

# MOSAIC

## Pathway on Man in the Mirror

### Thank you for being here!

Welcome to a community of people who are motivated to create cohesion through courageous conversations. We hope that these MOSAIC Pathways will support you to have healthy conversations about complex topics, so that we can collectively move closer to a more peaceful and inclusive society.

We know how busy life can get and that it can be difficult to find the time to be fully prepared for these conversations. Our team has designed this pathway as one possible way to structure a conversation around this topic. We welcome your feedback and suggested changes for this pathway, and any ideas you have for other pathway topics.

### Introduction

In this pathway we explore ideas related to masculinity in a positive, personal, and aspirational manner, that is relatable and digestible for young men. By creating a safe and comfortable space, we encourage young men to share their aspirations, thoughts and experiences. The conversations will provide an opportunity for participants to be vulnerable and engage in this important dialogue openly and honestly.

This pathway helps young men draw connections between who they think they are as young men, why they are that way, and what kinds of men they would like to be in the future. This pathway seeks to promote self-awareness, healthy understandings of masculinity, and positive male role models.

\*Throughout this pathway we assert that the terms used e.g. man/men/male are intended to encompass all those who identify.

# Setting up the Conversation

Before getting stuck into the conversation, think how you might create a space that encourages open dialogue, vulnerability with purpose, and constructive engagement, where everyone involved feels empowered to share their experience without fear of judgment.

We encourage appropriate ice breaker and safety check out activities. We believe alongside those activities that this pathway can range in time from 1.5 hours to 3 hours.

Please consider further exploration through the Allyship and Positionality pathways.

## CREATING A SAFE AND ACCOUNTABLE SPACE:

1. **Acknowledge Diverse Experiences:** Begin by acknowledging the diverse experiences present in the room. Everyone brings unique perspectives shaped by their backgrounds, identities, and lived experiences. This recognition lays the foundation for understanding and empathy.
2. **Variation in Knowledge Levels:** Recognise the varying levels of knowledge about the topic. Some participants may be well-informed, while others may be exploring these concepts for the first time. Encourage an open mind and an attitude of curiosity for learning from one another.
3. **Sharing Personal Stories:** Emphasise the importance of sharing personal stories, which can humanise the discussion and deepen understanding. Participants should feel empowered to share their experiences, knowing that doing so enriches the conversation.
4. **Ground Rules for Support:** Establish ground rules for supporting each other throughout the conversation. Encourage active listening, empathy, and validation. Create a space where participants can express their thoughts and feelings without fear of judgement.
5. **Checking Comfort Levels:** Set guidelines for checking in on comfort levels. Acknowledge that discussions around these topics can evoke strong emotions. Encourage participants to communicate when they need a pause or additional support.
  - a. **Check-in with Young Indigenous & People of Colour:** Recognise that these topics/conversations may be more personal for young people of colour. Consider checking in with them individually before the session to gauge their comfort levels and address any concerns. During the conversation, be attentive to their reactions and provide opportunities for them to share or opt-out as needed.
  - b. **Addressing Power Dynamics:** Be mindful of power dynamics within the group. Ensure that everyone has an opportunity to speak, and actively intervene if dominant voices overpower marginalised perspectives. Facilitate with an understanding of the intersectionality of identities and how they contribute to varied experiences of discrimination.
6. **Respecting Dissenting Views:** Acknowledge the potential for differing opinions and viewpoints. Create an environment where dissenting views are acknowledged and discussed constructively through respectful dialogue.

However, dissenting views do not mean participants are entitled to express views that are violent, discriminatory, or question the existence of other people. Respect for differing views does not include tolerating hateful and harmful speech. Ensure that conversations remain within the bounds of respectful communication, within an atmosphere where participants feel safe and valued. Encourage discussions that promote understanding rather than perpetuating harm and address any language or behaviour that may be harmful or disrespectful to others.

## SUPPORT AND CARE FOR YOUNG PEOPLE:

1. **Recognise Vulnerability:** Understand that young people, especially those from marginalised communities, may feel vulnerable discussing these topics. Create an atmosphere that respects and values their emotions and perspectives.
2. **Provide Resources for Support:** Offer resources and information for additional support. Encourage participants to seek help if needed, offer a post workshop support sheet.
3. **Empower Through Education:** Empower young people through education. Provide resources that help build resilience and self-esteem. Highlight positive stories and examples of resilience within their communities.

