportsmanship, not for always winning.

[Redacted]

Emphasis on participation, enjoyment, team spirit and all the other reasons that sport was initially introduced into schools.
Set targets for each boy, that are achievable.

FEEDBACK

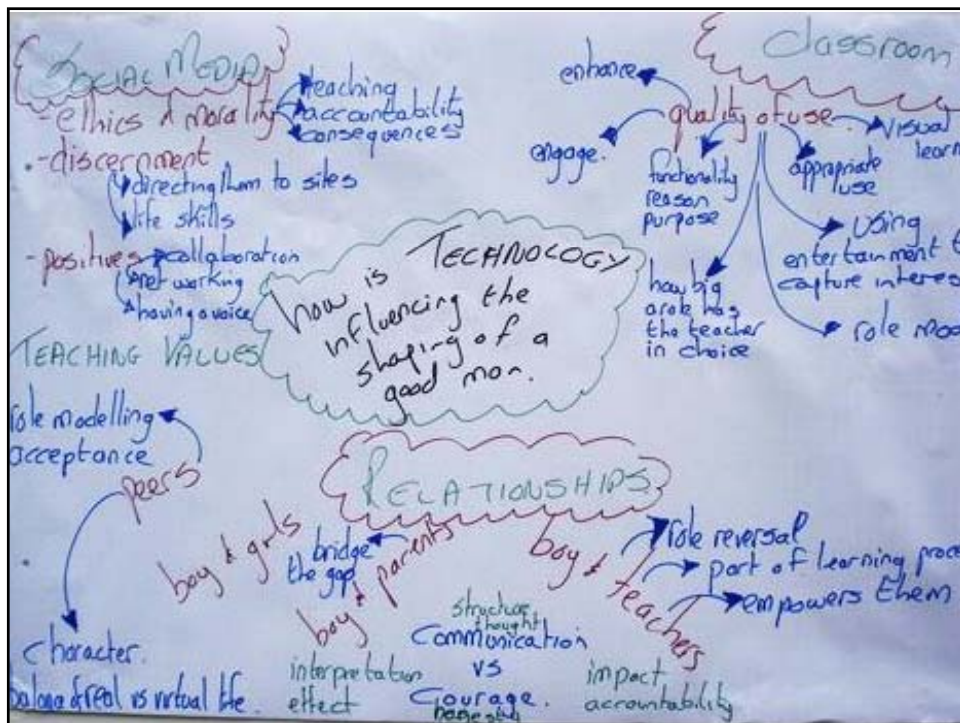
- There is a massive concern about boys' health with the increasing use of steroids
- It is important to **give boys the opportunity to win and lose and to understand how to respond appropriately** in both cases
- We need to **promote positive competition**
- It is important to **link the worth of the school to areas other than winning sport**
- **Each team should have its own identity, its own significance**

FEEDBACK (CONTINUED)

- Have a "***team of the week***" with the focus on sportsmanship, teamwork etc. not just winning so that all get to share the limelight
- Emphasize the **importance of participation, health and enjoyment** over winning
- Set **individual goals**

5. Technology

How is technology influencing the shaping of a good man?



FEEDBACK

- Whether we like it or not, social media has already influenced and continues to shape our youth in terms of values and norms – not always for the positive.
- We need **to teach about ethics, values and discernment of social media**. Part of this teaching would be directing them towards sites of higher educational value.
- Evaluate the quality of technology use, thereby ensuring that the **technology does not replace the message**, but rather the way we communicate the message.

FEEDBACK (CONTINUED)

- Use technology to **embrace networking, collaboration & group work within teaching**.
- Use the entertainment value to **capture interest**.
- A benefit of technology is that it helps the visual learner
- **Teach** the values of **accountability** and the need for face to face communication.
- **Teach** about taking **responsibility** for what we post.
- **Teach** about keeping **balance** between time spent in the virtual environment and in the real world.

6. The role of Women in boys' schools

What is the role of women in boys' schools in terms of adding balance to the development of good men and challenging stereotypes?

What is the role of women in boys' school in terms of adding/challenging "balance" to the development of good men

Action: Institutional recognition for the role of women in traditional boys' schools.

Action: Promote influential woman to positions of leadership

Action: Take part et in civil action to raise consciousness

Action: Inservice training / staff development + meaningful conversation

FEEDBACK

- The St Alban's boys referred to "real men" rather than "good men". Is there a difference?
- We need balance – there are lots of women in prep schools. Boys need a balance in terms of their teachers
- We need to challenge stereotypes
- **Women should be used in their areas of strength**
 - Often good confidantes
- Boys need to see women in leadership roles
- Women also need to be good role models for boys

FEEDBACK (CONTINUED)

- We need to recognise and **promote women**
- **Women** need to be **in leadership** roles
- Boys should take part in **civil action** to raise their consciousness of the issues around women in society
- Women teachers must actively demand respect
- **Boys need to encounter many and varied men and women**

- (their strengths)
- ⊗ Do I know and validate each boy in my care
 - sport
 - cultural
 - academic
 - classroom
 - ⊗ What is the context of evaluation?
 - GRADE
 - AGE
 - ⊗ Does management take every aspect of school life seriously?
 - ⊗ Hows the communication — (systemic environment) harder to tackle
 - ⊗ Do we encourage boys to better themselves? (compare their performance) Value added?
 - ⊗ Where is the recognition? Verbal praise >

