

- 
- **BUILDING SHARING & LEARNING**
 - **GENDER EQUALITY HIV & AIDS**
 - **ADVOCACY PARTNERSHIPS**
 - **WOMEN AND GIRLS**
 - **LEADERSHIP**
 - **ACCOUNTABILITY**
 - **CHILDREN'S RIGHTS**
 - **NON-DISCRIMINATION**
 - **YOUTH EMPOWERMENT**
 - **TRANSPARENCY**
 - **FAITH**
 - **ACTIVISM**

MenEngage – Engaging Men and Boys to Address Gender Equality

Training Manual

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INTRODUCTION

WHY ENGAGING MEN AND BOYS?

For many years, organisations and individuals have made assumptions about boys and men when it comes to gender-related matters and to health issues. They have often excluded boys and men from these discussions, thinking that their issues and needs are secondary to those of girls and women; and that because most violent perpetrators are male, they have nothing positive to contribute to the discussions. However, we now know that men and boys can play a huge role in achieving gender equality, promoting health for both men and women, reducing violence, and holding leaders accountable for implementing health and gender-related programmes.

Sonke Gender Justice, in partnership with MenEngage Africa, has been doing good work in this area – involving boys and men in our programmes, and in raising awareness that they do not need to compete against women and girls, but they can walk side-by-side to achieve equality, health, and to end gender-based violence.

Sonke chairs MenEngage Africa, which consists of 22 country networks across the African region. We are part of a global alliance consisting of representatives from each continent. These representatives in turn co-ordinate country networks on their respective continents. The alliance falls within the scope of Sonke's International Programmes Unit, and staff work with partner organisations to build capacity, provide support, and strengthen networks.

The Learning Centre Initiative is a project coordinated by Sonke and the Swedish Association of Sexuality Education. This Initiative supports project sites in Uganda and Zambia to develop the work of local organisations in engaging men and boys in sexual and reproductive health. Sonke's role is to provide overall project management and technical support to the sites, as well as to develop skills in communication, advocacy, operations, and research, and to increase the base of theoretical knowledge concerning male involvement.

Another main focus of MenEngage and Sonke is to fast track gender equality and women's empowerment, both of which are integral to achieving the United Nations (UN) Sustainable Development Goals (SDG). This thematic spotlight is part of a series that showcases where women and girls stand in terms of selected SDG targets. It was developed in support of the High-level Political Forum on Sustainable Development at UN Headquarters in New York from 10–19 July, 2017.

Statistics confirm that dealing with sexual violence is still a huge challenge:

- In a survey undertaken between 2005 and 2016 in 87 countries, 19% of girls and women between the ages of 15 and 49 years reported that they had experienced physical and/or sexual violence by an intimate partner within the 12-month period prior to the survey (UN, 2018).
- In 2012, 47% of women worldwide were victims of homicide and intentionally killed by an intimate partner or family member (UN, 2018).

These are just some examples of the challenges that both Sonke and MenEngage still need to focus on to help create a safer space for women and girls.



WHO IS THIS MANUAL FOR?

This manual is for both Sonke Gender Justice and MenEngage Africa country networks and partners to use in their work in engaging boys and men across the African continent.

WHAT IS THE PURPOSE OF THE MANUAL?

The overall purpose of this manual is:

- To sustain the work Sonke and MenEngage have already undertaken to promote gender equality, to end gender-based violence, and to support good health for both women and men
- To assist with the induction of new members into the MenEngage network, helping them to fine-tune their language and attitudes towards gender issues and to working with women and girls
- To provide partner organisations with a tool to use in community work, to facilitate workshops, dialogues and radio shows, and press releases to engage with men and boys.
- To assist Sonke and MenEngage to work together in small teams to plan and support country networks
- To assist MenEngage and its partners with community mobilisation.

Sonke works extensively through different media, using it as an effective tool to reach more communities. The sessions in this manual also present us with a great opportunity to engage with the media, raising awareness of the language used and the attitudes held, as together we tackle gender-related issues.

HOW WAS THE MANUAL DEVELOPED?

The manual is a compilation of the many activities that Sonke (through the One Man Can campaign) has used in various training programmes throughout the African continent. Many of these activities have also been adapted for tackling HIV/AIDs in communities. In addition, the manual shares Sonke's work through community media – it includes a range of activities that will empower partners to use media spaces to benefit the gender equality agenda.

WHAT IS INCLUDED IN THE MANUAL?

The manual is divided into four (4) main modules:

MODULE 1: GENDER TRANSFORMATION: This module introduces relevant concepts and terminology with regard to gender issues. It discusses the socialisation of men and boys, and women and girls, into gender roles and how this impacts on their lives, decisions and behaviour.

The module is divided into four main themes:

- Theme 1: Sex, gender and gender socialisation
- Theme 2: Gender, power and discrimination
- Theme 3: Gender, power and violence
- Theme 4: Gender, HIV and AIDS



MODULE 2: ENABLING CHANGE: Having gained a deeper understanding into gender issues in Module One, this module is aimed at taking action and at strengthening the capacity of participants to 'make the change' towards gender equality.

MODULE 3: FACILITATING THE CHANGE PROCESS: This module contains a practical 'Community Action Toolkit' to use to implement awareness raising activities at the community level within the context of the specific programmes you implement. It considers how you can take what you have learnt so far about gender transformation into your community.

MODULE 4: COMMUNITY MEDIA WORK: This module considers the role of all the different types of media in shaping societal expectations of gender-related issues. The module provides strategies to use to occupy media spaces in engaging with communities.

WHAT ARE THE OUTCOMES OF THE MANUAL FOR PARTICIPANTS?

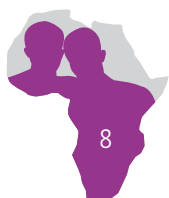
On completion of the modules and training, participants should be able to:

- Identify the impact of gender issues and roles on men, boys, women and girls
- Explain how gender issues and roles impact HIV transmission
- Address the attitudes and behaviour of men and boys towards the abuse of alcohol and how this leads to violence and the spread of HIV
- Build the capacity of new MenEngage members and 'refresh' the capacity of established members on gender-related matters
- Discuss how to conduct community dialogues, street interventions, and community workshops
- Identify new ways of breaking barriers in achieving gender equality, by exposing partners to the Sustainable Development Goals (SDG)
- Identify community media to use, and develop special media-related programmes to achieve MenEngage goals.

WHAT IS THE FORMAT OF THE ACTIVITIES?

All of the activities included in the manual use the same standard format as follows:

- **Objectives:** This describes the outcomes of the activity – what participants should learn. For these activities, you are asked to clarify the objectives at the end of the activity to give participants an opportunity to first reflect on what they have learnt.
- **Time:** This is how long the activity should take, based on prior experience using the activity. These timings are not fixed and you may need to change them because of the group you are working with or because of the issues that come up.
- **Materials and advance preparation:** These are the materials you will need for each activity. You will need to prepare some of these materials before the session begins.
- **Steps:** These are the steps you should follow to use the activity well. These steps are numbered and you should follow them in the order in which they are written.



- **Facilitator's Notes:** These notes will help you to facilitate the activity better by identifying issues for you to think about and prepare for. Make sure you have read these notes before you begin.
- **Key Points:** These are the main points that participants should learn as a result of doing the activity. These key points will be useful while you are facilitating activities and in summing up activities.
- **Action Charts (see below):** As this manual is focused on building capacity amongst participants that can result in concrete action and positive change in their relationships and in their communities, many of the activities encourage you to get participants to add suggested actions to the Action Chart.

Participants use the Action Chart at the end of every activity (or each day) to keep a record of the different suggestions for action they have made.

Action Chart for Activity _____

Actions that I can take:
Actions that we can take:
Actions that others should take (say who):

- **Closing the circle:** This activity is done at the end of the last session / activity of the day.¹
 - Ask participants to stand in a circle, shoulder to shoulder. No one is in front or behind another person. Explain that we want to show that we are all together, we are all equal.
 - Thank each person for their participation. Acknowledge that the topics discussed are sometimes difficult or painful. It takes courage and strength to share our experiences and support each other.
 - Ask each person to briefly comment, if they want to, even with just one word, on something important to them from the session / day.
 - After everyone has spoken ask everyone to look around this circle silently at the others who have shared this time with them.
 - End by saying that you appreciate the honesty and compassion that we have shared. Ask everyone to take a deep breath and exhale! Finally explain that we each have the opportunity to take what we have learned and share it with our family, friends and colleagues. Remind participants that the changes we make inside ourselves are like a stone in a pond, creating ripples that affect everyone around us.

¹ Activity adapted from the 'Concern Liberia Change Maker Training' (2012) developed by MRI.



MODULE 1: GENDER TRANSFORMATION

Major focus: Identifying patriarchal attitudes, values and behaviour in men and women, and in our gender relationships, through guided processes of reflection and analysis.

Target participants: All staff including programme and systems staff, as well as to be rolled at community level.

The module is divided into four main themes:

- Theme 1: Sex, gender and gender socialisation
- Theme 2: Gender, power and discrimination
- Theme 3: Gender, power and violence
- Theme 4: Gender, HIV and AIDS

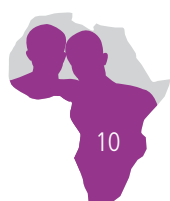
Objectives of the module:

By the end of the module, participants should be able to:

- Reflect on, analyse and understand how gender shapes our values, attitudes, behaviour and relationships
- Reflect on and analyse destructive gender norms
- Identify the changes we need to practise in our own attitudes, behaviour and relationships which contribute to gender equality and wider social justice, on a personal, intimate partner, family, school, work, and community level
- Identify how to take individual and collective action for change at the personal and professional level

Thematic content:

- **Sex and gender:** their meaning, how they are linked, and how they are often confused.
- **Gender socialisation and gender roles in patriarchal cultures:** how gender socialisation and gender roles shape people's lives; mould and limit gender identities and relations; and how they result in unequal opportunities, rights and access to resources.
- **Power:** how power is socially constructed, used and abused, especially in interpersonal relationships.
- **Power and privilege:** how power and powerlessness, privilege, and access to opportunities, rights and resources are interconnected.
- **Types of discrimination:** the causes and consequences of discrimination, including power inequalities related to gender, race, ethnicity, age, sexuality and class.
- **Violence:** the practice of violence, particularly gender-based violence (GBV) and men's violence against women (VAW).
- **Different forms of violence:** physical, psychological, sexual and economic, and how the use of these relates to the practise of 'power over' others.
- **The causes of violence and its consequences:** for women, for men and for intimate partner relationships, families and communities.



- **Gender and sexuality:** conceptions and practises of men and women's sexuality.
- **Sexual mandates:** how patriarchal cultures assign sexual mandates to men and women, and the implications of these for sexual health and sexual rights, particularly related to HIV and AIDS.
- **Decision-making:** how the decision to become sexual is personal and is usually influenced by varying social factors such as personal values, peer pressure, cultural beliefs, and self-esteem.

THEME 1: SEX, GENDER AND GENDER SOCIALISATION

Focus of Theme 1: This theme provides a general introduction to the concepts of sex, gender and gender equality. It helps participants explore the ways in which gender socialisation and gender roles shape people's lives.

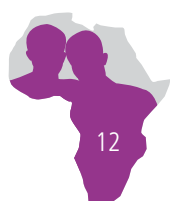
Outcomes of Theme 1:

By the end of this theme, participants should be able to:

- Reflect on how we are socialised into gender roles based on our biological sex
- Reflect on the power that different individuals and groups have in society
- Explore values and attitudes related to gender
- Examine how messages about gender can affect human behaviour, and influence relationships between men and women
- Develop a better understanding of, and empathy for, the experience of the other gender
- Identify what men and women can do differently to support one another

Thematic sequencing activities, time allocation, and group recommendation:

THEMATIC SEQUENCING	ACTIVITIES	AVERAGE TIME/ACTIVITY	Group recommendation: single sex or mixed sex (depending on context)
THEME 1: SEX, GENDER AND GENDER SOCIALISATION	Activity 1: Gender Values Clarification	60 mins	Mixed
	Activity 2: Power, Status, Health	60 mins	Mixed
	Activity 3: Gender Fishbowl	75 mins	Single sex, then bring together for reflection
	Activity 4: Sex, Gender and Gender Equality	60 mins	Mixed
	Activity 5: Act Like A Man, Act Like A Woman	2 hours	Single sex, then bring together for reflection
	Activity 6: The 24-hour Day	2 hours 35 minutes	Single sex, then bring together for reflection
	Activity 7: I'm glad I'm a..., but if I were a... (gender roles)	60 mins	Mixed



ACTIVITY 1: GENDER VALUES CLARIFICATION

OBJECTIVES (NOTE: To be clarified at the end of the activity only.)

By the end of this activity, participants should be able to:

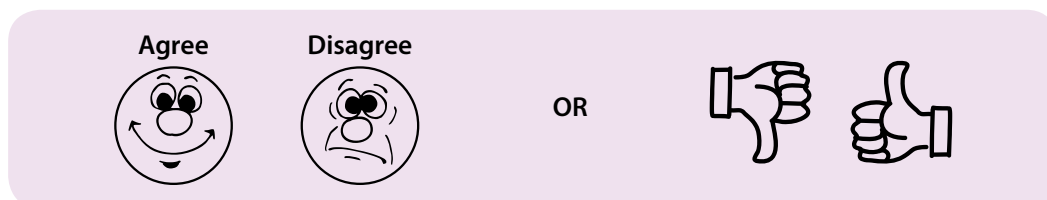
- Explore values and attitudes related to gender
- Reflect on how values, attitudes and behaviours are linked to background and socialisation
- Identify action/s we can take to change harmful attitudes

TIME: 60 minutes

MATERIALS AND ADVANCE PREPARATION

Preparation:

- Adapt for context: Remember to go through the whole activity before you facilitate it, and to adapt or refine the content to make it relevant to the country or context within which you are working.
- Adapt for participants: Decide how to accommodate those participants with low literacy levels.
- Prepare Action Chart/s.
- Prepare Agree / Disagree signs on A4 paper – use words and / or smiley / non-smiley faces or thumbs up / thumbs down to illustrate what the signs say).



Before the activity:

- Put up the two signs, leaving enough space between them to allow a group of participants to stand near each one.
- **Statements:** Read the statements provided in the Facilitator's Notes (below) and choose five or six that you think will lead to the most discussion. Alternatively, come up with your own statements that you think will generate discussion on the topic.

What you need: Marker pens, tape

STEPS

Step 1: Recap and introduce the activity

1. Introduce this activity, explaining that we will discuss gender values.
2. Define terms / concepts: Ask if anyone can explain the term, 'values'. Add to their explanation.



Glossary

Values: What we judge to be important in life. Values become the accepted principles and standards of an individual or group.



Facilitator tip

Remind participants that we each have a right to our own opinions, and that no response is right or wrong.

Step 2: Do the activity

1. **Statements:** Read each statement from the Facilitator's Notes. Ask participants to stand near the sign that says what they think about the statement – agree or disagree.
2. After each move, ask a few participants to explain why they are standing where they are, and to share their thoughts about the statement. Ask if anyone wants to change their mind and move to another sign. Then bring everyone back together.
3. Continue in the same way for each statement you choose (repeat steps 1–2).

Step 3: Plenary

1. Facilitate a discussion about values and attitudes using these questions as a guide:
 - Which statements did you have strong opinions about? Why?
 - Which statements did you not have very strong opinions about? Why?
 - If you had a different opinion to the other participants, how did it feel to talk about it?
 - How do you think people's attitudes to the statements might affect the way that they deal with their male and female colleagues?
 - How do you think people's attitudes to these statements help or do not help to do the following:
 - Improve gender equality?
 - Reduce violence against women?
 - Reduce the spread of HIV and AIDS?
 - What actions are needed to change harmful attitudes?



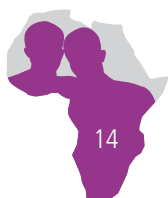
Facilitator tips

How to get discussion going:

- If all participants agree on any of the statements, then express an opinion that is different from theirs to get the discussion going.
- If some participants don't know whether they agree or disagree and don't want to stand beside any of the signs, then ask them to say more about their reactions to the statement. Then encourage them to choose a sign to stand next to. If they still don't want to, ask them to stand in the middle of the room as a 'don't know' group.
- If there are marked differences between men's and women's degree of agreement or disagreement, point this out and ask why that is so?

Step 4: Wrap up

1. **Take action:** Write up suggestions on the Action Chart. Encourage participants to highlight the action points they will commit to exploring. They can write these onto their own Action Chart.
2. **Sum up** the discussion, making sure that all the Key Points (see below) are covered. Recap on what was covered. First ask participants what they learnt. Then clarify the following:



- We explored values and attitudes related to gender.
- We reflected on how values, attitudes and behaviours are linked to background and socialisation.
- We identified action/s we can take to change harmful attitudes.

