RESPECT

EMPATHY

COURAGE

REAL CONNECTION

POSITIVE MASCULINITY

A toolkit created by young people

Break the Silence

PEMBROS

Be part of the change

Pembrokeshire Youth
Ieuenctid Sir Benfro

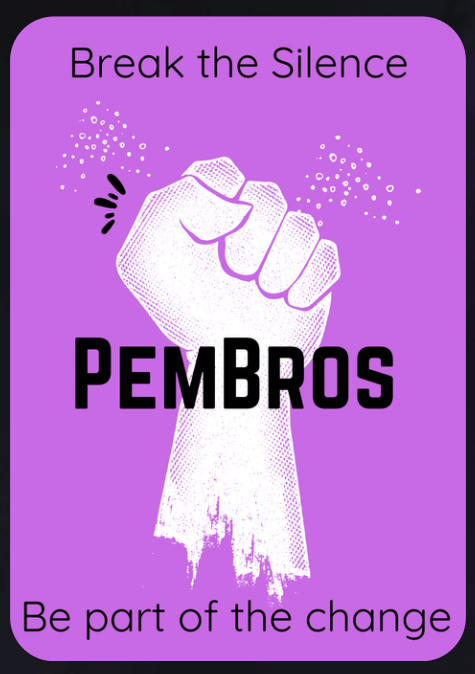
POSITIVE MASCULINITY

Introduction

Developed by PemBros, a countywide boys' youth group in Pembrokeshire, this toolkit reflects the group's commitment to youth-led change. Since its establishment in September 2025, PemBros has delivered a range of projects and campaigns aimed at making a positive impact across local communities

This programme explores what positive masculinity looks like — challenging harmful stereotypes, building emotional resilience, and creating space for young men to talk openly.

Through group discussions, activities, and real-life scenarios, we'll explore healthy relationships, respect, and what it means to be part of the change.



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WHAT MAKES A MAN?

ACTIVITY

WORD STORM

Give the group a large sheet of paper or whiteboard. Ask them to shout out words or phrases they associate with "being a man" — no filtering, just get it all down.

After 2 minutes, review together:

- Which words are positive? Which are harmful?
- Where do these ideas come from?
- Are these expectations fair or realistic?
- What's missing from this list?

💡 Key Point: Society gives us a narrow script for masculinity. This activity helps us see it — and start rewriting it.

FACILITATOR TIP:

Let the group lead. Don't correct — just guide the reflection. If harmful words come up, that's the point. Use them as a springboard for discussion.

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WHAT MAKES A MAN?

SCENARIO GAME

"WHAT WOULD YOU DO?"

Read each scenario aloud. The group moves to one side of the room to show their response — or stands in the middle if unsure. Discuss after each one.

1. Your mate is being laughed at for crying after a breakup. What would you do?

2. Someone in your group keeps putting down girls online. What would you do?

3. A younger lad looks up to you. He asks if "real men" don't show feelings. What do you say?

4. Your friend won't go to the doctor because he thinks it makes him look weak. What do you say?

DEBRIEF QUESTIONS:

- Was it easy or hard to decide?
- How could peer pressure affect your choice?
- What does your answer say about your values?

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REFLECTION

STRENGTH, EMOTIONS & RESPECT

Being strong doesn't mean hiding how you feel. Real strength is having the courage to be honest — with yourself and others.

SHOWING EMOTIONS IS STRENGTH

- Crying doesn't make you weak — it makes you human
- Talking about how you feel takes more guts than staying silent
- Bottling things up leads to anger, isolation, and poor mental health
- The strongest men you know have people they trust enough to open up to

DEFENDING WHAT'S RIGHT

- Strength is using your voice — not your fists
- Standing up when something's wrong, even when it's uncomfortable
- Calling out disrespect in your friend group takes real courage
- You don't have to fight to be strong — you have to think

RESPECTING WOMEN & GIRLS

- Respect isn't optional — it's the baseline
- How you talk about women when they're not there matters
- Consent is clear, enthusiastic, and ongoing
- A real man lifts others up — he doesn't put them down to feel big

💡 You can be strong AND aware of your emotions. You can be tough AND kind. These aren't opposites — they're what positive masculinity looks like.