- Every interaction matters
- Top down approach
 - senior boys
 - Head boys
 - Prefects
- Bottom down — Are teachers embracing a strengths based approach for a strength based approach

ACTION PLAN:

⊗ ~~idea~~

- Identify the stake holders
 - Parents
 - teachers
 - Management
 - Marketing dept
 - old boys
- Validate the ~~ide~~ individual
 - ↳ Do I know each boys individual strength and do I validate them?
- Do I know each boys' name
 - Take time to
- Get to know each boys
 - Gardiners
 - Multiple intelligences
 - family dynamics
 - Passions
 - Motivations
- Make time for reflection

ACTION PLAN:

- Do I know each boy in my care and validate their strengths?
- "Other Peoples' Shoes"
- We need to instill a culture of RESTECT?
- Do we have a "strength based" ethos
- ⊗ Teach like a champion — ^{Doug} Lemov (USA) best teaching practise.

FEEDBACK

- Do we know and **validate each boy's strengths**?
- **Every interaction matters** – from the parent to the cleaner
- We need to identify stakeholders in the school from the bottom up.
- We need to **broaden our view of leadership**
- Schools need to take their own particular context into account.
- **Each teacher** should have as his / her personal goal the desire to **encourage others**

FEEDBACK (CONTINUED)

- We should learn from one another by asking our colleagues what works for them.
- **BE** the champion in your schools
- We need to **know** our boys
- We need to help boys know their strengths
- We need to **see** and understand **the whole boy**

8. Risk taking – am I man enough?

What types of risks can be accepted and made varied to accommodate all types of masculinity?

What Types of Risks can be accepted and made varied to accommodate all Types of Masculinity?

- * Age appropriate
- * Not just physical
- * Ongoing development
- * Academic process/event
- * ^{also} translate into experiences
- * Evaluation: btwn acceptable/unacceptable risk

CONSEQUENCES

and individual cultural/ emotional etc.

Boys take risks

judgmental

@camp @Dad's and @Katie @Benny @Carmel @Liam @Liam @Liam

FEEDBACK

- Many schools provide **bush experiences** to give boys an opportunity to take responsible risks
- Risk taking must **not be limited to outdoor** activity
- It is important that risks opportunities are age appropriate
- We need to allow boys to learn in the **real world**
- **Dads and Lads weekends** provide opportunities
- Research shows that outdoor activities **do** grow men but there can be an "echo" which could be harmful
- Boys, being boys, will take risks so it is up to us to **help them learn to be responsible risk takers**

SOME CONFERENCE QUOTES

It is vital that parents and teachers do not take boys at face value even if they insist somewhat furiously that we do. **Michael Thompson**

SOME CONFERENCE QUOTES

"Your responsibility is not to create good men, your responsibility is to create an environment to help boys discover they are good men."
Michael Mol

SOME CONFERENCE QUOTES

The outside rugby coach has a mandate to win matches not to teach values.
Tim Goodenough

SOME CONFERENCE QUOTES

Brand Citizenship
"Brands must lead not follow."
Andy Rice

SOME CONFERENCE QUOTES

The perceived infallibility of Pistorius illustrates the inherent absurdity of heroism in sport...and yet if Cronje's downfall had taught South Africa anything, it had been the folly of ascribing moral virtue to a sportsman. **Oliver Brown**

"We have to work on developing alternative masculinities: ones that prize virtues other than being able to run the fastest."
Rebecca Davis , freelance South African journalist

SOME CONFERENCE QUOTES

"Let's get away from what men should be."
Michael Mol

*"In all of this, the
minds of boys are
carried as much in
their bodies as in
their heads"*

Michael Gurian

SOME CONFERENCE QUOTES

"Big success requires great failure"
Tim Goodenough

SOME CONFERENCE QUOTES

So how did we get from Connery to Craig, from hairy, slack leading men to hard-bodied models? The answer is marketing.

Tim Stanley

"Why can't men just be men any more?"

Daily Telegraph 2nd March 2013

SOME CONFERENCE QUOTES

"It may seem that every boy wants to be like Mike. But it isn't so. Boys want different and complicated and conflicting things. Some want to be like Will (Shakespeare); others want to be like Bill (Gates) or Al (Einstein); while still others want to be like Walt (Whitman)."

Michael Thompson

TWITTER FEED

- A twitter feed was used during the conference.
- The tweets can be viewed by going to www.visibletweets.com and using #ibscsa

WHAT BOYS NEED

1. Permission to have an internal life
2. Safe places to express high activity levels
3. To be spoken to in their language
4. To learn that emotional courage is courage
5. Discipline – to build character and conscience
6. A model of a manhood of emotional attachment
7. To be taught that there are many ways to be a man

Adapted from Raising Cain by Michael Thompson and Dan Kindlon

A FINAL ENCOURAGEMENT



*"Then he took his staff in his hand, chose **five smooth stones** from the stream, put them in the pouch of his shepherd's bag and, with his sling in his hand, approached the Philistine."*
(from 1 Samuel 17)



The **five smooth stones** had been shaped by the river over a long period of time and for a specific purpose. Their time had now come. The river had done its bit in preparing them even though the river had no idea to what use the stones would be put. As teachers we are like the river and the boys like our stones. We prepare them, smoothing their rough edges, playing our part in shaping them for their unique purpose even though we don't know that purpose.