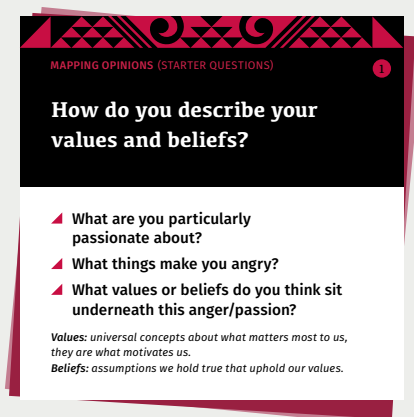
4. **Anti-Racist Practice:** Incorporate anti-racist principles into facilitation by emphasising the importance of dismantling racist structures and promoting inclusivity. Encourage young people to explore how they can actively contribute to anti-racist practices in their lives and build a sense of collective responsibility in creating a more equitable and just society.
5. **Encourage Allyship:** Encourage participants to support one another, learn from shared experiences, and work together towards a more inclusive and equitable future.

# MOSAIC CARDS

These are the recommended MOSAIC cards you can use to explore the concept of masculinity.

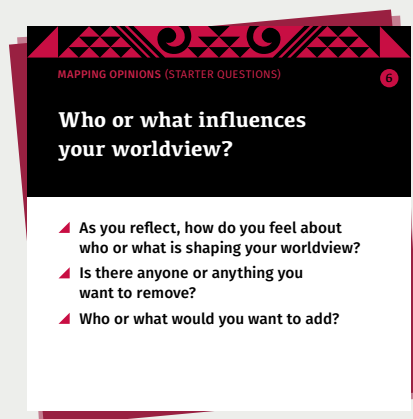
## CARD 1

How do you describe your values and beliefs?



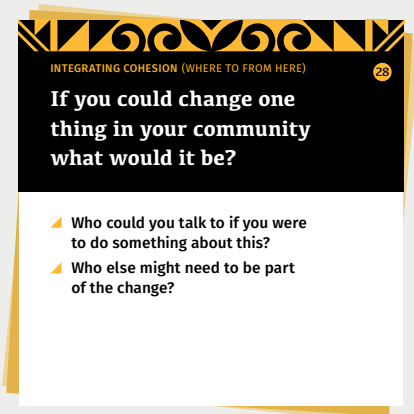
## CARD 6

Who or what influences your worldview?



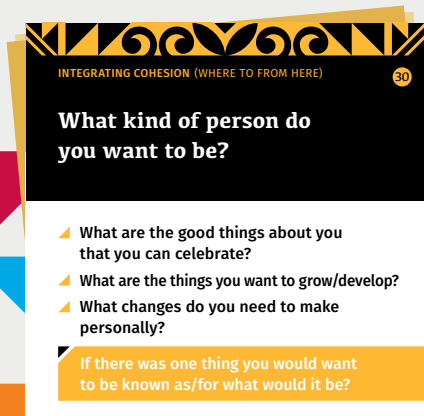
## CARD 28

If you could change one thing in your community what would it be?



## CARD 30

What kind of person do you want to be?



# Supporting Resources

Here is a selection of relevant resources for facilitators and workshop participants to explore the concept of masculinity. We recommend that you engage with the resources beforehand; however, they may also be built into the structure of the session where appropriate.



Video essay

## WHY IROH IS THE PINNACLE OF MASCULINITY

This video explores masculinity by unpacking the character Uncle Iroh from 'Avatar The Last Airbender' (2005). The video shows how masculinity is demonstrated through Iroh's patience, humility, lovingness, and ability to reflect and grow.

PG recommended, 21 mins

### Where to find it

YouTube

<https://www.youtube.com/watch?v=IzINuOwezWU&t=55s>

### Level of understanding:

Basic



Academic article

## MIXED MESSAGES: MĀORI/PASIFIKA MASCULINITIES AND AOTEAROA/NEW ZEALAND IDENTITY IN TELEVISION ADVERTISING, 2000-2019 - MATTHEW BANNISTER

Recent research on how Māori and Pacific men are represented on screen, and how this has changed over the years with changing expectations of masculinities from men.

16 pages

### Where to find it

<https://ojs.victoria.ac.nz/jnzs/article/view/7669>

### Level of understanding:

High



Video essay

## EVERYONE EVERYWHERE NEEDS WAYMOND WANG (AND KE HUY QUAN) - POP CULTURE DETECTIVE

This video explores the subtle masculinity of the character Waymond Wang and the actor who plays him in the film Everything Everywhere All At Once.

PG recommended, 19 mins

### Where to find it

YouTube

<https://www.youtube.com/watch?v=O7YnbGszcb8>

### Level of understanding:

Basic



Video essay

## BRINGING BACK WHAT'S STOLEN - INNUENDO STUDIOS

Exploration of 'hard' and 'soft' masculinity, with Mad Max Fury Road as a case study.