FACILITATOR'S NOTES

Statements

Choose the statements that will lead to good discussion. The statements marked with * (asterisk) have been good for starting discussion in the past:

- 1. It is easier to be a man than a woman. ****
- 2. Women make better parents than men. ****
- 3. A woman is more of a woman once she has had children.***
- 4. Sex is more important to men than to women. ****
- 5. Women who wear short skirts are partly to blame if they are sexually harassed. ****
- 6. Men cannot control their sexual urges ****
- 7. A man is entitled to sex with his partner if they are in a long-term relationship. ****
- 8. Men are naturally more violent than women.***
- 9. If you know that your friend is being violent to his partner or children, then you should talk to him about his behaviour.***
- 10. If a difficult decision has to be made in a family, then the man should make the final decision.***
- 11. Domestic violence is a private matter between the couple.***
- 12. If women really didn't like the violence, then they would leave an abusive relationship.***
- 13. Men who live and work away from home should have other girlfriends.***
- 14. Women who live and work away from home should have other boyfriends.***
- 15. It is better to have a son than a daughter.***
- 16. Men are more productive than women.***
- 17. Men should be breadwinners.***
- 18. Women want to be beaten, so they deliberately provoke their partners.***



Facilitator tip

Choose five or six statements that you think will lead to the most discussion. Alternatively, use your own ideas for statements that you think will generate good discussion on the topic.

KEY POINTS

- People's attitudes and values around gender will always influence the way they act in certain situations even if they are not aware of their values and attitudes.
- Exploring our attitudes towards gender may help us make different choices about our behaviour towards women in our relationships, and towards gender equality.



ACTIVITY 2: POWER, STATUS, HEALTH

OBJECTIVES (NOTE: To be clarified at the end of the activity only.)

By the end of this activity, participants should be able to:

- Consider how we are socialised into gender roles based on our biological sex
- Reflect on the power that different individuals and groups have in society
- Analyse how power is kept in place by caste, class, and gender
- Discuss how power is related to status and the ability to access rights and resources
- Identify strategies for challenging power inequalities

TIME: 60 minutes

MATERIALS AND ADVANCE PREPARATION

Preparation:

- Adapt for context: Remember to go through the whole activity before you facilitate it, and to adapt or refine the content to make it relevant to the country or context within which you are working.
- **Adapt for participants:** Decide how to accommodate those participants with low literacy levels.
- Prepare Action Chart/s.
- On separate pieces of paper, write the following descriptions of different types of people in society (one description per piece of paper):

Country director, female	Female migrant farm worker	Young boy, 14 years old, living in security complex in the suburbs	Country director, male
Refugee from DRC, female, 35 years old	Taxi driver, male	Commercial sex worker, female	Married mother of 3, employed in town as a domestic worker
Unemployed 25-year-old woman	Grandmother taking care of 7 orphaned grandchildren with her pension	Young girl, 12 years old living in informal settlement	Female nurse
Male doctor	Street kid, 10 years old, male	Unemployed AIDS activist living openly and positively	Male teacher, 30 years old
Widow with 2 children, living with late stage AIDS	Farm supervisor	Woman active in a village savings loan group	Woman, mid 60s, active in community policing forum
Female doctor	Taxi driver, female	Commercial sex worker, male	Female teacher, 30 years old
Observer	Observer	Observer	Observer

What you need: A large open space, ideally indoors so that conversation can happen easily.



STEPS

Step 1: Introduce the activity

1. Explain that *Theme 1: Sex, Gender and Gender Socialisation* focuses on understanding how each of us develop our understanding of our gender role, as a man or woman, and the values we hold about that role.

Step 2: Do the activity

1. Ask participants to stand in one straight line. Ask for a small number of them to act as observers. Give each person in the line one of the papers describing a different person or role.
2. Explain the instructions:
 - They must imagine themselves in this role.
 - You will read out several statements. They should consider whether the statement applies to the role they have been given.
 - If it does, they move forward one step.
 - If it doesn't, they stay where they are.

For example, a participant has the role of a member of parliament. You read the following statement: *I can protect myself from HIV*. It is likely that members of parliament can protect themselves from HIV, so the participant moves forward one step.

3. Observers stay where they are because their role is to carefully watch and observe what is taking place.
4. Read each statement from the *Facilitator's Notes* (see below), allowing time for participants to move or stay where they are.
5. After reading all the statements and while they are standing in their positions, ask:
 - What do the observers notice?
 - Who were your characters and what factors influenced your decisions to move forwards or backwards?
 - Who stayed behind or did not move? Why?

Step 3: Plenary

1. Facilitate a discussion using these questions:
 - *Do you agree with the steps that people took? Why or why not?*
 - *Why have you ended up where you are, even though you all started at the same place in the activity?*
 - *How do you feel about where you have ended up?*
 - *What causes us to have different options or opportunities in society?*
 - *Would the person in the role you took on, be at high risk of HIV? Why?*
 - *Would the person in the role you took on, be at high risk of violence? Why?*
 - *Would the person's options or opportunities be different if he or she were a member of a community organisation or activist group? Why?*
 - *Which community groups do you belong to or want to belong to?*



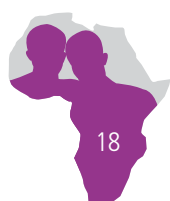
Step 4: Wrap up

1. **Take action:** Write up action points that come out of the discussion on the Action Chart. Encourage participants to highlight the action points they will commit to exploring. They can write these onto their own Action Chart.
2. **Sum up** the discussion. First ask participants what they learnt. Make sure all the Key Points (see below) are covered. Then recap and clarify the following:
 - We considered how we are socialised into gender roles based on our biological sex.
 - We reflected on the power that different individuals and groups have in society.
 - We analysed how power is kept in place by caste, class, and gender.
 - We discussed how power is related to status and the ability to access rights and resources.
 - We identified strategies for challenging power inequalities.
3. **Closing the circle:** If it is the last session of the day. (See notes in the Introduction.)

FACILITATOR'S NOTES

Statements

1. *I can negotiate safer sex with my partner.*
2. *I can find the time to read the newspaper each day.*
3. *I can get a loan when I need extra money.*
4. *I can read and write.*
5. *I can refuse a proposition of sex for money, housing or other resources.*
6. *I don't have to worry about where my next meal will come from.*
7. *I can leave my partner if s/he threatens my safety.*
8. *If I have a health problem, I can get the help I need right away.*
9. *I have had or will have opportunities to complete my education.*
10. *If my sister were pregnant, I would have access to information to know where to take her.*
11. *I can determine when and how many children I will have.*
12. *I can protect myself against HIV.*
13. *If I become HIV positive, I can access anti-retroviral treatment when I need it.*
14. *If I have a crime committed against me, the police will listen to my case.*
15. *I can walk down a street at night and not worry about being raped.*
16. *I can travel around the city easily.*
17. *I could find a new job easily.*
18. *I am respected by most members of my community.*



KEY POINTS

Power:

- Power is socially constructed, and can be used and abused, especially in interpersonal relationships.
- Different types of discrimination occur because of power inequalities related to gender, race, ethnicity, age, sexuality and class. Power structures operate to keep discrimination in place, and often violence and abuse are used to achieve this.
- Discrimination may be clear and obvious, for example people are excluded and discriminated against based on their class, caste, age, sex, physical abilities, language, and so on.
- Discrimination can also be subtle so that sometimes we don't immediately see it or label it as discrimination. For example, being frequently ridiculed because of a certain characteristic, event or experience.
- We need to be mindful of how inequalities negatively impact the wellness or welfare of women and girls. Men also suffer as a result of the gap caused by inequalities. Many harmful consequences of these inequalities – whether to men or women, but particularly women – can be attributed to patriarchy and negative gender norms.

Status and health:

- Our position or status in society plays a big role in determining how vulnerable we are to poverty, violence, HIV and other health problems.
- Gender socialisation and gender roles shape people's lives, moulding and limiting gender identities, roles and relations, and determining unequal opportunities, rights and access to resources.
- Those who are involved in community structures and know their rights are more likely to have greater control of their lives and be able to access rights and services.

ACTIVITY 3: GENDER FISHBOWL

OBJECTIVES (NOTE: To be clarified at the end of the activity only.)

By the end of this activity, participants should be able to:

- Speak about and listen to experiences of gender issues
- Develop a better understanding of, and empathy for, the experience of the other gender
- Identify what men and women can do differently to support one another
- Identify actions for change

TIME: 75 minutes

MATERIALS AND ADVANCE PREPARATION

Preparation:

- **Adapt for context:** Remember to go through the whole activity before you facilitate it, and to adapt or refine the content to make it relevant to the country or context within which you are working.
- **Adapt for participants:** Decide how to accommodate those participants with low literacy levels.
- Prepare Action Chart/s.

What you need: Flipchart, markers, tape

STEPS

Step 1: Introduce the activity

1. Take feedback on participant's experiences of trying out any of the action points they committed to exploring.
2. Introduce this activity.

Step 2: Group work (30 minutes)

1. Divide participants into a male group and a female group.
2. Ask the women to sit in a circle in the middle of the room; and the men to sit around the outside of the circle facing in towards the women.
3. Lead a discussion with the women while the men observe and listen to what is being said – they are not allowed to speak. Use the questions for women in the Facilitator's Notes.

Step 3: Group work (30 minutes)

1. After the discussion, ask the men to switch places with the women.
2. Lead a discussion with the men while the women observe and listen to what is being said – they are not allowed to speak. Use questions for the men in the Facilitator's Notes.



Step 4: Plenary

1. Bring the men and women back into one group.
2. Together brainstorm what men and women can do differently to support one another?

Step 5: Wrap up

- 1. Take action:** Write up suggestions on the Action Chart. Encourage participants to highlight the action points they will commit to exploring. They can write these into their own Action Chart.
- 2. Sum up** the discussion. First ask participants what they learnt. Then recap and clarify the following:
 - We spoke about and listened to experiences of gender issues.
 - We developed a better understanding of, and empathy for, the experience of the other gender.
 - We identified what men and women can do differently to support one another.
 - We identified actions for change.
- 3. Homework:** Ask participants to reflect on what they can do differently at home to support their spouse. They should discuss this with their spouse.
- 4. Closing the circle:** If it is the last session of the day. (See notes in the Introduction.)

FACILITATOR'S NOTES**Questions for women**

- *What do you think is the most difficult thing about being a woman?*
- *What do you think men need to better understand about women?*
- *What do you find difficult to understand about men?*
- *How can men support women?*
- *What is something that you never want to hear again about women?*
- *What rights are hardest for women to achieve in your country?*
- *What do you remember about growing up as a girl?*
- *What did you like about being a girl?*
- *What did you not like about being a girl? What was difficult about being a teenage girl?*
- *Who are some of the positive male influences in your life? Why are they positive?*
- *Who are some of the positive female influences in your life? Why are they positive?*

Questions for men

- *What do you think is the most difficult thing about being a man?*
- *What do you think women need to better understand about men?*



- *What do you find difficult to understand about women?*
- *How can men support women?*
- *What do you remember about growing up as a boy?*
- *What did you like about being a boy?*
- *What did you not like about being a boy? What was difficult about being a teenage boy?*
- *Who are some of the positive male influences in your life? Why are they positive?*
- *Who are some of the positive female influences in your life? Why are they positive?*



ACTIVITY 4: SEX, GENDER AND GENDER EQUALITY

OBJECTIVES (NOTE: To be clarified at the end of the activity only.)

By the end of this activity, participants should be able to:

- Explain the difference between 'sex' and 'gender'
- Explain the term 'gender equality'
- Discuss the implications of gender equality (and inequality) for relationships between men and women

TIME: 60 minutes

MATERIALS AND ADVANCE PREPARATION:

Preparation:

- **Adapt for context:** Remember to go through the whole activity before you facilitate it, and to adapt or refine the content to make it relevant to the country or context within which you are working.
- **Adapt for participants:** Decide how to accommodate those participants with low literacy levels.
- Prepare Action Chart/s.

What you need: Handout for each participant: *Sex or Gender*

STEPS

Step 1: Recap and introduce activity

1. Recap the learning from the previous activity by asking what the words 'sex' and 'gender' mean. Clarify the concepts by providing the meanings from the Facilitator's Notes below.
2. Take feedback on participant's homework and on their experiences of trying out any of the action points they committed to exploring.
3. Introduce the activity. Explain that we will examine sex, gender, gender equity and gender equality in more detail.

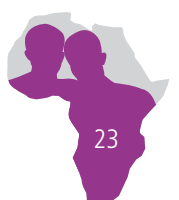
Step 2: Do the activity

1. **Define terms:** Explain that there are other terms related to the word 'gender' that we also need to explore. Ask if anyone knows what the term '**gender equality**' means. Allow plenty of time for discussion and examples.
2. **Give input:** Explain the information about gender equality from the *Facilitator's Notes* (see below). Ask if the definition makes sense. Leave time for questions and comments.



Facilitator tip

Assist participants with low literacy levels: Read out each statement to the participant/s and ask if it refers to sex or gender. Record the participant's response with an X.



3. Handout: Distribute the handout: *Sex or Gender*. Ask participants to work on their own to indicate if the statements are referring to sex or gender (by putting an 'X' in the corresponding column). After giving participants a chance to read and answer the statements on their own, discuss each of the answers with the entire group.

Step 3: Discussion

1. Ask whether gender equality exists in their community and/or country. As the group discusses this, write down any statements which explain why women do not share equal opportunities, rights, and access to and control of resources with men in all spheres of society. Be sure to include some of the following points if they are not mentioned by the group:
 - Women in many countries are more likely to experience sexual and domestic violence than men.
 - Women are more likely to be illiterate than men.
 - Women are less likely to have control over the number of pregnancies they have or when they have them.
 - Men are paid more than women for the same work (in most cases).
 - Men are in more positions of power within the business sector.
2. Facilitate a discussion using these questions about women as a guide:
 - *Why should **women** work towards achieving gender equality?*
 - *What benefits does gender equality bring to **women's** lives?*

Now ask the same question focusing on men:

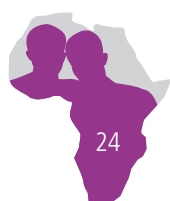
- *Why should men work towards achieving gender equality?*
- *What benefits does gender equality bring to men's lives?*

Bring the discussion to a close, asking:

- *What actions can women take to help create gender equality?*
- *What actions can men take to help create gender equality?*
- *What can women and men do together to work towards gender equality?*
- *What are the benefits of working on this together, for the relationship between women and men?*

Step 4: Wrap up

- 1. Take action:** Write up action points that come out of the discussion on the Action Chart. Encourage participants to highlight the action points they will commit to. They can write these onto their own Action Chart.
- 2. Sum up** the discussion. First ask participants what they learnt. Make sure all the Key Points (see below) are covered. Then recap and clarify the following:
 - We examined the difference between 'sex' and 'gender' in more detail.
 - We unpacked what is meant by the term, 'gender equality'.



- We discussed the implications of gender equality (and inequality) for relationships between men and women.

3. Closing circle: If it is the last session of the day. (See notes in *Introduction*).

FACILITATOR'S NOTES

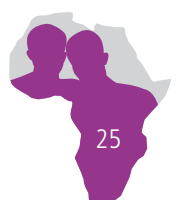
- Sex refers to the biological and physiological characteristics that define men and women (as male or female). ²Some examples of sex characteristics:
 - Women menstruate while men do not.
 - Men have testicles while women do not.
 - Women have developed breasts that are usually capable of lactating, while men have not.
 - Men generally have bigger bones than women.
- **Gender** refers to the socially constructed roles, behaviours, activities, and attributes that a given society considers appropriate for men and women. Some examples of gender characteristics:
 - In most countries, women earn significantly less money than men for similar work.
 - In some societies, many more men than women smoke because female smoking has not traditionally been considered appropriate.
 - Up until 2017 in Saudi Arabia, only men were allowed to drive cars, women were not.
 - In most of the world, women do more housework than men.
- **Sex and gender categories:** 'Male' and 'female' are sex categories, while 'masculine' and 'feminine' are gender categories. Aspects of sex will not vary substantially between different human societies, while aspects of gender may vary greatly.
- **Transgender:** Some people feel that their sense of identity does not correspond with their birth sex, e.g. a man who feels he is really a woman, despite having male genitalia. These people are transgender. Transgender people often say they feel they were born in the wrong body.
- **Transsexual:** People who feel they are in the 'wrong body' or belong to the opposite sex, and have a desire to assume the physical characteristics and gender role of the opposite sex, or to change to the opposite sex. They may use hormones or other medications to suppress their current characteristics, such as facial hair, or to enhance characteristics of the opposite sex, such as develop breasts. Some transsexual people choose to change their physical sexual characteristics through surgery.
- **Intersex:** At birth, a small percentage of the population are not easily identifiable as male or female; or when they reach puberty (or before), discover that they have elements of both biological sexes.

