Today's Workshop

Sport, Mental Health and Toxic Masculinity

Dave Evans - devans@sandbachschool.org

Sarah Burns - sburns@sandbachschool.org
Led By:

Sarah Burns
Dave Evans

From:
Sandbach School
Cheshire UK
State School for students aged 11-18
Co-educational in the Sixth Form
1500 on roll
We will be Considering:

- what are the myths of masculinity?
- where’s the messaging from?
- how can we establish positive masculinity?
gentle
kind
pretty
patient
hard working
caring
amazing
loving

sporty
fun
strong
wise
silly
understanding
macho
hard
mate
The Three Myths of Masculinity
Masculinity is based on Sexual Conquest.
Masculinity is based on Economic Success.
Masculinity is based on Athletic Ability.
Top 4 Attributes

1. Engagement in activities to enhance appearance
2. Violence
3. Physically Strong
4. Athletic

Superhero Stats

With Great Power Comes Great Responsibility: A Content Analysis of Masculinity Themes in Superhero Movies

Jennifer A. Harriger¹, Madeline R. Wick², Kaelin Mendez¹, and Briana Barnett¹
What are the consequence of the subliminal messages?

- Feeds the beast
- Male Mental Health
- Empathy deficit
Sports, Boys’ Schools & Toxic Masculinity
A personal perspective
Express emotions freely
Encourage kindness & Compassion.
Looked out for one another
Acceptance for who we were

Emphasis on physical toughness
Physical aggression
Homophobic language
Sexual aggression
Anti-feminist behaviour
Activity

Where & what can be observed in your school which could be the seeds of toxic masculinity?
Deliberately Building The Culture

‘BOYS WILL BE BOYS’ OR ‘BOYS WILL BE WHAT WE TEACH THEM TO BE’
Working with Boys is a whole-school, iterative programme of study that uses guided reflection to empower boys to self-regulate their attitudes and behaviour. This book is essential reading for school leaders and teachers who want to promote a school environment in which boys are consistently principled, honourable, noble, trustworthy, upright and dignified.
Working With Boys' Project

Guided reflection upon:

- banter
- hierarchies
- humour
- humiliation
- anger
- behaviour types
- self-regulation
- crying & emotional expression
- football
- jostling & consent
- competition
- lifestyle choices
Model Through PE & Sport
5 STAGES OF DEVELOPING A CULTURE OF POSITIVE MASCULINITY

1. SHAPE THE STORY – Show them the journey...believe in the process.
2. ASK.....DON’T TELL – Make your staff part of the process.
3. CREATE LEADERS – Followers are good for the ego but not for a sustainable high culture.
4. EMBRACE FAILURE!! Don’t Be Scared of it.
5. HOLD EACH OTHER ACCOUNTABLE - This maintains standards.
Fail Stations
Remodelling Positive Masculinity

Clearly stating what attributes you want to see in your boys

**SANDBACHIAN**

- **TRUSTWORTHY**: Tells the truth even if it means they might get into trouble. Understands the importance of honesty and trust. Is not deceitful or underhand in any way.
- **AMBITIOUS**: Wants the best for themselves and for others. Whatever they are doing wants to be the best version of themselves. Looks for ways to improve themselves.
- **KIND**: Shows empathy to everyone in the school community. Is a good friend. Helps other people whenever they can.
- **RESILIENT**: Keeps going even if things get difficult. Accepts that setbacks can and do happen. Able to bounce back when the going gets tough.
- **HARDWORKING**: Gives school work their full attention. Puts maximum effort into their work. Seeks out help when necessary.
One way of helping staff with tricky conversations or situations so that a consistent message is given to students.
## Sandbach School Script: Whole School Routine & Culture Development

### Objectives of Script

1. All pupils and community members are kept safe and the learning environment is maintained
2. Behaviour management systems are upheld
3. The teacher’s authority in the room is upheld

### Behaviour Management after exiting a student to the Behaviour Centre

<table>
<thead>
<tr>
<th>Time</th>
<th>Lesson time</th>
<th>Location</th>
<th>Classroom</th>
<th>Members of Staff</th>
<th>Teacher/LG</th>
</tr>
</thead>
</table>

This script is to be used when a student has been exited from a lesson and they have not gone quietly leaving the class in a disrupted state. It is important for you to model calm and non-judgemental behaviour by your body language and use of the script.

<table>
<thead>
<tr>
<th>ACTION</th>
<th>CONVERSATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ensure the class is silent and focussed upon you.</td>
<td>I’m sorry about that disruption to your learning. XXX’s negative behaviour will be dealt with by a member of staff. We now need to refocus upon the lesson so that no more learning time is lost.</td>
</tr>
<tr>
<td>Next steps are now critical. The lesson needs to become the focus again.</td>
<td></td>
</tr>
</tbody>
</table>

Suggestions:
- Get student(s) to recap what has been learnt so far
- Find a suitable task that will engage all
- Circulate quickly and address privately any students you think may have been affected and get them started on the task
key takeaways:

- misogyny is not dead
- boys’ schools are ideally placed to make a difference
- a culture must be built
- words matter - positive masculinity
- buy in by all is essential
End goal: Better Fathers, Better Partners & Better Leaders