PG recommended, language, 5 mins

### Where to find it

YouTube

<https://www.youtube.com/watch?v=sTBJ9PmkAeU>

### Level of understanding:

Moderate

# The Conversation

## A. Getting started

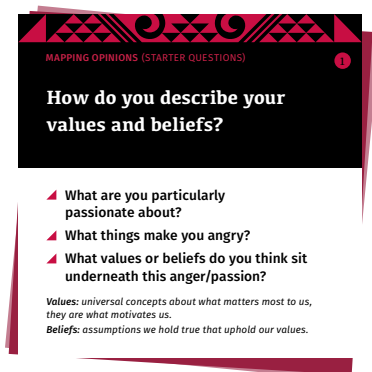
**IMAGINE YOU'RE LOOKING AT A MIRROR THAT REFLECTS WHO YOU WILL BE IN 30 YEARS. WHAT KIND OF MAN DO YOU WANT TO SEE LOOKING BACK AT YOU?**

This question encourages participants to reflect on who and how they wish to be as men, setting a baseline for their current aspirations and role models as young men.

Follow up questions:

- What are some key qualities you would like to see in that man?
- Can you think of any people or characters that have these qualities? If so, who are they and why do you think they are like that?

**CARD 1: HOW DO YOU DESCRIBE YOUR VALUES AND BELIEFS?**



Through this question participants can better understand who they are now and what is important to them as young men. Participants can identify their core values, and use them as a foundation for the kind of man they wish to become.

Follow up questions :

- What are some ways in which you live by your values?
- How do these important values and beliefs shape who you are?

## B. Getting deeper

**CARD 6: WHO OR WHAT INFLUENCES YOUR WORLDVIEW?**



This question helps participants gain insight into where some of their beliefs and ideas about masculinity come from. The conversation encourages participants to critically reflect on what they believe to be true about masculinity and the related content they consume.

Follow up questions:

- How do the views of your family influence the way you see the world?
- Where do your ideas of what it means to be a man come from, and do you think those sources are trustworthy?

**CARD 28: IF YOU COULD CHANGE ONE THING IN YOUR COMMUNITY WHAT WOULD IT BE?**



Participants are prompted to identify ways in which the 'male community' could be better. This discussion helps participants see areas of improvement for the community, and exposes them to ideas of how things could be different.

Follow up questions:

- How might we as individuals help make these changes that we want to see?
- What changes do you think women might like to see in the 'male community'?

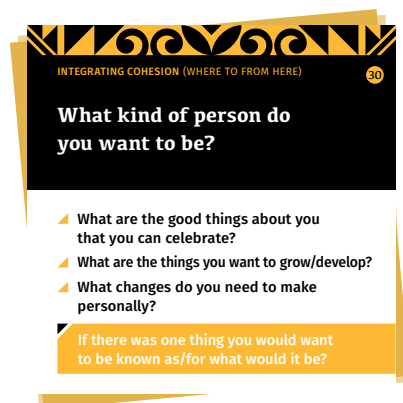
**NOTE:** Specify the prompts on the card to talk about being part of the male community / part of being a man.

## C. Wrapping up

Here are some questions to help you reflect on the conversation you've just had.

- What are some key learnings/takeaways?  
How might these be shared with others and in what settings?
- How has this Pathway impacted your understanding of masculinity?
- How might you apply your experience of this Pathway conversation?

### CARD 30: WHAT KIND OF PERSON DO YOU WANT TO BE?



This question helps participants articulate what sort of man they would like to be, helping to create a point of reference for their future actions and behaviors.

Follow up questions:

- How can you check that your actions are aligned with the kind of man you want to be?
- Why is it important for you to be the kind of man you want to be?
- Note: Specify the prompts on the card to ask what kind of man they want to be.





# After the Conversation

## More learning

You might be keen to continue with your learning about concept of masculinity. Here are some extra resources that can deepen understanding.



Film

### **'TO KILL A MOCKINGBIRD' (1962)**

This film showcases masculinity through one of the main characters Atticus Finch and how he demonstrates integrity, courage, empathy, perseverance, fatherly love, and commitment to family.

G, 2 hours

#### **Where to find it**

Streaming services

#### **Level of understanding:**

Moderate



Song

### **FATHER TIME - KENDRICK LAMAR**

A song where Kendrick confronts some of his deeply-ingrained beliefs about masculinity that were passed down to, and ultimately, hurt him.

*Explicit language, 4 minutes*

#### **Where to find it**

All music streaming platforms

#### **Level of understanding:**

Moderate



Song

### **FOREST WHITIKER - BROTHER ALI**

A song about men accepting who they are for who they are. Looking in the mirror and loving what you see.

*Explicit language, 3 minutes*

#### **Where to find it**

All music streaming platforms

#### **Level of understanding:**

Basic

# Support

We know these conversations can be difficult and bring up a range of experiences and deep emotions, which is totally valid. If you would like some support, here are some contact details for suggested support organisations and communities.

## **Youthline:**

Text: free text 234

Online chat: [youthline.co.nz](https://youthline.co.nz) (external link)

Email: [talk@youthline.co.nz](mailto:talk@youthline.co.nz)

Phone: 0800 376 633

## **InsideOut:**

<https://insideout.org.nz/resources/>

## **Shifting the line**

<https://www.shiftingtheline.ac.nz/>