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HOW CAN WE CHALLENGE BETTER?

ICEBREAKER

"AGREE, DISAGREE, NOT SURE"

Aim: Get young people thinking about attitudes, assumptions, and influences in a non-confrontational way. **Remind them that it is ok to be honest.**

Time: 10–15 minutes

HOW IT WORKS:

1. Label three areas of the room: Agree, Disagree, Not Sure
2. Read out statements — participants move to the area that reflects their opinion
3. Invite volunteers to explain their reasoning
4. Emphasise: no right or wrong answers — it's about exploring viewpoints

EXAMPLE STATEMENTS:

- People are heavily influenced by their friends
- A joke can still be harmful even if no harm was intended
- What we see online affects the way we think and behave
- Speaking up when something feels wrong is difficult
- It's possible for people to change their attitudes over time

DEBRIEF QUESTIONS:

- What influenced where you stood?
- Did anyone change their mind after hearing others?
- Where do our attitudes and beliefs come from?
- How can attitudes affect the way we treat other people?

Link: "Today we're going to explore how attitudes influence behaviour, how some attitudes can be harmful, and what we can do to challenge them in ourselves, our friendship groups, and our communities."

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HOW CAN WE CHALLENGE BETTER?

CALLING IN VS CALLING OUT

Calling out = publicly shaming someone. It can make people defensive and shut down.

Calling in = having a private, respectful conversation. It opens the door to change.

RESPECTFUL DISAGREEMENT LOOKS LIKE:

- Challenge the behaviour, not the person
- Use "I" statements — "I felt uncomfortable when..."
- Pick your moment — private is usually better
- Stay calm — anger shuts conversations down
- Listen to understand, not just to respond
- Accept people can grow — give them space to

ROLE PLAY ACTIVITY

In pairs, practise "calling in" using these scenarios. One person plays the friend, the other challenges respectfully.

1. Your mate shares a sexist meme in the group chat and thinks it's banter

2. A friend keeps making jokes about a lad's weight — he laughs along but you can tell it hurts

3. Someone says "that's so gay" as an insult without thinking

4. Your friend brags about pressuring his girlfriend into something she wasn't sure about

DEBRIEF:

- How did it feel to challenge someone respectfully?
- What made it easier or harder?
- Would you handle it differently online vs in person?

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ONLINE STEREOTYPES: MYTH VS FACT

Use as discussion cards, a quiz, or ask participants to guess Myth or Fact before revealing the answer.

1. SOCIAL MEDIA INFLUENCERS REPRESENT "NORMAL" LIFE

❌ MYTH — Most content is carefully selected, edited, and filtered — highlights, not reality.

2. BOYS DON'T EXPERIENCE PRESSURE ABOUT APPEARANCE ONLINE

❌ MYTH — Boys face significant pressure around body image, fitness, and masculinity online.

3. IF SOMETHING GETS LOTS OF LIKES, IT MUST BE TRUE

❌ MYTH — Popularity does not equal accuracy. False info spreads quickly online.

4. ONLINE STEREOTYPES CAN INFLUENCE HOW PEOPLE ARE TREATED

✅ FACT — Repeated messages, jokes, and images shape beliefs and affect real-life behaviour.

5. MOST PEOPLE ONLINE FIT PERFECTLY INTO GENDER STEREOTYPES

❌ MYTH — People have different interests and identities. Online content exaggerates stereotypes.

6. ALGORITHMS CAN CREATE ECHO CHAMBERS

✅ FACT — Platforms show more of what you engage with, reinforcing similar views repeatedly.

7. SHARING A MEME CANNOT CAUSE HARM

❌ MYTH — Even as jokes, memes can reinforce stereotypes, spread misinfo, or exclude people.

8. IT IS POSSIBLE TO CHALLENGE HARMFUL ATTITUDES ONLINE

✅ FACT — Reporting, questioning stereotypes, and supporting positive messages all help.