Gender equality

"Gender equality is equality between women and men:

- *It refers to the equal rights, responsibilities and opportunities of women and men, and girls and boys.*

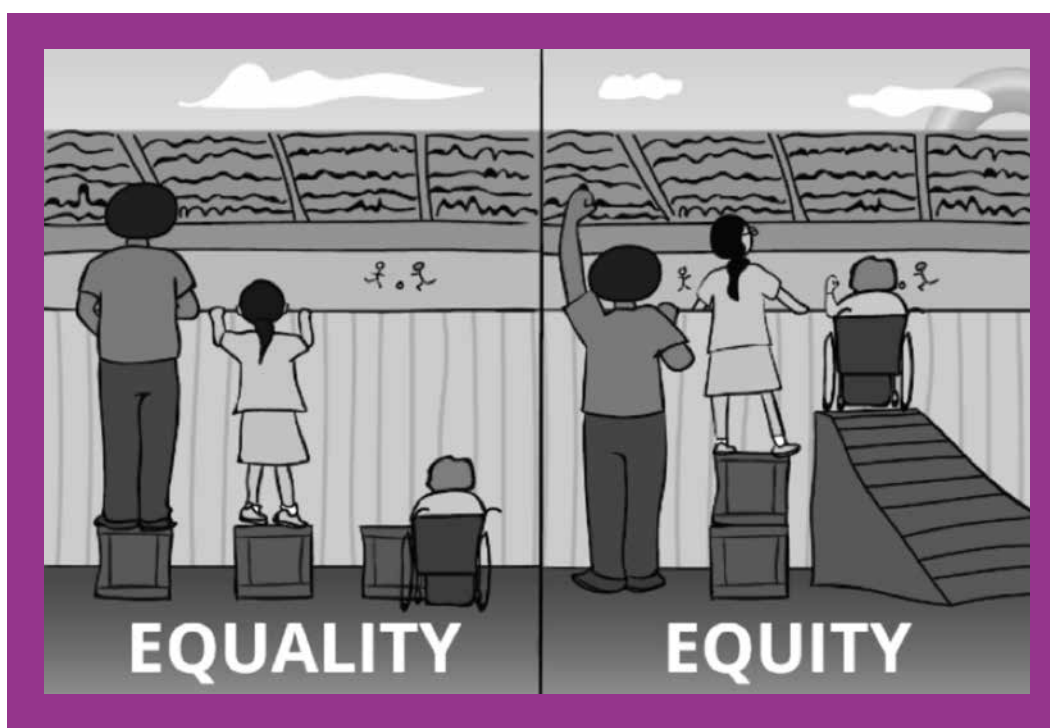
² Adapted from "Facilitator's Guide Adolescent Sexual and Reproductive Health and Rights", Sonke Gender Justice, 2013, pages 20-22



- *Equality does not mean that women and men are the same or will become the same.*
- *Equality does mean that women's and men's rights, responsibilities and opportunities will not depend on whether they are born male or female.*
- *Gender equality implies that the interests, needs and priorities of both women and men are taken into consideration, while recognising the diversity of different groups of women and men.*
- *Gender equality is not a women's issue but should concern and fully engage men as well as women.*
- *Equality between women and men is seen both as a human rights issue and as a precondition for, and indicator of, sustainable people-centred development.”³*

Gender equality: Equal sharing of power between men and women, and equal access to opportunities and resources, including equal access to education and training, health, administrative and managerial positions, equal pay for work of equal value, equal status, rights and responsibilities.

Gender equity: Fair distribution of resources and benefits between women and men, using strategies and measures to compensate for women's historical and social disadvantages that prevent women and men from otherwise operating on a level playing field. Equity leads to equality.



³ Taken and adapted from:
<http://www.un.org/womenwatch/osagi/conceptsanddefinitions.htm>

KEY POINTS

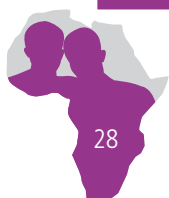
- Sex is a fact of human biology. We are born male or female, apart from a small number of people who are intersex. It is men who impregnate, and women who conceive, give birth and breastfeed the human baby.
- Based on this biological difference, society constructs gender roles and identities, as well as social attitudes and assumptions, behaviours and activities to go with these gender roles and identities.
- Gender equality does not mean that men and women will or should be the same – but rather that they should have the same opportunities, rights and access to resources and services.
- Gender equality is not a women's issue but should concern and fully engage men as well as women. It is about redressing historical injustices towards women, and power imbalances that harm entire communities but that especially harm women and girls.
- Gender equality is about returning space and resources to women, and treating them as equal human beings with equal rights. Men have a critical role in this – to give up power and make space for women.
- Gender equality is also related to the idea that people should be free to decide how they want to express their identity, without feeling obliged to reproduce narrow, limited visions of 'masculinity' and 'femininity'.
- Answers to exercise on the handout: Sex or Gender?
- Women can become pregnant. Men can make them pregnant. (Sex)
- Childcare is the responsibility of women. Men should be concerned with other work. (Gender)
- Women do the majority of agricultural work in African countries. (Gender)
- Women are usually paid less than men for the same work. (Gender)
- Women can breastfeed babies. Men can bottle feed babies. (Sex)

HANDOUT: SEX OR GENDER?⁴

Mark with an X if the statement is referring to sex or gender.

Statement	Sex	Gender
Women can become pregnant. Men can make them pregnant.		
Childcare is the responsibility of women. Men should be concerned with other work.		
Women do the majority of agricultural work in African countries.		
Women are usually paid less than men for the same work.		
Women can breastfeed babies. Men can bottle feed babies.		

⁴ Adapted from:
World Vision
International, 2008.
*Gender Training
Toolkit.*



ACTIVITY 5: ACT LIKE A MAN, ACT LIKE A WOMAN

OBJECTIVES (NOTE: To be clarified at the end of the activity only.)

By the end of this activity, participants should be able to:

- Demonstrate the verbal and non-verbal pressure on boys to live up to the masculine ideal
- Identify and analyse positive and helpful, and negative and unacceptable behaviours by men towards women
- Recognise that it can be difficult for both men and women to fulfil the gender roles that are expected by society
- Examine how messages about gender can affect behaviour and influence relationships between men and women
- Identify ways in which we can support men and women who want to move outside their assigned gender roles

TIME: 2 hours

MATERIALS AND ADVANCE PREPARATION

Preparation:

- **Adapt for context:** Remember to go through the whole activity before you facilitate it, and to adapt or refine the content to make it relevant to the country or context within which you are working.
- **Adapt for participants:** Decide how to accommodate those participants with low literacy levels.
- Prepare Action Chart/s.

What you need: Flipchart, markers, tape.

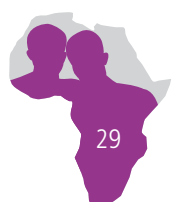
STEPS

Step 1: Recap and introduce the activity

1. Recap of previous activity.
2. Take feedback on participant's experiences of trying out any of the action points they committed to exploring.
3. Introduce this activity.

Step 2: Demonstrate: Taking the man pose

1. Ask everyone to stand in a circle. Ask each person to say the phrase, "Be a Man!" with a loud voice and using body language for emphasis.
2. After everyone has had a turn, ask the group to describe what they heard and saw.



3. After several comments ask:

- Now, imagine a little boy being told to, “Be a Man!” in these ways. How would that little boy stand to show that he is “being a man”?
- Each person demonstrates how the little boy would stand.

4. Now ask participants to describe what they saw.

5. Repeat this step with the phrase, “Be a Woman!”

Step 3: Identify and analyse what it means to “Act like a man”

1. Ask if anyone has ever been told to **“act like a man”** or **“act like a woman”** based on their sex. Encourage participants to share their experiences, talking about why the person said this and how it made the participant feel.

2. Explain that we will look more closely at these two phrases to see how society can make it very difficult to be either male or female.

3. Brainstorm:

- On one flipchart, write in large letters: “Act like a Man.”
- On another flipchart, write in large letters: “Act like a Woman.”
- Start with the flipchart, “Act like a Man”. Ask participants to share their ideas / brainstorm what this means to them.
- Draw a box on the flipchart paper and write their ideas inside the box.
- Point out that these are society’s expectations of who men should be, how men should behave, how they should treat women, and what they should feel and say.
- Go through step again, this time asking participants to share their ideas / brainstorm what it means to “Act like a Woman”.
- Write responses inside a box on the relevant flipchart.

4. Discussion:

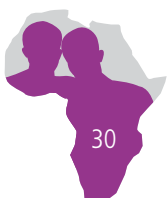
Facilitate a discussion about the expectations placed on men / women by society in general and by their own community in particular. Use these questions as a guide:

- *What positive and helpful behaviour are ‘real men’ expected to display towards women?*
- *How do you think women feel about this behaviour or being treated in this way by men?*
- *What kind of behaviour are ‘real men’ expected to display which could be limiting and restrictive towards women? How do you think women feel about this behaviour or being treated in this way by men?*
- *What behaviour do you think is acceptable for a man to display towards women? Why?*
- *What behaviour do you think is unacceptable for a man to display towards women? Why?*
- *How can ‘acting like a man’ affect a man’s relationship with his partner and children?*
- *What are the advantages of ‘acting like a man/woman’, or being in the ‘man/woman box’?*
- *What are the disadvantages of being in the ‘man/woman box’?*



Responses might include:

- Be tough and do not cry.
- Be the breadwinner.
- Stay in control and do not back down.
- Have sex when you want it.
- Get sexual pleasure from women.



- *Can men/women live outside 'the box'? How would it be to live outside the box? What behaviour would need to change?*
 - *Is it possible for men/women to challenge and change existing gender roles and the behaviour expected of them?*
5. Point out that the messages and gender rules about 'acting like a man' can have the following effects on men's lives:
- Men are valued more than women.
 - Men are afraid to be vulnerable and to show their feelings.
 - Men need to constantly prove that they are 'real men'.
 - Men use sex to prove that they are real men.
 - Men use violence to prove that they are real men.
6. Point out that these messages and gender rules about 'acting like a woman' have the following effects on women's lives:
- Women often lack self-confidence.
 - Women are valued first as mothers and not as people.
 - Women depend on their partners.
 - Women have less control than men over their sexual lives.
 - Women are highly vulnerable to HIV and AIDS and to violence.

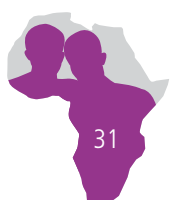
Step 4: Group discussion

1. Lead a discussion using these questions as a guide:
- *Do you know any men and women who challenge and disregard these social stereotypes?*
 - *What do they do differently? How do these men treat women? How do these women treat men?*
 - *How have they been able to challenge and redefine gender roles?*
 - *Have you ever acted outside 'the box'? What happened? What allowed you to do this? How did you feel about it? What have been the advantages of living outside 'the box'?*
 - *How do men feel about the restrictions placed on women? Is it acceptable? How do we change these expectations?*
2. Move into a discussion of how we could support men and women who want to move outside of the boxes:
- *What could we do to make it easier for men and women to live outside of 'the boxes'?*
 - *How can we support this change?*
 - *How can government support this change?*
 - *How can community leaders support this change?*
 - *How can workplaces support this change?*
 - *What would a box of a transformed man / woman look like?*



Glossary

Stereotype: An exaggerated oversimplified belief about an entire group of people without regard for individual differences.



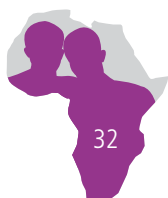
3. **Draw a transformed man/woman box on the flipchart paper** and write their ideas inside the box. Keep these flipcharts up throughout the workshop.

Step 5: Wrap up

1. **Take action:** Write up action points that come out of the discussion on the Action Chart. Encourage participants to highlight the action points they will commit to. They can write these onto their own Action Chart.
2. **Sum up** the discussion. First ask participants what they learnt. Make sure all the Key Points (see below) are covered. Then recap on and clarify the following:
 - We identified and analysed positive and helpful, and negative and unacceptable behaviours by men towards women.
 - We recognised that it can be difficult for both men and women to fulfil the gender roles that are expected by society.
 - We examined how messages about gender can affect behaviour and influence relationships between men and women.
 - We identified ways in which we can support men and women who want to move outside their assigned gender roles.
3. **Homework:** Ask participants to observe and reflect on when they are behaving in a certain way because of the 'man / woman box', and to think about how they can change this to a transformed man / woman.
4. **Closing the circle:** If it is the last session of the day. (See notes in Introduction).

FACILITATOR'S NOTES

- This activity helps participants understand gender norms. However, remember that norms are affected by class, culture, ethnic and other differences.
- Make sure that you adapt the activity so that it suits the context and group you are working with, for example, if the statements are not an accurate reflection of the gender roles and expectations in your country or context, then use other statements that are a more accurate reflection.
- Be aware that not everyone wants to move outside 'the box'. Rather than pushing participants to choose a particular response, encourage them to reflect on whether these points apply to them:
 - It is often difficult to live up to or fulfil the gender role society expects of us.
 - The messages society gives us about gender can negatively affect our behaviour and relationships.
 - Gender roles can create unequal ways of living and being in society and in relationships.
 - Our own expectations of the role a man or woman should play, keep people trapped 'in the box', even if they want to move out (in other words, we cannot see the advantage of people moving out 'the box' for ourselves).



KEY POINTS

- Society has expectations of who men and women should be, how they should act, and what they should feel and say.
- Gender roles shape people's lives, moulding and limiting gender identities, roles and relations.
- There can be serious consequences for both women and men if they try to act outside of 'their box'. Ridicule, threats and violence are used to keep women and men in 'their boxes'.
- But, the roles of men and women are changing. It has slowly become less difficult to step outside 'the box'.
- Still, it can be hard for men and women to live outside of these boxes.

ACTIVITY 6: THE 24-HOUR DAY

OBJECTIVES (NOTE: To be clarified at the end of the activity only.)

By the end of this activity, participants should be able to:

- Reflect on the value society places on the different types of work associated with being men and women
- Discuss how the gender division of work leads to unequal access to opportunities, resources and rights for women and men

TIME: 2 hours 35 minutes

MATERIALS AND ADVANCE PREPARATION

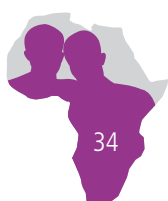
Preparation:

- Adapt for context: Remember to go through the whole activity before you facilitate it, and to adapt or refine the content to make it relevant to the country or context within which you are working.
- Adapt for participants: Decide how to accommodate those participants with low literacy levels.
- Prepare Action Chart/s.

What you need:

- Prepare the following flipcharts (Flipcharts 1–3):
Flipchart 1: The 24-hour day (men) (see Facilitator's Notes for format).
Flipchart 2: The 24-hour day (women) (see Facilitator's Notes for format).
Flipchart 3: with these questions:
 - *What similarities and differences are there in the activities that we as men / women carry out?*
 - *How can we explain these similarities and differences?*
 - *How are the activities that we as men / women carry out assigned to us?*
 - *What choice do we have in accepting these activities or not?*
 - *What activities do we enjoy doing and why?*
 - *What activities do we not enjoy doing and why not?*
- Prepare four more flipcharts (Flipcharts 4–7), with the following headings:
Flipchart 4: Domestic work that I will carry out on a regular basis
Flipchart 5: Things I will do to value the work that women do in my home
Flipchart 6: Domestic work I need men to carry out with commitment and responsibility
Flipchart 7: Things that men must do to value the work that women do in the home

Before the activity: Put up all the flipcharts.



What you need:

- Flipchart, markers, tape
- B5 size cards of two different colours (one of each colour for each participant)

STEPS**Step 1: Recap and introduce the activity**

1. Recap of previous activity.
2. Take feedback on participant's homework experiences and / or their experiences of trying out any of the action points they committed to exploring.
3. Introduce this activity, explaining that we will look at the activities we do each day.

Step 2: Group work (40 minutes)

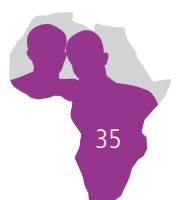
1. Divide participants into groups of males and females. Give them flipchart paper and markers on which to copy the flipchart format from Flipcharts 1 and 2, and write down their responses.
2. Refer to Flipcharts 1 and 2. Ask each group to discuss the activities that they (as males OR females) carry out on a typical working day. They should write or draw pictures of the activities next to that corresponding time of day (as shown in Flipchart 1 or 2). This might include activities in the home, outside the home, in the community, or at work. They can block time when they sleep or rest.
3. They then tick (✓) if the activity is paid or cross (X) if it is not paid.
4. Ask each group to choose a coordinator to lead the discussion from point 5 below.
5. Discussion: The group coordinator facilitates a discussion using the questions on Flipchart 3 as a guide.
6. Skits: Reform into small mixed groups. One group prepares a short skit to demonstrate how tasks could be more evenly shared within the household. These should demonstrate how men can take on tasks that are usually done by women, as per the lists made earlier in the exercise. The other group should demonstrate roles being reversed, e.g. men doing household chores and women watching TV. The skits could be based on someone's current experience in their own household, or an example of a transformed household.

