

THE MANOSPHERE

What words do you associate with the
manosphere?



HISTORY OF THE MANOSPHERE



1970s

Men's Liberation Movement

Influenced by feminist scholarship, this movement acknowledged men's institutional power, critiqued hegemonic masculinity, and led to the split between pro-feminist and anti-feminist Men's Rights Movement (MRM).

1990s/2000s

Rise of the Manosphere

The emergence of Usenet newsgroups and early blogs, populated by predominantly white, educated, tech-savvy men. Neil Strauss' "The Game" (2005) brought pickup artist culture into the public eye.

2010s

Influence and Extremism

Social media amplified extreme elements, intersecting with events like Gamergate (2014) and #MeToo (2016). The manosphere's extremist factions retreated to the dark web, with mass violence linked to incel ideology.

2020s

Growing Concerns and Regulations

Increased online engagement. Bans on hate groups sparked free speech debates, pushing them to less regulated platforms. Calls for stricter regulations. Concerns rose over the impact on teenage boys' mental health and social interactions.

Which group of people believe most strongly that feminism has done more harm to society than good?



EMERGING TENSIONS?



37% of Young Men
Versus **19%** of young women find the phrase “toxic masculinity” unhelpful.



68% of Young Women
Versus **35%** of young men say it’s harder to be a woman than a man in British society today.



21% of Young Men who’ve heard of T*te have a favourable view of his opinions.



17% of Men
Versus **8%** of women say that equal opportunities have gone **too far**.

RECRUITMENT NARRATIVES

VICTIMHOOD & INJUSTICE

Emphasizes societal biases against men, fostering solidarity and validating experiences of injustice within echo chambers

SELF-IMPROVEMENT

Promotes personal growth to regain control, reinforcing harmful stereotypes and unrealistic expectations, and male dominance.

BROTHERHOOD & BELONGING

Creates a supportive brotherhood for isolated men, reinforcing shared grievances and transforming them into a collective movement.

HYPERGAMY

Simplifies relationships to status exchanges, fostering competition and resentment, leading to isolation and harmful behaviours

How to Support Pupils?



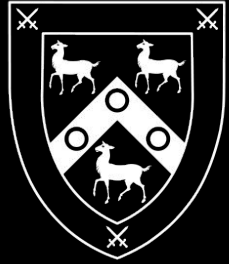
Be Proactive



Sustainable



Values-led



St Paul's School

FOUNDED 1509

Taking a values-based approach through
character education

Uniquely St Paul's

LEADING THE WAY ACADEMICALLY FOR OVER 500 YEARS

What is meant by “character”?

“The ways of thinking and feeling a person is disposed to, the kinds of things that they are motivated by and value, and the kinds of action they regularly choose or habitually carry out.”

[Feelings] - [Thoughts] - [Motivations] - [Values]

[Actions] - [Reactions]

[Repeated]

[Considered/Chosen]



What is character education?

Feels	Thinks
Motivated	Chooses
Acts	Reacts
Habitually	

Literally

Broadly



THE
JUBILEE CENTRE
FOR CHARACTER & VIRTUES



What does it have to offer here?

Internalism:
Facts and
knowledge alone
can't motivate

A good life is
complicated – it
takes a lifetime
and a
community

Character traits
are skills – they
can be learned,
practiced and
honed

“What kind of person do I want to be?” and “What kind of world do I want to create?” are questions that transfer to any context. **They anchor.**



A Character Approach in Action

Caveat 1: Age-appropriate adjustments both in content and moral reasoning.

Caveat 2: Consequentialist, deontological and knowledge-based approaches appear to be ***necessary but not sufficient*** for long-term health and moral sensitivity/good character in this area.



A Character Approach in Action

Stage One: What kind of people do we want our pupils to be? Which character traits do we want them to have?

Stage Two: *Personal and collective literacy check...*



A Character Approach in Action

- 1) *Can I define and explain what this character trait is?*
- 2) *Can I give examples of people who have this character trait?*
- 3) *When do people practice this character trait in everyday life?*
- 4) *Can I explain why this character trait is a good one to have?*
- 5) *When does this character trait become a vice?*
- 6) *Are we all on the same page? [Do we have to be?]*



A Character Approach in Action

Stage Three: Can I explain interaction with the manosphere in terms of any of these character traits?

- *Scaffold: What would an “x” person do when it comes to interacting with the manosphere?*
- *Knowledge check: Why do I think that? What information is needed to set up and defend that link? Are there any contextual moral exemplars? Are there any counter-arguments and do I have a response?*



A Character Approach in Action

Stage Four: What are the barriers to them becoming that kind of person in this area? Can I actually help them overcome them?

- *Self-check: Is one of the barriers my own preconceptions, biases (ignorance, moral panic, nostalgia, unjustified innocence preservation, etc.) or approach?*
- *Society check: Where can an onus on the individual not change things?*



A Character Approach in Action

Stage Five: How far can I get in this process without needing to introduce my own thoughts?

- Stage 1: What kind of person do you want to be and why is that important to you?
- Stage 2: Literacy check
- Stage 3: How do you think this relates to the manosphere? Why do you think that?
- Stage 4: What barriers exist to becoming that person and how can you overcome them?



Facilitating Discussion



“This is a safe space.”

Surprising statistics

Hokey-Cokey Method



Question
X

~~“Guess what’s in my head.”~~
“What’s in your head?”

“Stop facilitating my family!”



Thank you!

Any questions?