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ONLINE STEREOTYPES: MYTH VS FACT

DEBRIEF QUESTIONS:

- Which statements surprised you most?
- Where do online stereotypes come from?
- How can stereotypes affect the way people see themselves?
- How can harmful online attitudes become harmful behaviours offline?
- What can we do when we see harmful stereotypes being shared?

💡 Key Message: "The more we see something online, the more normal it can start to feel — even when it's inaccurate, unfair, or harmful. Learning to question stereotypes helps us build more respectful and inclusive communities."

WHERE TO GET HELP ONLINE

If you or someone you know is affected by anything discussed today, these services can help:

CHILDLINE

Free, confidential support for under 19s — 0800 1111 or childline.org.uk

CEOP (CHILD EXPLOITATION & ONLINE PROTECTION)

Report online abuse — ceop.police.uk

REPORT HARMFUL CONTENT

Help removing harmful content online — reportharmfulcontent.com

INTERNET WATCH FOUNDATION

Report illegal content anonymously — iwf.org.uk

YOUNG MINDS

Mental health support for young people — youngminds.org.uk

THE MIX

Support for under 25s on any issue — themix.org.uk

GALOP

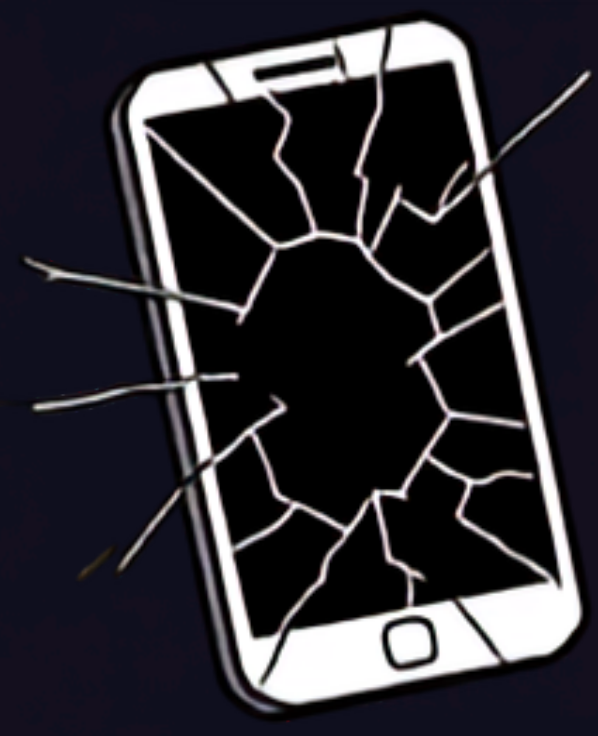
Support for LGBT+ people experiencing abuse — galop.org.uk

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Know the language

incels

chads





staceys



red pill

blue pill

black pill

sexism

misogyny





chauvinism

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KNOW THE LANGUAGE

What These Terms Mean

INCELS

"Involuntary celibates" — an online community of men who blame women and society for their inability to find romantic partners. Extremist incels promote extreme misogyny and victimhood.

CHADS

Incel slang for men they see as naturally attractive and successful with women. Used to divide men into "winners" and "losers" based on looks.

STACEYS

Incel slang for attractive women they believe only date "Chads." Reduces women to shallow stereotypes and denies their individuality.

RED PILL

Believing you've "woken up" to a hidden truth — usually that feminism has gone too far and men are the real victims. Often a gateway to more extreme views.

BLUE PILL

Used to describe people who haven't "woken up" — i.e. those who believe in equality and reject manosphere ideology. Used as an insult.

BLACK PILL

The most extreme belief — that nothing can change, looks determine everything, and there's no hope. Linked to nihilism and dangerous radicalisation.

MISOGYNY

Hatred of, contempt for, or deep prejudice against women and girls. Can show up as jokes, language, online abuse, or real-world violence.

SEXISM

Discrimination or prejudice based on someone's sex or gender. Includes stereotypes, unequal treatment, and attitudes that limit what people can be.

CHAUVINISM

An exaggerated belief that one gender (usually male) is superior. Often shows up as dismissing women's opinions, abilities, or rights.

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KNOW THE LANGUAGE

ACTIVITY

MIND MAP: WHO BENEFITS? WHO IS HARMED?