Step 4: Plenary (60 minutes)

1. After each skit, invite comments, observations, and reflections from all participants on the skit.
2. Discussion: Use questions like these to stimulate discussion:
 - What are your thoughts about the skit?
 - What most caught your attention?
 - What work were men and women doing in the skit?
 - Were the tasks evenly shared between men and women?

**Facilitator tips****When you do small group work:**

- Decide in advance how you will break into groups, e.g. will it be random or based on a particular characteristic, like area? Try to have a balance of characteristics e.g. gender and / or literacy level, where families live, etc. Each aspect can affect the quality of discussion.
- Facilitators can decide whether to have men do this activity for men, and women for women, or men do the activity for women, and women for men.



- Who was working harder – the men or the women?
 - Is 'women's work' valued in society? Why (not)?
 - In what ways is the importance of 'women's work' undervalued or minimised? If more women these days are doing 'men's work', why are more men not doing 'women's work'?
3. When the skits have been presented and discussion exhausted, ask the men who had to play women's roles in the skits their thoughts and feelings about this.



**Facilitator
tip**

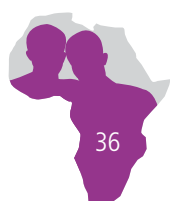
Assist participants with low literacy levels: Write down what they tell you or ask them to share their ideas in pairs. Use drawings of tasks where possible, e.g. a jerry can to signify collecting water.

Step 5: Proposals for change (40 minutes)

1. Give each participant 2 large index cards, of different colours.
2. Ask the MEN to do the following (either individually or in pairs):
 - On Card 1: write down the domestic work that they are willing to do in their home on a regular basis.
 - On Card 2: write one thing they will do to value the work that women carry out in the home.
3. Ask the WOMEN to do the following (either individually or in pairs):
 - On Card 1: write down the domestic work that in her context (family and / or society) she needs men to carry out with commitment and responsibility.
 - On Card 2: write one thing that men must do to value the work that women carry out in the home.
4. Now refer to Flipcharts 4–7. Read the heading of each one out loud.
 - Start with the MEN:
 - Invite them one by one (or in pairs), to read aloud what they have written on Card 1, and to stick it under the heading in Flipchart 4. Ask if there are any types of domestic work that men are NOT willing to do and why not.
 - Now invite them one by one (or in pairs), to read aloud what they have written on Card 2, and to stick it under the heading in Flipchart 5.
 - With the WOMEN:
 - Invite them one by one (or in pairs), to read aloud what they have written on Card 1, and to stick it under the heading in Flipchart 6. Ask if there are any types of domestic work that men are NOT willing to do and why not.
 - Now invite them one by one (or in pairs), to read aloud what they have written on Card 2, and to stick it under the heading in Flipchart 7.

Step 6: Wrap up

1. Take action: Write up action points that come out of the discussion on the Action Chart. Encourage participants to highlight the action points they will commit to. They can write these onto their own Action Chart.
2. Sum up the discussion. First ask participants what they learnt. Make sure all the Key Points (see below) are covered. Then recap on and clarify the following:



- We reflected on the value society places on the different types of work associated with being men and women.
 - We discussed how the gender division of work leads to unequal access to opportunities, resources and rights for women and men.
3. Homework: Ask participants to take on one activity or chore that is usually done by their spouse, and to give their spouse the power to make decisions over something they usually handle.
4. Closing the circle: If it is the last session of the day. (See notes in the Introduction.)

FACILITATOR'S NOTES

- This activity helps participants understand the concept of gender roles – that women and men are expected to play different roles in the family, community and workplace, because of society's ideas about the differences between men and women.
- Gender roles may be affected by class, ethnicity, and other differences.
- Be aware that many men do participate in some work in the home. This might involve occasionally helping when there is a specific need, but it is rarely an ongoing shared responsibility.
- This activity might make some men feel guilty or frustrated when they so clearly see the injustices inherent in the ways that productive and reproductive work is socially divided. Help them to move beyond these feelings. Explain that it is important for each person to take small steps to change things where we can, which is usually within the family or home. Each of us can take greater responsibility in a real way.
- Highlight that when a man decides to become more involved in domestic work, this affects the woman who has been carrying it out for years! So, men need to be sensitive about the changes they want to make. They should first talk about and negotiate them with the woman so that she does not feel threatened, undervalued, or displaced. This can often happen, especially if the woman has not had access to gender transformational processes. Changes that men want to make must be subject to the woman's approval!



FLIPCHART 1

The 24-hour day (MEN) 			
The activities I carry out	Paid: P (Yes) X (No)	The activities the person who cares for me carries out	Paid: P (Yes) X (No)
 Before sunrise		 Before sunrise	
 Sunrise		 Sunrise	
 Mid-morning		 Mid-morning	
 Mid-afternoon		 Mid-afternoon	
 Late afternoon		 Late afternoon	
 Evening		 Evening	
 Night		 Night	
 Man Total hrs worked:		 Woman Total hrs worked:	

KEY POINTS

Women and men are given different roles in society. This means that:

- Women and men do different things during the day.
- Women usually work longer hours.
- Men usually have more leisure time.
- Women have more varied tasks, sometimes doing more than one thing at a time.
- A woman's role is that of caregiver and mother; and a man's role is that of provider (breadwinner), protector, and authority / head of the household.

Women's roles carry a lower status – and are often unpaid:

- Women's work in the house is not seen as work.
- When women work outside the house, this is generally an extension of the work they do in the house. This work is usually paid less than men's work.
- Even when women work outside the home, they still do a substantial amount of household work as well.
- Men's work is usually outside the home, is usually paid, and is seen as work.
- More of women's work is unpaid compared to men's work.

Gender roles are not only different; they are also unequal:

- Men's roles (breadwinner, authority figure, protector) carry a higher status than women's roles, and give men more power, money and privilege in society.

Productive and reproductive work:

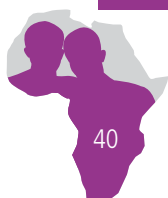
- 'Men's work' is socially and economically valued and is known as productive work, because it produces goods and wealth.
- 'Women's work' is socially and economically undervalued and is known as 'reproductive work', because it focuses on the biological, cultural and social reproduction of humanity.
- Many women carry out both types of work on a daily basis.
- Few men take ongoing responsibility for reproductive work.



FLIPCHART 2

The 24-hour day (WOMEN)

The activities I carry out	Paid: P (Yes) X (No)	The activities the person who cares for me carries out	Paid: P (Yes) X (No)
 Before sunrise		 Before sunrise	
 Sunrise		 Sunrise	
 Mid-morning		 Mid-morning	
 Mid-afternoon		 Mid-afternoon	
 Late afternoon		 Late afternoon	
 Evening		 Evening	
 Night		 Night	
 Woman Total hrs worked:		 Man Total hrs worked:	



ACTIVITY 7: I'M GLAD I'M A..., BUT IF I WERE A... (GENDER ROLES)

OBJECTIVES (NOTE: To be clarified at the end of the activity only.)

By the end of this activity, participants should be able to:

- Deepen their understanding of the enjoyable and difficult aspects of being male or female
- Deepen their understanding of the other gender

TIME: 45–60 minutes

MATERIALS AND ADVANCE PREPARATION

Preparation:

- **Adapt for context:** Remember to go through the whole activity before you facilitate it, and to adapt or refine the content to make it relevant to the country or context within which you are working.
- **Adapt for participants:** Decide how to accommodate those participants with low literacy levels.
- Prepare Action Chart/s.

What you need:

- Flipchart paper, markers, tape
- Action Charts from Theme 1 (for recap)

STEPS

Step 1: Recap and introduce the activity

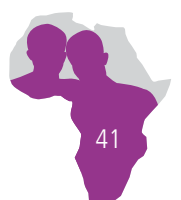
1. Recap of previous activity.
2. Take feedback on participant's homework / experiences of trying out any of the action points they committed to exploring.
3. Introduce this activity.

Step 2: Small group work (10 minutes)

1. Divide the group into men and women. Give each group flipchart paper. Ask each group to think about and list as many ways as possible to complete the following sentence:
 - Men: I'm glad I am a man because / when....
 - Women: I'm glad I am a woman because / when....

NOTE: Explain to participants that they should think about what they cannot currently do because of being a man or woman, but that they wish they could do.

2. Remain in the small groups. Ask participants to now think about and list as many endings as they can to the following sentences (15 minutes):



- Men: *If I were a woman, I could...* OR *I envy women because....*
- Women: *If I were a man, I could...* OR *I envy men because....*

NOTE: Explain to participants that they should list what they cannot currently do because of being a man or woman, but that they wish they could do.

3. Gallery walk: Display the flipcharts on the walls. Invite participants to walk around and read each other's responses.

Step 3: Discussion

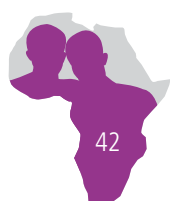
1. Facilitate a discussion using these questions as a guide:
 - *Were any of the responses the same for both sexes?*
 - *Was it easier for the men or for the women to come up with reasons they are happy about their gender? Why do you think this is?*
 - *Do the things women list as making them happy to be a woman, overlap with what the men list as things they could do if they were women?*
 - *Do the things men list as making them happy to be a man, overlap with what the women list as things they could do if they were men?*
 - *What did you find challenging about discussing the advantages of being the other sex?*
 - *Are any of the responses stereotyped? Which ones? Why do these stereotypes exist? Are they fair?*
 - *How can we challenge the stereotypes we have about men and women?*

Step 4: Wrap up

- 1.Take action:** Write up action points that come out of the discussion on the Action Chart. Encourage participants to highlight the action points they will commit to. They can write these onto their own Action Chart.
- 2.Sum up** the discussion. First ask participants what they learnt. Make sure all the Key Points (see below) are covered. Then recap on and clarify the following:
 - We deepened our understanding of the enjoyable and difficult aspects of being male or female.
 - We deepened our understanding of the other gender.
- 3.Homework:** Ask participants to reflect on the stereotypes they hold about the opposite sex, and to ask themselves whether these are really fair. Pay attention to any advantages you think you have, just because you're a man or a woman. Identify any privileges you have that might be having a negative effect on your relationship or family and how you could change this.

FACILITATOR'S NOTES

- This activity is most effective when there are male and female participants to share their different perspectives. However, you can also do the activity with an all-male group.
- Remind participants that they are thinking about and listing what they cannot currently do now because of being a man or woman, but what they wish they could do.



KEY POINTS

- Men and women have different life experiences and different roles to play in society and in the family.
- These different roles and expectations affect livelihood, health, education, and other areas of life.
- No gender is better than the other. The differences between men and women are based on experiences, and no one's experience can be denied.
- Men and women should create safe spaces to share these differences and help each other understand one another. Such understanding will lead to healthier relationships and better outcomes for individuals, families, and communities.



RECAP ON THEME 1

1. Put up all the *Action Charts* for Theme 1.

2. Discussion: Facilitate a summing up discussion, using these questions:

- *What did you learn in Theme 1?*
- *What were the main take-away messages?*
- *What do you now know, think, feel, or can do, which you did not know, think, feel or could do before?*
- *Do you have a better understanding of the following:*
 - *How we are socialised into gender roles based on our biological sex?*
 - *The power that different individuals and groups have in society?*
 - *Your own values and attitudes related to gender?*
 - *How messages about gender can affect human behaviour, and influence relationships between men and women?*
 - *The experience of the other gender?*
 - *What men and women can do differently to support one another?*

3. Gallery walk: Do a quick walk around the Action Charts for Theme 1 and discuss the concrete steps participants can take to try to take these actions.

4. Closing the circle: See notes in the *Introduction*.

THEME 2: GENDER, POWER AND DISCRIMINATION

Focus of Theme 2: This theme looks at power and how it is socially constructed, used and abused, especially in interpersonal relationships. It explores the link between power and privilege, and how this determines access to opportunities, rights and resources.

Different forms of power and powerlessness are discussed, based on participants own real-life experiences. Different types of discrimination are unpacked, especially as a result of the power inequalities related to gender, race, ethnicity, age, sexuality and class.

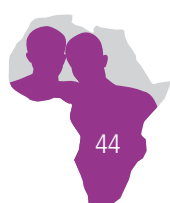
Outcomes of Theme 2:

By the end of this theme, participants should be able to:

- Discuss how power can be abused in relationships particularly between men and women
- Explore the different forms of power and powerlessness
- Reflect on the different types of discrimination that occur because of power and gender inequalities

Thematic sequencing activities, time allocation, and group recommendation:

THEMATIC SEQUENCING, ACTIVITIES, TIME ALLOCATION, AND GROUP RECOMMENDATION			
THEMATIC SEQUENCING	ACTIVITIES	AVERAGE TIME/ACTIVITY	Group recommendation: single sex or mixed sex (depending on context)
THEME 2: GENDER, POWER AND DISCRIMINATION	Activity 1: Persons and Things	60 mins	Mixed
	Activity 2: Who is More Powerful?	60–90 mins	Single sex, then bring together for reflection
	Activity 3: Forms of Power	60 mins	Mixed
	Activity 4: Attitudes – Gender Circles	60 mins	Mixed



ACTIVITY 1: PERSONS AND THINGS

OBJECTIVES (NOTE: To be clarified at the end of the exercise only.)

By the end of this activity, participants should be able to:

- Increase their awareness of power in relationships
- Reflect on how we communicate about and demonstrate power in relationships
- Analyse how power influences the negotiation of safer sex
- Discuss how to negotiate and develop good relationships

TIME: 60 minutes

MATERIALS AND ADVANCE PREPARATION:

Preparation:

- **Adapt for context:** Remember to go through the whole activity before you facilitate it, and to adapt or refine the content to make it relevant to the country or context within which you are working.
- **Adapt for participants:** Decide how to accommodate those participants with low literacy levels.
- Prepare Action Chart/s.

What you need:

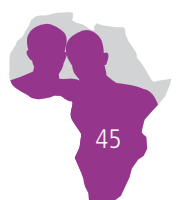
- Flipchart, marker, tape
- Action Charts from Theme 1

Before the activity: Put up all the Action Charts from Theme 1.

1. Quickly recap what was covered in *Theme 1: Sex, Gender and Gender Socialisation*.
2. Go through the *Action Charts* from Theme 1 to remind participants what action they committed to taking. Discuss action/s they managed to take and those they will still take.
3. Introduce *Theme 2: Gender, power and discrimination*.

Step 2: Do the activity

1. Divide into two groups, with an imaginary line. Each side should have the same number of participants.
2. Choose, at random, one group to be the 'things' and the other the 'people'.
3. Explain the rules for each group:
 - **THINGS:** They cannot think, feel, make decisions, have no sexuality, and have to do what the 'people' tell them to do. If a 'thing' wants to move or do something, it has to ask a person for permission.
 - **PERSONS:** They think, can make decisions, have sexuality, feel, and can take the things they want.



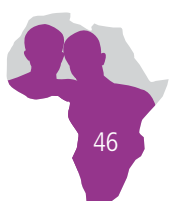
4. Ask the 'persons' to each take one 'thing' and do what they want with it. They can order it to do any kind of activity (as long as it is in the room itself).
5. Give the group around 3 minutes for this task.
6. Tell the pairs to swap places, the 'person' now becomes a 'thing' and vice versa for another 3 minutes.
7. Ask the groups to go back to their places in the room.

Step 3: Discussion

1. Lead a discussion using these questions as a guide:
 - What was the experience like for the 'things'?
 - How did your 'person' treat you?
 - What did you feel? Why?
 - What was the experience like for the 'persons'?
 - How do you think you treated your 'thing'?
 - In our daily life, do we treat others like this? Who? Why?
 - How can we change this kind of treatment?
2. **To sum** up this discussion: Ask how each party felt about the power relations demonstrated in this activity. Explain that often 'things' feel angry and resentful toward 'persons', and in turn may act in various ways – they may rebel against submission, become aggressive, become dependent, become submissive and give in to the feeling of powerlessness.
3. **Give input:** Link the discussion to power and powerlessness, especially in intimate / sexual relationships. Explain:
 - Patriarchal cultures are those in which men are seen as being superior to women; have more social, economic and political power than women; and can actively wield power over women.
 - Patriarchal societies assign to men sexual mandates which 'allow' men to behave in certain ways.
 - This has enormous implications for the sexual health and sexual rights of women.
 - Usually the woman is powerless to negotiate when or how sex takes place or if safe sex practices are used. This has repercussions for the spread of STIs, HIV and AIDS.
4. **Discuss:** How can we use activities like the ones we have done around power in our homes, community, and workplaces, to make people aware of destructive power relationships.