Split into small groups. Each group picks 2–3 labels from the glossary (e.g. Incels, Chads, Staceys, Red Pill). On a large sheet of paper, create a mind map with the label in the centre and two branches:



DISCUSSION PROMPTS:

- Does anyone truly benefit from these labels — or do they trap everyone?
- Who gets hurt most directly? Who gets hurt indirectly?
- How do these labels limit what boys/men are "allowed" to be?
- How do they affect how girls/women are seen and treated?
- Do the people using these labels realise the harm they cause?
- What happens when someone doesn't fit the label?

EXAMPLE THINKING:

"BENEFITS" (SHORT-TERM):

- Sense of belonging to a group
- Simple answers to complex feelings
- Someone else to blame
- Feeling "above" others

WHO IS HARMED:

- Women and girls — dehumanised
- Boys who don't fit the mould
- Relationships and trust
- The person using them — isolation, radicalisation

💡 Key Insight: These labels create a false hierarchy. Nobody truly wins. They keep people isolated, angry, and disconnected from real human connection.

FACILITATOR TIP:

If young people recognise these terms from their own online spaces, validate that without judgement. The goal is critical thinking, not shaming.

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THE REAL RISK

Sexism, Misogyny & Toxicity

WHY DOES THIS MATTER?

These aren't just words on a screen. Toxic attitudes lead to real-world harm:

- 97% of young women have experienced sexual harassment (UN Women UK, 2021)
- 1 in 4 women will experience domestic abuse in their lifetime
- Boys exposed to misogynistic content online are more likely to hold harmful attitudes towards women
- Incel ideology has been linked to mass violence events worldwide
- Everyday sexism normalises a culture where abuse can thrive

THE PIPELINE: HOW ATTITUDES BECOME ACTIONS

Jokes & "Banter" → Normalised Language → Dehumanising Attitudes → Harassment & Control → Violence & Abuse

CASE STUDY

"IT'S JUST BANTER" — JAKE'S STORY

Jake is 15. He's in a group chat with his mates where they regularly share memes about women — rating girls from school, making jokes about their bodies, and sharing content from influencers who talk about women as objects.

Jake doesn't always agree, but he laughs along. He doesn't want to be called "soft." Over time, he starts talking to his girlfriend the same way his mates talk online — controlling who she speaks to, making comments about her appearance, getting angry when she doesn't reply fast enough.

When she tries to end the relationship, Jake sends her private photos to the group chat. His mates share them further. He tells himself "she deserved it."

ANALYSE THE CASE STUDY:

- Where did Jake's attitudes come from?
- At what point could someone have intervened?
- What role did the group play in normalising his behaviour?
- Who was harmed — and in what ways?
- What are the legal consequences of sharing intimate images?
- Could Jake's story have gone differently? How?

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THE REAL RISK

ACTIVITY

IMPACT MAPPING: EVERYDAY SEXISM

Using Jake's story (or a scenario of your own), map out how everyday sexism and toxic attitudes ripple outward — affecting individuals, families, and communities.



INDIVIDUAL IMPACT:

- Low self-esteem and mental health issues
- Fear, anxiety, and loss of trust
- Isolation from friends and support
- Criminal record (e.g. sharing intimate images)
- Normalising abusive behaviour in relationships

FAMILY IMPACT:

- Broken trust between parents and children
- Siblings learning toxic behaviour
- Domestic abuse patterns repeating
- Shame and blame culture at home

COMMUNITY IMPACT:

- Unsafe spaces for women and girls
- Normalised street harassment
- Distrust between genders
- Young people radicalised online
- Services overwhelmed

💬 Discussion: "If one person's attitude can ripple this far — what happens when we multiply that by a whole friendship group? A whole school? A whole online community?"

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BEING THE SUPPORT

Healthy Relationships, Boundaries & Attitudes

WHAT DOES A HEALTHY RELATIONSHIP LOOK LIKE?

Healthy relationships — whether friendships, family, or romantic — are built on:

- Respect
- Trust
- Equality
- Communication
- Boundaries
- Support

REFLECTION: WHAT DOES SUPPORT MEAN TO YOU?

Think about a time someone supported you well. What did they do?

- Did they listen without judging?
- Did they respect your choices?
- Did they check in on you later?
- Did they make you feel safe to be honest?

Now think: How can YOU be that person for someone else?

BEING THE SUPPORT LOOKS LIKE:

- Checking in on mates — "You alright? Properly?"
- Calling in harmful behaviour without humiliating someone
- Believing someone when they tell you something is wrong
- Not pressuring people to do things they're uncomfortable with
- Knowing when something is beyond you — and helping them find support
- Modelling the behaviour you want to see in your group

ATTITUDES THAT BUILD VS ATTITUDES THAT BREAK

BUILDS RELATIONSHIPS:

- "I hear you"
- "What do you need?"
- "That's not okay"
- "I've got your back"
- "No pressure"

BREAKS RELATIONSHIPS:

- "Man up"
- "You're overreacting"
- "It was just a joke"
- "You asked for it"
- "Everyone does it"

💡 "You don't have to fix everything. But showing up, listening, and respecting boundaries can change someone's whole experience."

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BEING THE SUPPORT

Boundaries & Flag Behaviours

WHAT ARE BOUNDARIES?

Boundaries are the limits we set to protect our wellbeing. They tell people what's okay and what's not. Healthy relationships respect boundaries — unhealthy ones push, ignore, or punish them.

🟢 GREEN FLAG BEHAVIOURS

- Asks for consent and respects "no"
- Encourages your friendships
- Celebrates your achievements
- Gives you space when you need it
- Communicates openly and honestly
- Takes responsibility for mistakes
- Supports your goals and interests
- Makes you feel safe and valued

🚩 RED FLAG BEHAVIOURS

- Checks your phone or messages
- Gets angry when you see friends
- Makes you feel guilty for saying no
- Puts you down "as a joke"
- Pressures you into things
- Isolates you from support
- Blames you for their behaviour
- Makes threats if you try to leave

ACTIVITY

RED FLAG / GREEN FLAG SORTING

Read out the following scenarios. Participants hold up a red or green card (or move to sides of the room) to show whether they think it's a red or green flag. Discuss any that feel unclear.

1. Your partner wants to know your phone password "because we shouldn't have secrets"

2. Your friend checks in after an argument to make sure you're okay

3. Someone gets upset when you want to spend time with other friends

4. Your partner says "I trust you, have a great night" when you go out

5. A friend shares your secret with others "because they were worried"

6. Someone apologises and changes their behaviour after you say something hurt you

7. Your partner says "If you loved me, you'd do it"

8. A friend says "No worries, we can do something else" when you cancel plans

Debrief: Were any hard to decide? Why? What makes something a red flag vs a misunderstanding?

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BEING THE SUPPORT

Active Listening & Role Play

WHAT IS ACTIVE LISTENING?

Active listening means giving someone your full attention — not just hearing words, but understanding feelings. It's one of the most powerful ways to support someone.

ACTIVE LISTENING SKILLS:

- Eye contact — show you're present
- Body language — face them, nod, lean in
- Don't interrupt — let them finish
- Reflect back — "So what you're saying is..."
- Ask open questions — "How did that make you feel?"
- Don't jump to solutions — sometimes people just need to be heard
- Validate — "That sounds really tough"

ROLE PLAY

In pairs: one person shares, the other practises active listening. Swap after 3 minutes. Use these scenarios:

1. A friend tells you they've been receiving unwanted messages from someone at school and don't know what to do
2. Someone confides that their partner gets angry when they talk to other people and checks their phone
3. A mate says they've been watching content online that makes them feel angry at women but they can't stop
4. A friend is being pressured by their group to send intimate photos and feels trapped
5. Someone tells you they said something sexist and now feel ashamed but don't know how to make it right

DEBRIEF:

- How did it feel to be truly listened to?
- What was hardest about listening without jumping in?
- What would you do if the situation was real — who would you signpost them to?
- When is it okay to say "I don't know what to do, but I'll help you find someone who does"?

💡 "You don't need all the answers. Just being someone who listens without judgement can be life-changing."