Step 4: Wrap up

1. **Take action:** Write up action points that come out of the discussion on the Action Chart. Encourage participants to highlight the action points they will commit to. They can write these onto their own Action Chart.
2. **Sum up** the discussion. First ask participants what they learnt. Make sure all the Key Points



(see below) are covered. Then recap on and clarify the following:

- *We increased our awareness of power in relationships.*
 - *We reflected on how we communicate and demonstrate power in relationships.*
 - *We analysed how power influences the negotiation of safe sex.*
 - *We discussed how to negotiate and develop good relationships.*
3. **Homework:** Ask participants to think about this question: What changes would you like to make in your own relationships based on what we have discussed? Ask participants to practise making that change at least once before the next session.
4. **Closing the circle:** If it is the last session of the day. (See notes in the Introduction.)

FACILITATOR'S NOTES

- Generally, when power roles are reversed and those who were powerless now get power, this person often repeats the same power relationships with another, even though he or she has undergone unjust and often traumatic experiences.
- It is important to explain to participants that often when people abuse power they do not respect or accept themselves, they do not like themselves very much or are dissatisfied with themselves, and in fact exercise power over others to feel that they are in control.
- The way some men (and women) use power over others is harmful and has a cost to the person wielding the power as well.

KEY POINTS

- In the case of negotiating safer sex practices, women usually do not have as much power – just as they usually do not have much say in when and how sex takes place.
- In general, these power relationships are based on the myth or longstanding belief that men should be active in sexual matters, while women should be passive, or that women 'owe' sex to men.
- In other cases, women are dependent on men financially and in turn feel obliged to have sex when and how men want.
- These unequal power balances (which may also exist in same-sex sexual relationships) have serious repercussions for the spread of STIs, including HIV and AIDS.

ACTIVITY 2: WHO IS MORE POWERFUL?

OBJECTIVES (NOTE: To be clarified at the end of the activity only.)

By the end of this activity, participants should be able to:

- Describe what they have learned from their own experiences of power and powerlessness
- Identify groups that have more power than others, and the effects of these inequalities
- Explore the reasons for why some groups have power and others don't

TIME: 60–90 minutes

MATERIALS AND ADVANCE PREPARATION:

Preparation:

- **Adapt for context:** Remember to go through the whole activity before you facilitate it, and to adapt or refine the content to make it relevant to the country or context within which you are working.
- **Adapt for participants:** Decide how to accommodate those participants with low literacy levels.
- Prepare Action Chart/s.
- On Flipchart 1: Prepare a Power Chart. Draw a line down the middle of the paper. At the top of the left-hand column write: More powerful groups. At the top of the right-hand column write: Less powerful groups.

POWER CHART	
More powerful groups	Less powerful groups



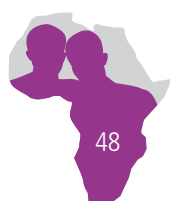
Facilitator tip

Change the names and circumstances of the characters in the case studies so that they are more relevant to your context and the reality of your participants.

What you need:

- Flipchart, markers
- Print out the case studies (see below) on A4 paper (one per A4 sheet) – prepare enough copies for the number of participants.

Before the activity: Put up Flipchart 1.



STEPS

Step 1: Recap and introduce the activity

1. Recap of the previous activity.
2. Take feedback on participant's homework and / or experiences of trying out any of the action points they committed to exploring.
3. Introduce this activity.

Step 2: Brainstorm

1. Refer to the Power Chart on Flipchart 1. Ask participants to brainstorm the different groups in their own society or communities, and where they fit in these power categories.
2. Help them come up with examples by suggesting categories of groups who may have power and those who lack power. Consider sex, race, age, religion, financial status and sexual orientation.

Step 3: Small group work (15 minutes)

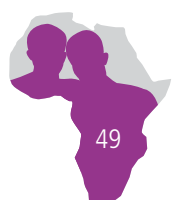
1. Break into five small groups. Hand out one case study and the corresponding questions to each group.
2. Give participants time to read through and prepare their responses to the questions.

Step 4: Plenary

1. Allow each group to quickly present their case study and their responses.
2. After all groups have presented, lead a discussion using the following questions as a guide:
 - *What forms of power were presented in the case studies?*
 - *What is the same about the situations presented? Why?*
 - *What is different and why?*
 - *What can men do to support women in the different situations?*
 - *How can we each promote gender equality by practicing power differently?*

Step 5: Wrap up

1. **Take action:** Write up action points that come out of the discussion on the Action Chart. Encourage participants to highlight the action points they will commit to. They can write these onto their own Action Chart.
2. **Sum up** the discussion. First ask participants what they learnt. Make sure all the Key Points (see below) are covered. Then recap on and clarify the following:
 - We described what we have learnt about power and powerlessness.
 - We identified the groups that have more power than others, and the effects of these inequalities.
 - We explored the reasons for the differences in those who have power and those who don't.
3. Closing the circle: If it is the last session of the day. (See notes in the *Introduction*.)



FACILITATOR'S NOTES

- People often blame the less powerful for their lack of power. In other words, they blame the victims of oppression rather than the oppressor. For example, one common reaction from men to this activity is to say that it is women who are mainly responsible for oppressing other women.
- As a facilitator, it is important that you let people express their thoughts and feelings, but also that you challenge this 'blame the victim' mentality. Point out that it is common for some individuals within the oppressed groups to deal with their frustrations of being oppressed by reinforcing the views of the oppressor group. Women often do not themselves have resources and power. They get their power through their relationship with men.

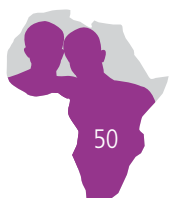
KEY POINTS

- People with power control resources and have greater influence in society than those who do not have power. These resources include:
- Economic resources: work, credit, money, social security, health insurance and housing
- Political influence: positions of leadership, and influence over decision-making
- Educational resources: access to education, skills, knowledge and qualifications
- Internal resources: self-esteem and self-confidence
- More powerful groups stay in control because of ideas about their superiority. For instance, men maintain their power over women because of patriarchy.
- Women as well as men maintain this system, for example they 'buy into' the system and don't challenge it.
- More powerful groups use violence to maintain control. Violence against women, actual or threatened, is not about loss of control by men, but is a tactic used to maintain men's power over women.



Glossary

Patriarchy: A social system based on the idea of male superiority.





CASE STUDIES (ONE FOR EACH GROUP)

Case study 1: Elizabeth

Elizabeth and her husband have four children together. She would prefer not to have any more children. She has also recently started thinking that she wants to start up her own business. Her husband disagrees. He says that they must have another child and that there is no way he will allow Elizabeth to work. Elizabeth doesn't feel able to confront her husband on these issues, particularly because he has been violent towards her in the past.

Questions:

How is Elizabeth being denied power?

What types of resources does she lack in this situation?

What types of power is Elizabeth's husband maintaining?

What can men do to support women to claim power?

Case study 2: Luiza

Luiza is an informal cross-border trader and goes to a neighbouring country to buy goods that she sells back home. While she travels, she has no money for accommodation or transport. She often gets lifts from truck drivers, some of whom expect her to have sex with them.

Questions:

How does Luiza lack power in this situation?

What factors make it difficult for Luiza to gain power in this situation?

What risks does Luiza face in having to have sex to ensure accommodation or transport?

What changes could be made to ensure that Luiza's job as a cross-border trader is made safer and easier for her?

Case study 3: Habiba

When Habiba was 14 years old her parents married her off because they could no longer afford to care for her and they were worried about her safety. A year into her marriage, Habiba fell pregnant. She was in labour for two days and was then transferred to a hospital to have a caesarean. The operation did not go well – her small uterus was torn and this allowed leakage of urine and faeces into her vagina. This condition is called fistula. It left her with incontinence and pain. Her baby died just hours after he was born. Her husband left her, and the village rejected her. Today she lives alone with her mother. She no longer goes outside her house, not even to get water.



Questions:

How did Habiba lack power, both when she was married off and now in her present situation?

What factors make it difficult for Habiba to gain power in these situations?

Who is maintaining the power?

Why and how are they able to maintain power?

What changes could be made to Habiba's present situation in her community to make it easier for her?

Case study 4: Patrick

Patrick is 13 years old. Three years ago, his parents were killed in a fire and since then he has been living alone on the streets. To survive, Patrick engages in sex with other men for money, a meal or a place to sleep. He has no idea what HIV or AIDS is.

Questions:

How is Patrick denied power in the situation he is in?

What different types of resources does he lack access to?

How does this reduce his power overall in society?

Who is maintaining the power?

Why and how are they able to maintain power?

In what ways can youth and adults work together towards the health, development and power of young people?

Case study 5: Grace

Grace has worked for the same firm for nearly five years. Over the last year, she has applied three times for different supervisory positions appropriate to her skills and experience. On all three occasions she has seen these positions given to men, much younger than her and with far less experience. Another year passes, and a new owner takes over the firm. Grace is finally promoted to a supervisor. After a few months however she discovers she is being paid a lot less than her male counterparts.

Questions:

Who holds power in this situation?

How are they maintaining their power?

In what ways is Grace being unfairly treated?

How can Grace claim her power?



ACTIVITY 3: FORMS OF POWER

OBJECTIVES (NOTE: To be clarified at the end of the exercise only.)

By the end of this activity, participants should be able to:

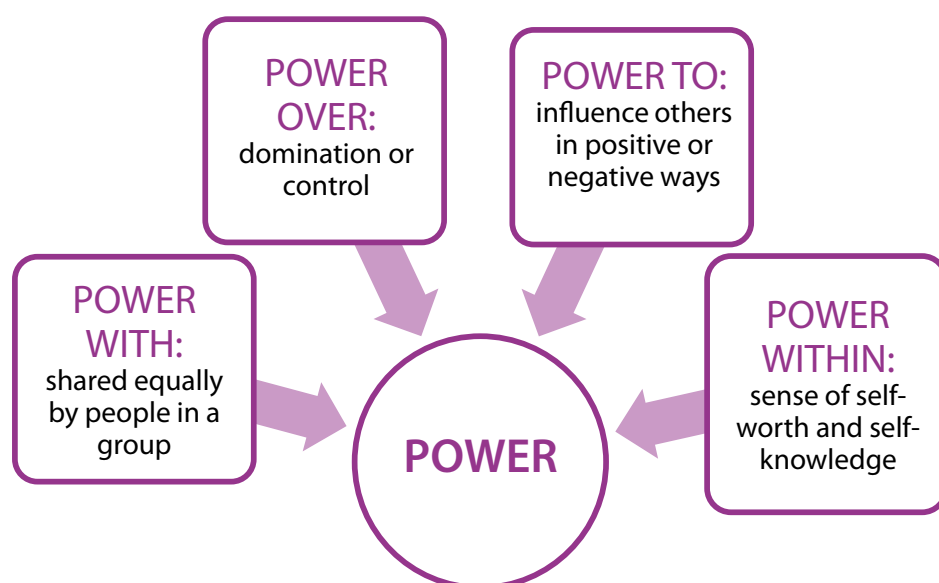
- Discuss what power is and the different forms of power
- Represent what 'power' and 'powerlessness' look like
- Reflect more deeply on power in relationships

TIME: 60 mins

MATERIALS AND ADVANCE PREPARATION:

Preparation:

- **Adapt for context:** Remember to go through the whole activity before you facilitate it, and to adapt or refine the content to make it relevant to the country or context within which you are working.
- **Adapt for participants:** Decide how to accommodate those participants with low literacy levels.
- Prepare Action Chart/s.
- Photocopy several copies of the Images to *illustrate different forms of power* (see *Facilitator's Notes*) so you have enough to display around the room.
- Prepare Flipchart 1: Draw the diagram below with the terms: Power within; Power over; Power with; Power to



What you need: Flipchart, markers, tape

Before the workshop:

- Put up Flipchart 1.
- Display the four images of power in different areas of the space.

STEPS

Step 1: Recap and introduce the activity

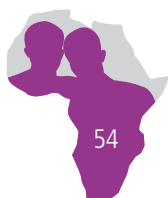
1. Recap of previous activity.
2. Take feedback on participant's homework / experiences of trying out any of the action points they committed to exploring.
3. Introduce this activity.

Step 2: Discussion and input

1. Refer to the **four images of power**. For each image, ask: *How would you describe this type of power?*
2. Refer to Flipchart 1. Read out the types of power and explain what they mean (see *Facilitator's Notes*). Together with participants, match the type of power to the image.
3. **Input:** Explain that power can be used positively and / or negatively. Make the following points:
 - If one person has power, it does not mean that s/he will take power away from another person.
 - Everyone can have power – it is not in limited supply.
 - We all have power *within us*, even if at times we don't realise it.
 - Using our *power* over someone else is an abuse of that person's rights.
 - We can join our *power* with others to give support.
 - We all have *power* to do something positive, to act constructively.
4. Discuss:
 - Which type of power have you experienced?
 - Which type of power have you been using?
 - How can we each promote gender equality by practicing power differently?

Step 3: Wrap up

1. **Take action:** Write up action points that come out of the discussion on the *Action Chart*. Encourage participants to highlight the action points they will commit to. They can write these onto their own Action Chart.
2. **Sum up** the discussion. First ask participants what they learnt. Make sure all the *Key Points* (see below) are covered. Then recap on and clarify the following:
 - We discussed what power is and the different forms of power.



- We looked at what ‘power’ and ‘powerlessness’ look like.
 - We reflected more deeply on power in relationships.
3. **Homework:** Ask participants to be aware of the different forms of power that play themselves out in their homes, as well as to be aware of who is powerless.
 4. **Closing the circle:** If it is the last session of the day. (See notes in the *Introduction*.)

KEY POINTS

Different forms of power

- **‘Power over’:** This is when you have control over them or a situation in a negative or harmful way. ‘Power over’ is usually associated with repression, force, corruption, discrimination and abuse. This kind of power is taken from somebody else and then used to dominate and prevent others from gaining it. It comes about because power is seen as a finite resource: people are forced to believe that there is only a limited amount of power in the world and that they must fight to take and keep their share of it.
- **‘Power to’:** This is when you have the ability to influence your own life and the lives of others who share your vision. It refers to having the ideas, knowledge, skills, money and resources to convince yourself and others to do something. When we unite with others who have this kind of power, we can create ‘power with’ (see below). This kind of power can be used for selfish purposes, such as to block outsiders from getting power; or for generous purposes, such as to create more power for all.
- **‘Power with’:** This is power based on collective strength and / or numbers. It is to have power with people or groups, to find common ground among different interests, and to build a common goal to benefit all those in the group. This power is based on support, solidarity and collaboration. This kind of power is seen as an infinite resource: the more you share power equally among all, the more power there is to share.
- **‘Power within’:** This is related to a person’s feelings of self-worth. It is related to the person’s ability to imagine a better life for her / himself, and to share this power with others; and in the process, empower everyone. It is about having hope and a sense of being able to change the world. It is about knowing you have rights as a human being and respecting the rights of others. It involves having a sense of self-confidence and a feeling that *“I have value because I exist, and I make a contribution”*.

Discrimination

- Historically, these different types of power have been in the hands of men. This has led to the systematic domination and control of women by men using discrimination and violence, at personal and institutional levels.
- **Gender-based discrimination** used by men to wield power over women becomes even more complex when other dimensions of personal or collective identity are involved, such as age, economic capacity, race, ethnicity, religion and sexual orientation. It is, therefore, important to understand how gender identity intersects with all our other sources of identity, since this has important impacts on how people choose to organise themselves to prevent and address discrimination.

Images to Demonstrate Forms of Power⁵



Power Within



Power Over

⁵ Source: Raising our Voices & Trocaire. (2016). SASA! Faith: Training Manual.



Power With



Power To

ACTIVITY 4: ATTITUDES – GENDER CIRCLES

OBJECTIVES (NOTE: To be clarified at the end of the exercise only.)

By the end of this activity, participants should be able to:

- Reflect on their own attitudes towards gender
- Explore action to take to help people understand why gender issues and gender equality are important

TIME: 60 minutes

MATERIALS AND ADVANCE PREPARATION:

Preparation:

- **Adapt for context:** Remember to go through the whole activity before you facilitate it, and to adapt or refine the content to make it relevant to the country or context within which you are working.
- **Adapt for participants:** Decide how to accommodate those participants with low literacy levels.
- Prepare Action Chart/s.
- **Statements:** Read the statements provided in the Facilitator's Notes (below) and choose five or six that you think will lead to the most discussion. Alternatively, come up with your own statements that you think will generate discussion on the topic.

What you need:

- Flipchart; markers
- Photocopy the case studies (one per A4 sheet) – prepare enough copies for the number of participants.
- Action Charts from Theme 2 (for recap)

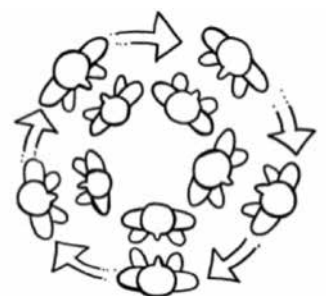
STEPS

Step 1: Recap and introduce the activity

1. Recap of previous activity.
2. Take feedback on participant's homework and their experiences of trying out any of the action points they committed to exploring.
3. Introduce this activity.