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BEING THE SUPPORT

My Trusted Adults

Everyone needs people they can turn to. A trusted adult is someone who makes you feel safe, listens without judgement, and can help when things get tough.

WHO ARE YOUR TRUSTED ADULTS?

Fill in up to 5 people you could go to for help. They could be family, an adult you trust, coaches, neighbours or Professionals such as Youth Workers, School Staff, Police, Health care professionals.

1

Name: _____

Relationship: _____

How to reach them: _____

Why I trust them: _____

2

Name: _____

Relationship: _____

How to reach them: _____

Why I trust them: _____

3

Name: _____

Relationship: _____

How to reach them: _____

Why I trust them: _____

4

Name: _____

Relationship: _____

How to reach them: _____

Why I trust them: _____

5

Name: _____

Relationship: _____

How to reach them: _____

Why I trust them: _____

💡 "If one person can't help, try another. You deserve to be heard and supported. It's never wrong to ask for help."

REMEMBER – YOU CAN ALSO CONTACT:

- Childline: 0800 1111 (free, confidential, under 19s)
- Your Youth Worker – we're always here
- School counsellor or pastoral team
- A GP or health professional

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SOUND IT OUT

Practising Difficult Conversations

Sometimes the hardest part of doing the right thing is knowing what to say. This activity helps you practise saying difficult things out loud — so when the moment comes, you're ready.

HOW IT WORKS:

1. Read the scenario
2. In pairs, take turns being the person who needs to speak up
3. Say it out loud — practise different ways of phrasing it
4. Swap roles and try again
5. Discuss: What felt natural? What felt awkward? What might you actually say?

SCENARIOS

1. Your mate makes a sexist comment about a girl walking past. You want to say something without starting a fight.
2. A friend shows you a message where they're pressuring their partner. You're worried about the other person.
3. Someone in your group keeps using slurs "as a joke." You want them to stop but don't want to be excluded.
4. Your friend tells you they've been hurt by their partner but asks you not to tell anyone.
5. You realise YOU said something harmful. You want to apologise but don't know how to start.
6. A younger person looks up to you and repeats toxic things they've seen online. You want to challenge it gently.

SENTENCE STARTERS TO TRY:

- "That didn't sit right with me because..."
- "I know you didn't mean it like that, but..."
- "Can I be honest with you about something?"
- "I care about you, and that's why I'm saying this..."
- "I messed up. I want to own that because..."
- "How would you feel if someone said that about you?"

DEBRIEF:

- Which scenario felt hardest? Why?
- Did practising out loud make it feel more possible?
- What stops people from speaking up in real life?

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SOUND IT OUT

Emotion Vocabulary Exercise

WHY DOES THIS MATTER?

When we can't name what we feel, we act it out instead — through anger, withdrawal, or harmful behaviour. Building an emotion vocabulary helps us understand ourselves and communicate with others. These are all normal behaviours and it is normal human behaviour to feel these.

ACTIVITY

BEYOND "FINE" — EXPANDING YOUR EMOTIONAL LANGUAGE

Most people default to a handful of words: fine, angry, sad, happy. But emotions are more complex. The more words we have, the better we can understand and express what's really going on.

INSTEAD OF "ANGRY" TRY:

frustrated • irritated • resentful • betrayed • disrespected • overwhelmed • powerless

INSTEAD OF "SAD" TRY:

lonely • disappointed • empty • grieving • rejected • invisible • hopeless • numb

INSTEAD OF "SCARED" TRY:

anxious • insecure • vulnerable • threatened • panicked • uncertain • exposed

INSTEAD OF "HAPPY" TRY:

proud • relieved • grateful • connected • peaceful • confident • valued • hopeful

TRY IT: REWRITE THESE

Replace the basic emotion word with something more specific:

- "I'm angry" → "I feel _____"
- "I'm fine" → "Actually, I feel _____"
- "I'm sad" → "What I really feel is _____"
- "I don't care" → "The truth is I feel _____"

DISCUSSION:

- Why do some people (especially boys/men) find it hard to name emotions?
- What messages do we get about showing feelings?
- How might naming an emotion change how you respond to it?
- What's the link between unexpressed emotions and harmful behaviour?

💡 "Naming what you feel is not weakness — it's power. The more precisely you can describe it, the less it controls you." These are NORMAL human emotions.

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WHAT HAVE YOU LEARNT?

Quiz Time — Test Your Knowledge

1. WHAT DOES THE TERM "INCEL" STAND FOR?

A) Internet celebrity B) Involuntary celibate C) Inclusive community D) Internal conflict

2. WHICH OF THESE IS A GREEN FLAG IN A RELATIONSHIP?

A) Checking your phone B) Getting angry when you see friends C) Respecting when you say "no" D) Saying "if you loved me, you'd do it"

3. WHAT IS AN "ECHO CHAMBER"?

A) A type of music app B) When algorithms show you more of what you already engage with C) A group chat D) A recording studio

4. TRUE OR FALSE: BOYS AND YOUNG MEN DON'T FACE PRESSURE ABOUT APPEARANCE ONLINE.

A) True B) False

5. WHAT DOES "RED PILL" MEAN IN MANOSPHERE LANGUAGE?

A) A vitamin supplement B) A type of social media C) Believing you've "woken up" to a hidden truth about gender D) A gaming term

6. WHICH OF THESE IS AN EXAMPLE OF ACTIVE LISTENING?

A) Giving advice immediately B) Checking your phone while they talk C) Reflecting back what someone said D) Changing the subject

7. WHAT IS THE FIRST STAGE IN THE "PIPELINE" FROM ATTITUDES TO HARM?

A) Violence B) Harassment C) Jokes and "banter" D) Control

8. A BOUNDARY IS:

A) A wall you build to keep people out B) A limit you set to protect your wellbeing C) A rule your parents make D) Something only weak people need

9. INSTEAD OF SAYING "I'M FINE," A MORE SPECIFIC EMOTION WORD MIGHT BE:

A) Good B) Okay C) Overwhelmed D) Whatever

10. IF A FRIEND TELLS YOU SOMETHING SERIOUS, WHAT SHOULD YOU DO FIRST?

A) Tell everyone B) Ignore it C) Listen without judgement D) Fix the problem immediately

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ANSWER KEY

How Did You Do?

1. B) INVOLUNTARY CELIBATE

An online community of men who blame women for their inability to find partners.

2. C) RESPECTING WHEN YOU SAY "NO"

Healthy relationships honour boundaries without guilt or pressure.

3. B) WHEN ALGORITHMS SHOW YOU MORE OF WHAT YOU ALREADY ENGAGE WITH

This reinforces existing views and limits exposure to different perspectives.

4. B) FALSE

Boys face significant pressure around body image, fitness, and masculinity online.

5. C) BELIEVING YOU'VE "WOKEN UP" TO A HIDDEN TRUTH ABOUT GENDER

Often a gateway to more extreme anti-women views.

6. C) REFLECTING BACK WHAT SOMEONE SAID

Shows you're truly listening and helps the person feel heard.

7. C) JOKES AND "BANTER"

Harmful attitudes often start as "just a joke" before escalating.

8. B) A LIMIT YOU SET TO PROTECT YOUR WELLBEING

Boundaries are healthy and everyone deserves to have them respected.

9. C) OVERWHELMED

Specific emotion words help us understand and communicate what we really feel.

10. C) LISTEN WITHOUT JUDGEMENT

Being heard is often the most powerful first step someone needs.

HOW DID YOU SCORE?

8–10: You've been paying attention! You're ready to challenge harmful attitudes.

5–7: Good foundation — keep building your knowledge.

0–4: No worries — the important thing is you showed up. Let's keep learning together.

💡 "Knowledge is the first step. But what matters most is what you DO with it. Every conversation, every choice, every time you speak up — it starts with us."

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GLOSSARY OF TERMS

INCELS
"Involuntary celibates" — an online subculture of men who sometimes blame women and society for their lack of romantic relationships, extreme incels promote hatred and violence.

POSITIVE MASCULINITY
A healthy expression of manhood that includes emotional openness, respect for others, accountability, and rejecting harmful stereotypes about what men "should" be.