Step 2: Pair work

1. Ask participants to form two circles, facing each other.
2. Explain that the activity starts with the two participants facing each other working together. When you clap your hands, each participant moves one step to the right to work with another partner.



3. Read a statement out loud, and ask participants to discuss it in their pairs for about 1–2 minutes.
4. Clap your hands and participants move to the right. Read the next statement.
5. Continue in this way until participants have had a chance to discuss each statement.

Step 3: Plenary

1. Facilitate a discussion, using these questions:
 - Which of the statements caused disagreements? Why?
 - Which of the statements did you agree or partly agree with? Why?
 - Which of the statements did you disagree or partly disagree with? Why?
 - What action can we take to help people understand why it is so important to discuss gender issues and gender equality in our communities and organisations?



Facilitator tip

Ask participants to take enough time to really think through what they would say or do to deepen other people's understanding.

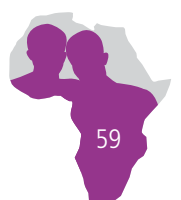
Step 4: Wrap up

1. **Take action:** Write up action points that come out of the discussion on the Action Chart. Encourage participants to highlight the action points they will commit to. They can write these onto their own Action Chart.
2. **Sum up** the discussion. First ask participants what they learnt. Then recap on and clarify the following:
 - We reflected on our own attitudes towards gender.
 - We explored action/s to take to help people understand why gender issues and gender equality are important.

FACILITATOR'S NOTES

Statements:

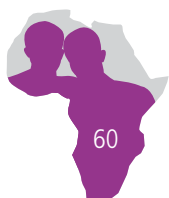
1. *Men and women can never be equal because they are biologically different.*
2. *Gender is just another word for women.*
3. *NGOs are bringing gender into their work, but it is not what communities want.*
4. *The word gender is not translatable and therefore it is not relevant in the communities we work in.*
5. *All this talk of gender brings conflict into the family.*
6. *My organisation talks a lot about gender because the donors are forcing it.*
7. *Work on gender should always respect people's social and cultural context.*





RECAP ON THEME 2

1. Put up all the *Action Charts* for Theme 2.
2. **Discussion:** Facilitate a summing up discussion, using these questions:
 - *What did you learn in Theme 2?*
 - *What were the main take-away messages?*
 - *What do you now know, think, feel, or can do, which you did not know, think, feel or could do before?*
 - *Do you have a better understanding of the following:*
 - *What power is and how it can be used or abused in relationships particularly between men and women?*
 - *What are the different forms of power and powerlessness, and how do they manifest themselves in the real world?*
 - *What different types of discrimination occur because of power and gender inequalities?*
3. **Gallery walk:** Do a quick walk around the Action Charts for Theme 2 and discuss the concrete steps participants can take to try to take these actions.
4. **Closing the circle:** If it is the last session of the day. (See notes in the *Introduction*.)



THEME 3: GENDER, POWER AND VIOLENCE

Focus of Theme 3: This theme focuses on the concepts and practise of violence, particularly gender-based violence (GBV) and men's violence against women (VAW). Different forms of violence are analysed – physical, psychological sexual and economic, and how the use of these relates to the practise of 'power over' others. Also explored are the causes of violence and their consequences – for women, men and intimate partner relationships, families and communities. Underlying these concepts is the role of responsibility, decision-making and accountability.

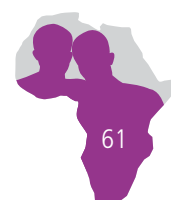
Outcomes of Theme 3:

By the end of this theme, participants should be able to:

- Identify how gender stereotypes are reinforced from childhood
- Describe how male violence limits women's (and men's) lives
- Reflect on their own values and attitudes around coercion, consent and rape
- Explain how violence is often used in intimate partner relationships
- Describe how to construct healthy romantic relationships based on respect
- Identify behaviours in a relationship that are controlling or abusive
- Identify actions to take to prevent violence against women and to sustain the process of personal transformation

Thematic sequencing activities, time allocation, and group recommendation

THEMATIC SEQUENCING	ACTIVITIES	AVERAGE TIME / ACTIVITY	Group recommendation: Single sex or mixed sex (depending on context)
THEME 3: GENDER, POWER AND VIOLENCE	Activity 1: How We Learn Violence	1 hour 30 mins–2 hours	Mixed
	Activity 2: Violence Against Women in Daily Life	1 hour 30 mins	Mixed
	Activity 3: Consent vs Coercion	60 mins	Mixed
	Activity 4: Violence Clothesline	60–90 mins	Mixed if exercise is written; single if verbal
	Activity 5: The Cycle of Violence (Perpetrator, Victim, Witness)	15 mins	Mixed



	Activity 6: Values around Gender, Alcohol and Violence	30 mins	Mixed (This exercise might be too sensitive for those who have partners in the group. You can also do it in single sex groups, depending on context.)
	Activity 7: Romantic Relationships, Loving Relationships	30–45 mins	Mixed
	Activity 8: Healthy and Unhealthy Relationships	90 mins	Mixed
	Activity 9: The Cycle of Violence in Intimate Relationships	60 mins	Mixed
	Activity 10: From Violence to Respect in Intimate Partner Relationships	1 hour 30 mins–2 hours	Mixed
	Activity 11: Controlling Relationships	45 mins	Single sex, then bring together for reflection
	Activity 12: Attitudes – Choose Your Spot	45 mins	Mixed

ACTIVITY 1: HOW WE LEARN VIOLENCE

OBJECTIVES (NOTE: To be clarified at the end of the exercise only.)

By the end of this activity, participants should be able to:

- Analyse how gender stereotypes are reinforced from childhood in the games played by boys and girls
- Explore equitable ways of raising children that break with gender stereotypes and promote children's games based on cooperation, collaboration and mutual respect

TIME: 1 hour 30 minutes–2 hours

MATERIALS AND ADVANCE PREPARATION:

Preparation:

- **Adapt for context:** Remember to go through the whole activity before you facilitate it, and to adapt or refine the content to make it relevant to the country or context within which you are working.
- **Adapt for participants:** Decide how to accommodate those participants with low literacy levels.
- Prepare Action Chart/s.
- Prepare Flipchart 1 with three columns as below. Remember to use appropriate symbols or drawings for participants who have low literacy levels, and ensure that they understand the symbols!

Games played ONLY by boys	 	Games played ONLY by girls	 	Games played by both	 

What you need:

- Flipchart, marker, tape
- Action Charts from Theme 2

Before the workshop: Put up Flipchart 1 and the Action Charts.

STEPS

Step 1: Recap and introduce the activity

1. Recap of previous activity.
2. Take feedback on participant's homework and their experiences of trying out any of the action points they committed to exploring.
3. Introduce this activity.

Step 2: Brainstorm and discussion

1. Brainstorm: Invite participants to call out the names of games they played as children / youth (or those they currently play if there are youth in the group). Ask them to briefly explain how each game is played. Write the names of the games on Flipchart 1 under the appropriate heading.
2. Discussion: When participants can't think of any more games, stimulate discussion using these kinds of questions:
 - *Why do / did we play these games and not others?*
 - *What do / did these games teach us about being men and women?*
 - *In which games did both boys and girls take part and why?*
 - *From which games are / were girls / boys excluded and why?*
 - *What do the boys' games have in common?*
 - *What do the girls' games have in common?*

Step 3: Small group work (10 minutes)

1. Form single-sex groups of about four or five participants. Invite each group to select one game from the list to practise and then play in front of the other groups.
2. Make sure that each group chooses a different game.
3. Tell the groups to be imaginative and creative if they need specific materials to play the game.

Step 4: Plenary

1. Invite each group to play their game in front of the others. Instruct the other groups to pay attention to how the game is played and how the participants relate to each other during the game.
2. **Reflect:** After each game, stimulate reflection and analysis with the larger group, using the following questions as a guide:
 - *What stood out most for you about the game and why?*
 - *Who was in charge or gave orders, and how?*
 - *In what ways were cooperation and solidarity present in the game?*
 - *In what ways were aggression and violence present in the game?*
 - *Why is it so important for men to win and not to lose? Is it the same for women?*

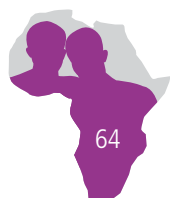
Ask those who have just played the game: *How did we feel while you were playing the game?*

3. **Discussion:** When all the groups have finished, facilitate further discussion using the following questions as a guide:
 - *What other feelings did you experience while playing or watching the games?*
 - *As children, what did these games teach us about being a man or woman in society?*



Facilitator tips

1. When the games are being played make sure that the participants (particularly the men!) do not get so involved that they are in danger of physically hurting themselves or others in the group.
2. If you feel that that is about to happen stop the game immediately and use that as a starting point to start reflection and analysis of the game.





Facilitator tips

Optional questions for fathers / mothers in the group:

- How important are recreation and games for the development of our children?
- What can we do to promote non-violent, cooperative games and recreation for our children?

- *How did other conditions determine the type of games we played and their influence on our personal development (e.g. socio-economic circumstances, rural / urban setting, ethnicity, etc.)?*
 - *Why are boys' games usually loaded with elements of aggression, competition and violence?*
 - *Where does violence come from? Is it a natural instinct or learned behaviour?*
 - *Why do you think we encourage girls to play certain games and boys to play others?*
4. **Discussion:** Explore equitable ways of bringing up children that break with gender stereotypes and promote children's games based on cooperation, collaboration and mutual respect.

Step 5: Wrap up

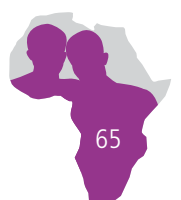
1. **Take action:** Write up action points that come out of the discussion on the *Action Chart*. Encourage participants to highlight the action points they will commit to. They can write these onto their own Action Chart.
2. **Sum up the discussion:** First ask participants what they learnt. Make sure all the Key Points (see below) are covered. Then recap on and clarify the following:
 - We analysed how gender stereotypes are reinforced from childhood in the games played by boys and girls.
 - We explored equitable ways of raising children that break with gender stereotypes and promote children's games based on cooperation, collaboration and mutual respect.
3. **Homework:** Identify how you treat the children in your home or community in terms of gender stereotypes and play. Try encouraging cooperation and respect in place of aggression and dominance. Play games with your children that promote these values.
4. **Closing the circle:** If it is the last session of the day. (See notes in the *Introduction*.)

FACILITATOR'S NOTES

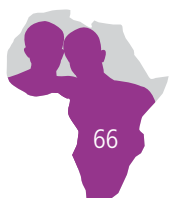
- This exercise is extremely dynamic and good fun for participants, but don't allow its playful nature to overshadow the seriousness of the reflection and analysis it seeks to provoke.
- This activity can be carried out outside if there is a playground or open space available.
- Encourage participants to play the games as they did when they were boys and girls and not role-play or explain how the game was played. It is important that they identify with the game and its objectives and freely express feelings and emotions y.

KEY POINTS:

- As part of the socialisation processes that young boys experience in patriarchal societies, they are under constant pressure to exhibit physical strength, agility, speed, and the capacity to endure pain without complaining. These characteristics are reproduced and reinforced in the games that boys are encouraged to play. Similarly, girls' games in general, are less physical and often reflect values of coordination, cooperation and collaboration.
- Some boys' games, however, also stimulate cooperation and team work, although usually these are in relation to defeating the other team.



- Competition between boys is also an integral element of male socialisation as they are taught that winning (and never losing) is an essential part of being a man. As such, aggression and violence become tools that they can access to make sure that they win.
- Solidarity (between team members) should not be confused with the development of a joint strategy to secure victory over the other team, which often ends up in beating them convincingly.
- In the games that they play (usually promoted by older boys and adults) young boys learn discriminatory and violent attitudes and practices, which they assimilate as an integral part of what it means to be a man.
- Power over others, aggression and violence are reinforced by the games that boys play as essential aspects of masculinity, and are assimilated personally and collectively.
- In contrast, many games that girls are encouraged to play and the toys they are given, reflect the role expected of them in caring for and ensuring the welfare of others. In many settings, too, the games that girls participate in are confined to areas within the house or close to it, whereas boys are afforded the freedom to play games in the street, in parks and playgrounds, often quite far from their homes.
- When boys and girls take part in games together (especially during adolescence), this often becomes an opportunity for the boys to touch the girls' bodies. These 'games' are often used as a pretext for premature sexual contact that reinforces the boys' 'right' to have power and dominion over the girls in relation to sexuality.
- Violence is not a genetic, natural trait in men, but a socially learned behaviour used to control and dominate others (especially women), guarantee rights and privileges, and project oneself as a 'real man'. As such, it can be unlearned and non-violent ways of being men can be developed.



ACTIVITY 2: VIOLENCE AGAINST WOMEN IN DAILY LIFE

OBJECTIVES (NOTE: To be clarified at the end of the exercise only.)

By the end of this activity, participants should be able to:

- Better understand the many ways in which women's (and men's) lives are limited by male violence and / or the threat of men's violence, especially sexual violence
- Identify action to take to prevent violence against women

TIME: 1 hour 30 minutes

MATERIALS AND ADVANCE PREPARATION:

Preparation:

- Adapt for context: Remember to go through the whole activity before you facilitate it, and to adapt or refine the content to make it relevant to the country or context within which you are working.
- Adapt for participants: Decide how to accommodate those participants with low literacy levels.
- Prepare Action Chart/s.
- Prepare the following flipcharts:

Flipchart 1:

- What do you do daily to protect yourself from sexual violence?
- What do you lack to be able to protect yourself from sexual violence?

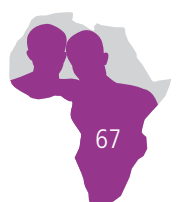
Flipchart 2:

- How does it feel to hear about and see all the ways in which women limit their lives because of their fear and experience of men's violence?

Flipchart 3:

- How much did you already know about the impact of men's violence on women's lives?
- If you didn't know, what does it feel like to have not known much about it before, given the significant impact it has on women?
- How does men's violence also damage men's lives?
- What are other ways of resolving conflict, apart from using violence?
- What can you do to change the situation and help to create a world in which women don't live in fear of men's violence?

What you need: Flipchart, markers, tape



STEPS

Step 1: Recap and introduce the activity

1. Recap of previous activity.
2. Take feedback on participant's experiences of the homework and trying out any of the action points they committed to exploring.
3. Introduce this activity, explaining that we will discuss violence that women face in their daily lives.

Step 2: Discussion

1. Draw a line down the middle of a blank flipchart page from top to bottom. On the one side draw a stick figure of a man and on the other, a stick figure picture of a woman (or use symbols).
2. Tell participants that you will ask two questions which you want them to reflect on in silence. You will give them plenty of time to share their answers once they have thought about these questions. Put up Flipchart 1 and read out the questions.
3. Ask the MEN in the group to share their answers. Write ALL their answers into the column with the picture of a man.
4. If there are WOMEN in the group, ask them the same questions. If there are no women, ask the men to think of their wives, girlfriends, sisters, nieces, and mothers, and imagine what these women do every day to protect themselves from sexual violence. Write ALL their answers into the column with the picture of a woman.

Step 3: Work in pairs (10 minutes)

1. Put up Flipchart 2. Read out the question.
2. Explain that each participant in the pair will have 5 minutes to discuss their answer to the question. Remember to pair a literate participant with an illiterate participant.
3. Ask the pairs to share their answers with the whole group. Allow plenty of time for discussion as it can often be emotional.

Step 4: Small group work (15 minutes):

1. Put up Flipchart 3. Read out the questions.
2. Ask each pair to join another two pairs (to form groups of six people) to discuss the questions.
3. Ask each group to report back on their discussion to the whole group.

Step 5: Wrap up

1. **Take action:** Write up action points that come out of the discussion on the Action Chart. Encourage participants to highlight the action points they will commit to. They can write these onto their own Action Chart.



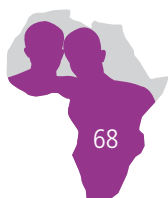
Facilitator tips

It is highly likely that most men will say they don't do anything to protect themselves. If a man does identify something, make sure it is a serious answer before writing it down. A serious answer is something they do regularly to protect themselves from sexual violence specifically, not just physical violence. Leave the column blank unless there is a convincing answer. Then point out that the column is empty or almost empty because men don't usually even think about taking steps to protect themselves from sexual violence.



Facilitator tip

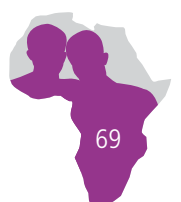
For a low literacy group consider using rocks to represent their responses. The two piles can be compared for discussion.