GENDER NORMS
Unwritten rules society creates about how people should behave based on their gender — e.g. "boys don't cry" or "girls should be quiet."

STEREOTYPES
Oversimplified, fixed ideas about a group of people that ignore individual differences and often lead to prejudice and discrimination.

SEXISM
Discrimination, prejudice, or unequal treatment based on someone's sex or gender. Can be individual attitudes or built into systems and institutions.

MISOGYNY
Hatred of, contempt for, or deep-rooted prejudice against women and girls. Can manifest as language, online abuse, harassment, or violence.

BYSTANDER
Someone who witnesses harmful behaviour but is not directly involved. Bystanders can choose to intervene, report, or support the person being harmed.

ALLYSHIP
Actively supporting and standing alongside people who face discrimination or injustice — not just in words, but through consistent action.

EMOTIONAL LITERACY
The ability to recognise, name, understand, and express emotions in yourself and others. A key skill for healthy relationships and communication.

BOUNDARY
A personal limit that protects your physical, emotional, or mental wellbeing. Healthy relationships respect boundaries without guilt or punishment.

HEALTHY RELATIONSHIP
A connection built on mutual respect, trust, equality, honest communication, and the freedom to be yourself without fear or control.

COERCIVE CONTROL
A pattern of behaviour that seeks to take away someone's freedom, autonomy, or sense of self — through intimidation, isolation, monitoring, or threats. It is a criminal offence.

RESPECT
Treating others with dignity, valuing their feelings and boundaries, and recognising their right to make their own choices.

EQUALITY
The belief and practice that all people deserve the same rights, opportunities, and treatment regardless of gender, race, sexuality, or background.

CONSENT
Freely given, informed, enthusiastic agreement. It must be ongoing, can be withdrawn at any time, and is never assumed. Silence or pressure is not consent.

#itstartswithus

support for boys & men

calm

childline

SOUND IT OUT
SOUND ADVICE
SOUND AS

WWW.GOV.WALES/SOUND

young minds

DPJ Foundation

ManKind initiative

Get the Boys a lift

shout

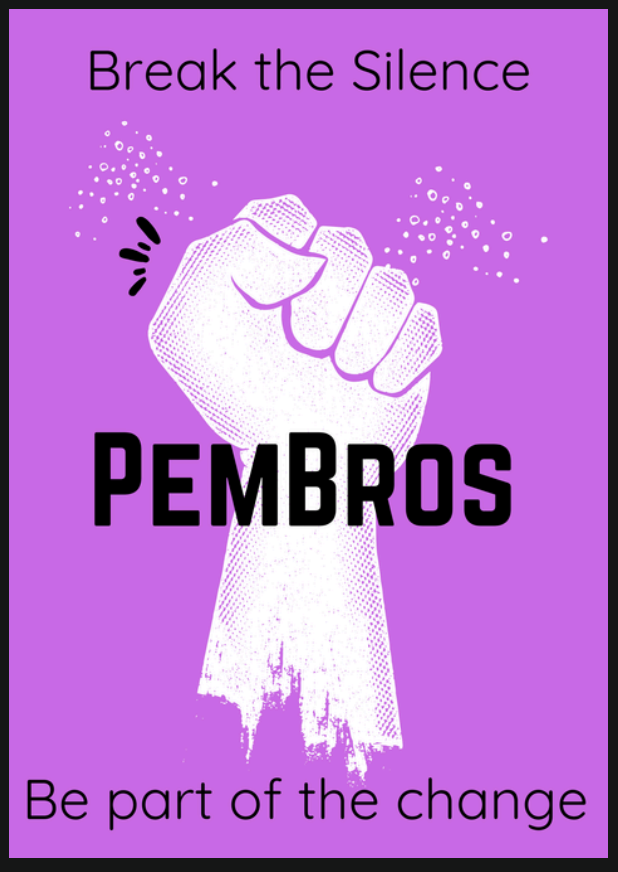


you are not alone

Challenging attitudes. Building respect.

Supporting each other.

A Pembrokeshire Youth Service Programme, developed by PemBros 2026



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