2. **Sum up** the discussion. First ask participants what they learnt. Make sure all the Key Points (see below) are covered. Then recap on and clarify the following:
 - We gained a better understanding of the many ways in which women's (and men's) lives are limited by male violence and / or the threat of men's violence, especially sexual violence.
 - We identified action to take to prevent violence against women.
3. **Homework:** Ask participants to try to notice and identify the following:
 - What do women in their community do to protect themselves from sexual violence?
 - What do they lack or not have to be able to protect themselves?
 - What can they do to help change the situation and create a community in which women don't live in fear of men's violence?
4. **Closing the circle:** If it is the last session of the day. (See notes in Introduction).

FACILITATOR'S NOTES

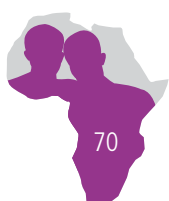
- This activity is critical for setting and establishing a clear understanding of the extent and impact of men's violence against women. Be sure to allow ample time! The activity works best in mixed gender workshops where the ratio of men to women is reasonably balanced. But it can be included in any workshop.
- Some people have strong emotional reactions to this activity. They may feel anger, outrage, astonishment, shame, embarrassment, and defensiveness, amongst other feelings. Explain that these reactions are normal and appropriate. Many people are shocked and become angry when they learn about the extent and impact of violence against women. Help participants to look more closely at their reactions and use their anger to identify useful ways to prevent violence and to promote gender equity.
- Make the following clear:
 - You are not accusing anyone in the room of having created this climate of fear. You are trying to show how common and devastating violence against women is.
 - Anger can be a powerful motivating force for change.
- Some men think that they need to protect women from violence. Remind the group that it is important for each of us to work towards creating a world with less violence. Men *and* women need to work *together* as allies in this effort. The danger of saying that it is up to men to protect women is that we take away women's power to protect themselves.
- Although there are men who may be victims of sexual violence, most survivors of sexual violence are women. Men most frequently experience sexual violence in settings such as prison, *by other men*.
- Participants may say that there are also occasions where men are sexually abused by women. This is true, but it does not happen with the same frequency as it happens to women. Some people would describe violence against women as a pandemic, like a disease that is spreading and affecting great numbers of people, and therefore the priority of this discussion is on women.



- Remind the group that while any sexual violence towards men or women is a very serious issue, it is much more common for women to experience sexual violence than men while it is almost always at the hands of men. For these reasons we are focusing on sexual violence against women by men.

KEY POINTS

- Sexual violence and the threat of violence is an everyday fact for women in all parts of Africa and in all sectors of society. Violence against women damages women's lives in many ways.
- Sexual violence has consequences for women, for men and for intimate partner relationships, families and communities.
- Men often do not realise the extent of the problem that women face because men do not live with the daily threat of sexual violence. Many men do not understand how actual sexual violence and threatened sexual violence is such a regular feature of women's daily lives.
- Men's lives are also damaged by sexual violence against women. It is men's sisters, mothers, daughters, cousins and colleagues who are targeted by this violence. Women who men care about are being harmed by sexual violence every day. Social acceptance of this violence against women gives men permission not to treat women as equals and makes it harder for men to be vulnerable with their partners, wives and female friends.



ACTIVITY 3: CONSENT VS COERCION

OBJECTIVES (NOTE: To be clarified at the end of the exercise only.)

By the end of this activity, participants should be able to:

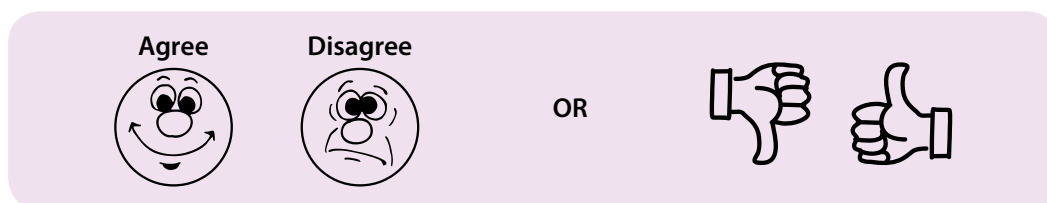
- Define coercion, consent and rape; and determine when each applies
- Reflect on their own values and attitudes around coercion, consent and rape
- Reflect on how coercion, consent and rape impact on the well-being of family, community and self
- Discuss how to change their own behaviour and help others change theirs

TIME: 60 mins

MATERIALS AND ADVANCE PREPARATION:

Preparation:

- **Adapt for context:** Remember to go through the whole activity before you facilitate it, and to adapt or refine the content to make it relevant to the country or context within which you are working.
- **Adapt for participants:** Decide how to accommodate those participants with low literacy levels.
- Prepare Action Chart/s.
- Prepare the following two signs (depending on which is most easily understood in your context):



What you need: Flipchart, marker, tape

Before the workshop:

- Display the two signs around the room. Leave enough space between them to allow a group of participants to stand near each one.
- **Statements:** Read the statements provided in the *Facilitator's Notes* (see below) and choose five or six that you think will lead to the most discussion. Alternatively, come up with your own statements that you think will generate discussion on the topic.

STEPS

Step 1: Recap and introduce the activity

1. Recap of previous activity.
2. Take feedback on participant's homework and their experiences of trying out any of the action points they committed to exploring.
3. Introduce this activity.

Step 2: Do the activity

1. Read aloud the first statement you have selected and ask participants to stand near the sign that most closely represents their opinion.
2. After participants have made their decisions, ask for one or two volunteers from each group to explain their choice. Continue in this way for each statement.
3. **Define terms/concepts:** Ask participants if they know what these terms mean: coercion, consent, rape. Explain or add to the meanings.



Glossary

Coercion: To force someone to do something against their will.

Consent: To agree to do something.

Rape: To intentionally and unlawfully sexually penetrate a person, without that person's consent.

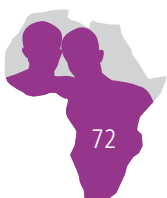
4. Go through each statement again and ask: *Is this situation coercion, consent and/or rape? Why do you say so?*

Step 3: Discussion:

1. Facilitate a discussion using these questions as a guide:
 - *How does consent, coercion and rape impact on the well-being of family, community and self? (Consider aspects like: children, youth, mental health, physical impact, pressure on resources, financial impact, food, and shelter.)*
 - *How can we change our own behaviour and help others change theirs?*

Step 4: Wrap up

1. **Take action:** Write up action points that come out of the discussion on the Action Chart. Encourage participants to highlight the action points they will commit to. They can write these onto their own Action Chart.
2. **Sum up** the discussion. First ask participants what they learnt. Make sure all the Key Points (see below) are covered. Then recap on and clarify the following:
 - We defined coercion, consent and rape; and determined when each applies.
 - We reflected on our own values and attitudes around coercion, consent and rape.



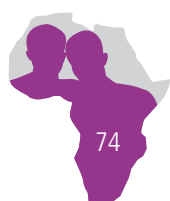
- We reflected on how coercion, consent and rape impact on the well-being of family, community and self.
 - We discussed how to change their own behaviour and help others change theirs.
3. **Homework:** Ask participants to identify how they communicate with their partners regarding sexual intercourse and to start practicing consent if they are not already doing so.
4. **Closing the circle:** If it is the last session of the day. (See notes in Introduction).

FACILITATOR'S NOTES

Statements	Answer
<i>If a man is aroused it is very difficult for him to not have sex.</i>	<i>Rape: Men often use the excuse that they can't control their sexual urges to justify forcing sex.</i>
<i>It is okay when a woman I am in a relationship with does not want to have sex.</i>	<i>Consent: A woman must be free to decide if she wants to have sex or not, whether she is in a relationship with a man or not.</i>
<i>If a woman has been drinking with me, I should expect to be able to have sex with her.</i>	<i>Rape: If a woman is drunk and is not in complete control and a man takes advantage of this, this is forcing her to have sex without proper consent.</i>
<i>Women often make up allegations of rape.</i>	<i>Rape: People often use this excuse to excuse the perpetrators' behaviour.</i>
<i>Women who wear short skirts are partially to blame if they get raped.</i>	<i>Rape: Men often use the excuse that they can't control their sexual urges if a woman dresses in a certain way, to justify forcing sex.</i>
<i>Sex is more enjoyable when my partner also wants to have sex.</i>	<i>Consent: Both parties agree to have sex.</i>
<i>It is okay for a man to pressure his partner when she doesn't want to have sex.</i>	<i>Coercion / Rape: If a woman does not want to have sex and the man insists, it is either rape or coercion.</i>
<i>If I see a friend is pressuring a woman to have sex, I should tell him to stop.</i>	<i>Explain that if she says NO or indicates she does not want to have sex, and he goes ahead, this is rape.</i>
<i>It's okay for women to initiate using condoms.</i>	<i>Consent: This shows a woman's agency around sexual decision making.</i>
<i>If a woman doesn't want to have more children but a man does, it's okay for him to force her to have unprotected sex.</i>	<i>Coercion/Rape: If one party does not agree to have unprotected sex and the other forces her, this is coercion or rape.</i>

KEY POINTS

- At any time, women can say NO to sex and men must respect this and STOP.
- Rape is a violation of a person's human rights. **Rape is an act of violence!**
- People often:
 - Unfairly blame the survivor of rape
 - Excuse the perpetrators' behaviour
 - Blame the survivor because of something that happened; something the survivor said; something the survivor wore.
- Many people believe that rape occurs because of strong sexual urges that men cannot control. But we know that men CAN and DO control their sexual urges and delay their sexual gratification.
- Research has shown that rape is more typically associated with power than with sexual gratification.
- Most rapists commit their crimes so that they can feel powerful and in control.
- Many rapists fail to get an erection or ejaculate.
- Most women who are raped show absolutely no sign of sexual response.
- No-one ever wants to be raped. It is a deeply traumatic experience that scars people for life. Rape is not a good experience.
- No-one can be accused of 'asking for it', or 'asking to be raped' because of their dress, behaviour or anything else. Rape means they did not consent to sex.
- If you have the resources and it is appropriate in your context, show this video (in English) on consent called 'Consent, it's as simple as tea'. This is on YouTube at the following link: <https://www.youtube.com/watch?v=fGoWLS4-kU>
- **It is important to be clear that there is NEVER an excuse for rape.**



ACTIVITY 4: VIOLENCE CLOTHESLINE

OBJECTIVES (NOTE: to be clarified at the end of the activity only.)

By the end of this activity, participants should be able to:

- Identify personal experiences with violence – violence they have used and violence that has been used against them
- Identify action/s to take to help sustain the process of personal transformation

TIME: 60–90 minutes

MATERIALS AND ADVANCE PREPARATION

Preparation:

- **Adapt for context:** Remember to go through the whole activity before you facilitate it, and to adapt or refine the content to make it relevant to the country or context within which you are working.
- **Adapt for participants:** Decide how to accommodate those participants with low literacy levels.
- Prepare Action Chart/s.
- Prepare the following labels and find appropriate pictures or drawings to represent each one:
 - *Violence I have used*
 - *How I felt when I used violence*
 - *Violence used against me*
 - *How I felt when violence was used against me*

What you need: String or fishing line for clothesline, coloured cards or half sheets of paper for all participants to write on, string, clothes pegs or tape to attach paper/cards to clothesline

Before the workshop: Put up four clotheslines and label each one with one of the above labels or pictures.

STEPS

Step 1: Recap and introduce the activity

1. Recap of previous activity.
2. Take feedback on participant's homework and their experiences of trying out any of the action points they committed to exploring.
3. Introduce this activity. Remind participants of the different forms of violence. Explain that we're going to explore our understanding of, and experiences with, different forms of violence.



Facilitator tips

Remind participants that full participation is encouraged, but that talking about violence can be difficult and that no-one should feel pressured to disclose anything they are not ready to talk about.

Also remind them about confidentiality.



Facilitator tips

Work with illiterate participants: Write down their words, exactly as they speak them. Don't interpret or use your own words. Read their words back to them to confirm you have recorded them correctly.

Step 2: Brainstorm and draw

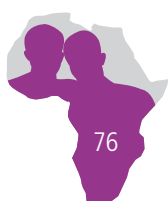
1. Ask participants to identify different forms of violence. List their ideas on flipchart paper. Help them to identify the following forms of violence: physical, psychological (includes verbal and emotional), sexual and financial (use pictures to depict each type).
2. Give each participant **four sheets** of paper (preferably four different colours). Ask them to write or draw examples to the following situations, using a different colour sheet for each one. Tell them which colour to use for which situation:
 - Violence I have used (e.g. green)
 - How I felt when I used violence (e.g. yellow)
 - Violence used against me (e.g. blue)
 - How I felt when violence was used against me (e.g. white)
3. Ask participants to put their sheets on the clothesline that matches each of their responses.



4. **Gallery walk:** Ask participants to walk around and read what is written (pair an illiterate participant with a literate one who will read out the statements). As they walk around, ask them to reflect on their reactions to each statement.

Step 3: Discussion

1. Lead a discussion about participants' reactions. Focus on some of the following issues:



- *What came up for you as you read the statements?*
- *How did it feel to have your experiences available for other people to read?*
- *What did you learn from the activity?*
- *What support can you give to others who have experienced violence?*
- *How can we use our own experiences with violence to promote change and to increase men and women's health and safety?*



Facilitator tips

Be aware that some people will have strong reactions based on their own experiences with violence.

Step 4: Wrap up

1. **Take action:** Write up action points that come out of the discussion on the Action Chart. Encourage participants to highlight the action points they will commit to. They can write these onto their own Action Chart.
2. **Sum up** the discussion. First ask participants what they learnt. Make sure all the Key Points (see below) are covered. Then recap on and clarify the following:
 - We identified our personal experiences with violence – violence we have used and violence that has been used against us.
 - We identified action/s to take to help sustain the process of personal transformation.
3. **Homework:** Ask participants to:
 - Reflect on any other violence that they have used before on others; any violence used on other members of their family before; and how they felt about these experiences.
 - Identify ways in which they can start a discussion about their violent experiences with family or friends they trust.
 - Identify other ways they could deal with anger instead of violence.
4. Closing the circle: If it is the last session of the day. (See notes in *Introduction*).

FACILITATOR'S NOTES

- This theme deals with extremely sensitive issues which you need to deal with skilfully and with empathy.
- Remind participants of the ground rules, such as confidentiality.
- No one must be forced to write down or share anything that they are not ready to share.
- Include more prompting questions to help participants reflect on their own use of violence, and on violence used against them.
- Remind participants that you may be able to direct them to a list of available services if they need to get support (depending on the context).

KEY POINTS

- There are different forms of violence – physical, psychological, sexual and economic. They each relate to the practice of 'power over' others.
- Every one of us can be a survivor (victim) of violence, and every one of us can be a perpetrator.
- Usually violence is learnt, and it can be unlearned.



ACTIVITY 5: THE CYCLE OF VIOLENCE AND MEN (PERPETRATOR, VICTIM, WITNESS)

OBJECTIVES (NOTE: to be clarified at the end of the activity only.)

By the end of this activity, participants should be able to:

- Discuss the 'Cycle of Violence'
- Appreciate the connection between men's experiences as victims and witnesses as boys and their dominating and violent behaviour as adults

TIME: 15 mins

MATERIALS AND ADVANCE PREPARATION

Preparation:

- **Adapt for context:** Remember to go through the whole activity before you facilitate it, and to adapt or refine the content to make it relevant to the country or context within which you are working.
- **Adapt for participants:** Decide how to accommodate those participants with low literacy levels.
- Prepare Action Chart/s.
- Prepare Flipchart 1: *Cycle of Violence* (see *Facilitator's Notes*).

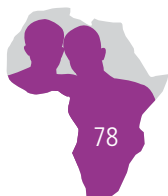
STEPS

Step 1: Recap and introduce the activity

1. Recap of previous activity.
2. Take feedback on participant's homework and their experiences of trying out any of the action points they committed to exploring.
3. Introduce this activity. Explain that you will share a diagram of how boys are trained into the 'Man Box'. Put up Flipchart 1.

Step 2: Input

1. Go through Flipchart 1: *Cycle of Violence* with participants, beginning in the middle and continuing around the circle from the top. Use the main points from the Facilitator's Notes (see below) to explain each part of the diagram.
2. Point out:
 - The cost of behaving in these ways is that we become disconnected from ourselves emotionally and spiritually, from the people who love us, and from our community.
 - As we act out domination and disconnection on other boys and young men, the cycle is continued.



Step 3: Discussion

1. Facilitate a discussion using these questions as a guide:
 - *Does anyone want to share an example of how they have seen this cycle happening to boys or men in their own communities?*
 - *How we can help to break the cycle of violence in our own households and community?*

Step 4: Wrap up

1. **Take action:** Write up action points that come out of the discussion on the Action Chart. Encourage participants to highlight the action points they will commit to. They can write these onto their own Action Chart.
2. **Sum up** the discussion. First ask participants what they learnt. Then recap on and clarify the following:
 - We discussed the 'Cycle of Violence'.
 - We began to appreciate the connection between men's experiences as victims and witnesses as boys, and their dominating and violent behaviour as adults.
3. **Homework:** Ask participants to talk about these questions with their partner:
 - *How can our family support others who have experienced violence in their household?*
 - *What can we do as individuals or a family, and how can we work with other individuals and families to support the men, women and children who are victims of violence?*
4. **Closing the circle:** If it is the last session of the day. (See notes in Introduction).

FACILITATOR'S NOTES

Flipchart 1: Cycle of Violence

**Main points to go with the above diagram:**

Violence often follows a pattern – it often begins with a need for connection or love which is not fulfilled or is violated. This results in the person feeling disconnected or a loss of connection with people around him. This leads to feelings of powerlessness and wanting to regain power. Men

are told they can be more powerful by fitting into the 'Man Box', and by becoming the dominant and often abusive. This is called 'The Cycle of Violence', and it describes how men's violence begins, repeats and becomes worse.

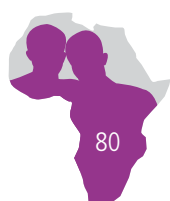
Need for connection: At the centre, in the core of our being, is our need for connection (love). One of the most powerful forces in life, this need is in us from birth to the end of our lives. This is our birth right. In everything we do we are always trying to experience connection.

Violation / Disconnection: As infants and children, when we are victims or witnesses of violence, big or small, we feel the loss of connection. When we experience physical or sexual violence, when we experience verbal or emotional violence, or when we experience neglect, abandonment or betrayal, we experience the violation in our bodies, our minds and our spirit.

Feelings of powerlessness: These violations lead to an underlying sense of powerlessness and disconnection. We feel insecure about being able to protect ourselves, and we feel afraid that we will not meet our deep need for connection. Naturally, we want to feel more powerful, to feel safer, to get our needs met. We believe that if only we could be more powerful, we would be able to get the connection we so desperately need.

The 'Man Box': As males, we are told we can be powerful by fitting into the 'Man Box'. In this box we get to be in control and in charge. And if we don't fit into this box, we quickly learn that we will become victims of more violence, ridicule and abuse. The 'Man Box' promises us security, power and connection; however, it often leaves us even more disconnected on one hand, while at the same time binding us with our fear into a narrow, disconnected experience of life.

Domination / Perpetrator / Disconnection: Two of the essential components of this conditioned masculinity are domination and disconnection. We have looked at disconnection. Domination is the pattern of trying to limit and control people and things around us in an endless effort to feel secure. It is built on the belief that the world operates on the principles of competition and 'power over' – that personal security and well-being come from the ability to have more power than others. We believe that in this way we can determine what happens to us. From this belief we either dominate or are dominated. If we are determined not to feel violated and powerless again, we must, therefore, learn how to be dominant, especially whenever we are feeling threatened



ACTIVITY 6: VALUES AROUND GENDER, ALCOHOL AND VIOLENCE

NOTE: This workshop may not be relevant in various contexts where alcohol is not consumed for cultural or religious reasons. There might be other substances or issues that have a similar impact on a relationship, for example, gender and money / other resources. Adapt the activity so that it is relevant to the context or group you are working with or substitute it for another activity in which participants can reflect on their values and attitudes towards gender and violence.

OBJECTIVES (NOTE: to be clarified at the end of the activity only.)

By the end of this activity, participants should be able to:

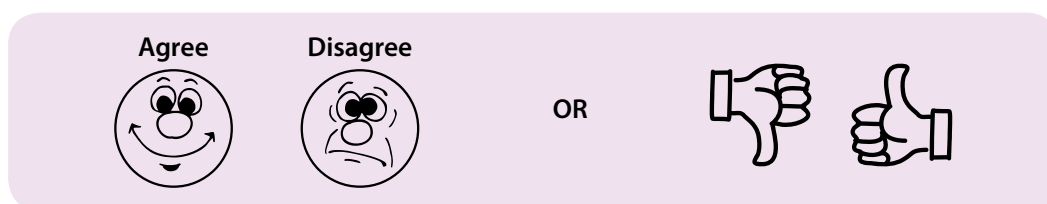
- Deepen their understanding of their own and others' values and attitudes around gender and alcohol

TIME: 30 minutes

MATERIALS AND ADVANCE PREPARATION

Preparation:

- **Adapt for context:** Remember to go through the whole activity before you facilitate it, and to adapt or refine the content to make it relevant to the country or context within which you are working.
- **Adapt for participants:** Decide how to accommodate those participants with low literacy levels.
- Prepare Action Chart/s.
- Prepare two signs as shown below



- **Statements:** Read the statements in the Facilitator's Notes (below) and choose five or six that you think will lead to the most discussion. Alternatively, come up with your own statements that you think will generate discussion on the topic.

What you need: Flipchart, markers, tape

Before the workshop: Put up the two signs, leaving enough space between them to allow a group of participants to stand near each one.



Facilitator tip

Remind participants that we each have a right to our own opinions, and that no response is right or wrong.

Some participants may say they that they don't know whether they agree or disagree. Ask them to say more about their reactions and then encourage them to choose a sign to stand beside. If they still don't want to, let them stand in the middle of the room as a 'don't know' group. However, try to avoid using this option too much.

STEPS

Step 1: Recap and introduce the activity

1. Recap of previous activity.
2. Take feedback on participants' experiences of trying out any of the action points they committed to exploring.
3. Introduce this activity.

Step 2: Do the activity

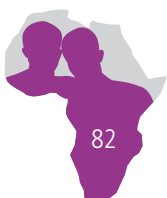
1. **Statement:** Read aloud the first statement you have selected and ask participants to stand near the sign that most closely represents their opinion.
2. Ask a few participants to explain why they are standing where they are, and to share their thoughts about the statement. Ask if anyone wants to change their mind and move to another sign.
3. Bring everyone back together. Continue in the same way for each statement you chose (repeat steps 2–4).

Step 3: Discussion

1. Lead a discussion on values and attitudes about gender and alcohol, using these questions as a guide:
 - Which statements did you have strong opinions about? Why?
 - Which statements did you not have very strong opinions about? Why?
 - If you had a different opinion to the other participants, how did it feel to talk about it?
 - How did men and women respond differently to the statements?
 - How do you think people's attitudes to these statements help or do not help to improve gender equality, reduce violence against women, or reduce the spread of HIV and AIDS?
 - What actions are needed to change harmful attitudes?

Step 4: Wrap up

1. **Take action:** Write up action points that come out of the discussion on the Action Chart. Encourage participants to highlight the action points they will commit to. They can write these onto their own Action Chart.
2. **Sum up** the discussion. First ask participants what they learnt. Make sure all the Key Points (see below) are covered. Then recap on and clarify the following:
 - We deepened our understanding of our own and others' values and attitudes around gender and alcohol.
3. **Homework:** Ask participants to reflect on their own alcohol intake and the effects it has on their own well-being and relationships. Identify what action they need to take to change this.
4. **Closing circle:** If it is the last session of the day. (See notes in *Introduction*).



FACILITATOR'S NOTES

Statements

Choose the statements that will lead to good discussion. The statements marked with * (asterisk) have been good for starting discussion in the past:

1. *Women who drink too much are irresponsible.*
2. *Alcohol increases men's sexual drive and ability. **
3. *Women who drink too much are asking to be raped. **
4. *Men who drink too much are irresponsible.*
5. *Women who drink too much do not behave as women should. **
6. *Men and women respond to alcohol in the same way.*
7. *Women who drink, sleep around.*
8. *Men who drink are manlier than men who don't.*
9. *Alcoholics are usually poor or unemployed.*
10. *It is ok for a man to hit a woman if he's drunk.*
11. *Men who drink, sleep around.*
12. *Women are more likely than men to have unsafe sex when drunk.*
13. *Alcohol increases women's sexual drive and ability.*

KEY POINTS

- Alcohol affects men and women differently. Women become more intoxicated than men after drinking the same quantity of alcohol. Women have less water in their bodies than men, meaning that alcohol is less diluted and therefore has a stronger effect.
- Alcohol or other substances that are abused often perpetuate the cycle of violence, as many people become more aggressive when they are drunk or high.
- Alcohol does not increase men and women's sexual drive or performance. A small amount of alcohol may decrease sexual inhibition, but alcohol actually decreases sexual functioning.
- The misuse of alcohol and alcoholism can affect anyone regardless of gender, age, class, race, or socio-economic status.
- It is important to challenge existing gender and cultural stereotypes related to alcohol use. Harmful stereotypes put both men and women at risk in relation to HIV and gender-based violence.

ACTIVITY 7: ROMANTIC RELATIONSHIPS, LOVING RELATIONSHIPS

OBJECTIVES (NOTE: to be clarified at the end of the activity only.)

By the end of this activity, participants should be able to:

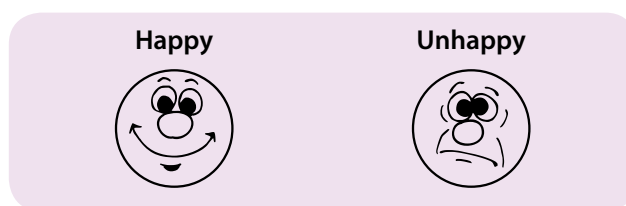
- Share their values and opinions about romantic relationships
- Examine the expectations placed on men and women in romantic relationships
- Reflect on how healthy romantic relationships start by knowing and loving oneself
- Explain the role of communication in relationships

TIME: 30–45 minutes

MATERIALS AND ADVANCE PREPARATION

Preparation:

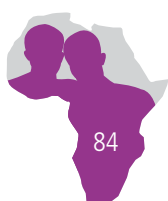
- **Adapt for context:** Remember to go through the whole activity before you facilitate it, and to adapt or refine the content to make it relevant to the country or context within which you are working.
- **Adapt for participants:** Decide how to accommodate those participants with low literacy levels.
- Prepare Action Chart/s.
- Prepare signs as shown below.



- **Statements:** Read the statements provided in the Facilitator's Notes (below) and choose five or six that you think will lead to the most discussion. Alternatively, come up with your own statements that you think will generate discussion on the topic.

What you need: Flipchart, markers, tape

Before the workshop: Put up the two signs, leaving enough space between them to allow a group of participants to stand near each one.



STEPS

Step 1: Recap and introduce the activity

1. Recap of previous activity.
2. Take feedback on participant's homework and their experiences of trying out any of the action points they committed to exploring.
3. Introduce this activity. Explain that we will discuss romantic relationships.

NOTE: It is important to explain to participants what is meant by 'romantic relationships'. In some local languages, there may be no word for 'romance'. The closest translation for 'romance' may be 'sexual contact'. Depending on the participants, using words like 'wife / husband' or 'girlfriend / boyfriend' may lead to a better understanding of the concepts that are being discussed.

Step 2: Do the activity

1. Read aloud the first statement you selected and ask participants to stand near the sign that most closely represents their opinion. After the participants have made their decisions, ask for one or two volunteers from each group to explain why they feel that way. Repeat this process for each of the statements you selected.
2. **Discussion:** Lead a discussion on what the participants feel they learned from this activity so far, using these questions as a guide:
 - *Did this activity give you any insight into relationship issues? If so, what did you discover?*
 - *What do you think are the most difficult issues that couples face in relationships?*
 - *What challenges and difficulties do men face when dating or being in romantic relationships?*
 - *What challenges and difficulties do women face when dating or being in romantic relationships?*
3. **Give input:** Explain that romantic relationships can be a very difficult issue to discuss. People have their own ideas about what they want from a romantic relationship. It is important that people are clear about what is acceptable and what is unacceptable to them. This will help individuals as they search for relationships that will make them happy.

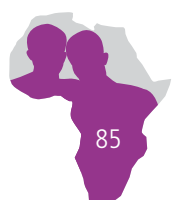


Facilitator's tips

Remind everyone that each person has his / her own opinions about romance and love, and that everyone has a right to their own opinion.

Step 3: Wrap up

1. **Take action:** Write up action points that come out of the discussion on the Action Chart. Encourage participants to highlight the action points they will commit to. They can write these onto their own Action Chart.
2. **Sum up** the discussion. First ask participants what they learnt. Make sure all the Key Points (see below) are covered. Then recap on and clarify the following:
 - We shared our values and opinions about romantic relationships.
 - We examined the expectations placed on men and women in romantic relationships.



- We reflected on how healthy romantic relationships start by knowing and loving oneself.
 - We looked at the role of communication in relationships.
3. **Homework:** Ask participants to discuss with their partners what expectations they have of each other in their relationship and discuss small changes that they could make to meet expectations.
 4. **Closing the circle:** If it is the last session of the day. (See notes in *Introduction*).

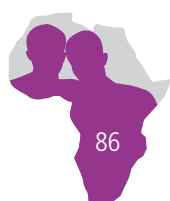
FACILITATOR'S NOTES

Statements

1. *A person can fall in love many times.*
2. *When a partner gets jealous, it means that he or she really loves you.*
3. *People can prove that they are in love with someone by having sex with the person.*
4. *A guy should usually pay on dates.*
5. *The best romantic partner is one who is also a good friend.*
6. *There are some things that a person should never tell his or her lover.*

KEY POINTS

- Many single people think that they are ready for a relationship, but they often do not know enough about themselves to be truly ready. As a result, they sometimes find themselves in an unhealthy relationship.
- Healthy relationships are about knowing and loving yourself first, and then identifying qualities in others that interest you.
- It is important to know and love yourself and to figure out what you might give in a relationship.
- Communication forms the basis of all healthy relationships – being able to talk openly, honestly, calmly and respectfully to each other.



ACTIVITY 8: HEALTHY AND UNHEALTHY RELATIONSHIPS⁶

OBJECTIVES (NOTE: to be clarified at the end of the activity only.)

- Understand that healthy romantic relationships start by knowing and loving oneself
- Identify healthy and unhealthy behaviours that exist within relationships
- Identify the importance of appreciating each other
- Understand the impact healthy relationships have on community, family, country and themselves

TIME: 90 minutes

MATERIALS AND ADVANCE PREPARATION

Preparation:

- **Adapt for context:** Remember to go through the whole activity before you facilitate it, and to adapt or refine the content to make it relevant to the country or context within which you are working.
- **Adapt for participants:** Decide how to accommodate those participants with low literacy levels.
- Prepare Action Chart/s.
- Prepare three signs as shown below and stick on the walls, leaving enough space between them to allow a group of participants to stand near each one.
- **Statements:** Read the statements provided in the Facilitator's Notes (below) and choose five or six that you think will lead to the most discussion.



Healthy



Unhealthy



Depends

What you need: Markers, tape

STEPS

Step 1: Recap and introduce the activity

1. Recap on the previous activity.
2. Take feedback on participant's experiences of trying out any of the action points they committed to exploring.

⁶Men-As- Partners Programme, Engender Health.

3. Introduce this activity, explaining that we will discuss what constitutes healthy and unhealthy relationships. Explain that relationships are a two-way street. Many single people think that they are ready for a relationship, however, they often have not found out enough about themselves to truly be ready for a relationship. Healthy relationships are about knowing and loving yourself first, and then identifying qualities about others that are of interest.



Facilitator tip

The key purpose of this activity is to define what is healthy and unhealthy. When the participants are divided on this issue, return to the qualities of a healthy relationship (respect, equality, responsibility, honesty, and happiness) and see if these apply to the situation.

Step 2: Do the activity

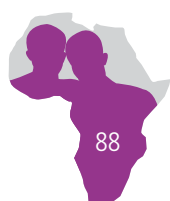
1. Explain the three signs you have placed on the walls.
2. Ask the participants which qualities describe healthy relationships. Make sure that respect, equality, responsibility, and honesty are among these qualities.
3. **Statements:** Read each statement from the *Facilitator's Notes* (see below). Ask participants to stand near the sign that says what they think about the statement – 'healthy', 'unhealthy' or 'depends'.
4. After each move, ask a few participants to explain why they are standing where they are, and to share their thoughts about the statement. Ask if anyone wants to change their mind and move to another sign. Then bring everyone back together.
5. Continue in the same way for each statement you chose (repeat steps 3–4).

Step 3: Plenary

1. Facilitate a discussion about values and attitudes using these questions as a guide:
 - *Why do you think some people stay in unhealthy relationships?*
 - *How can friends and family help people in unhealthy relationships?*
 - *Can relationships get better? Can they change from unhealthy to healthy over time?*
 - *Can relationships get worse? Can they change from healthy to unhealthy over time?*

Step 4: Wrap up

1. **Take action:** Write up action points that come out of the discussion on the Action Chart. Encourage participants to highlight the action points they will commit to. They can write these onto their own Action Chart.
2. **Sum up** the discussion. First ask participants what they learnt. Make sure all the Key Points (see below) are covered. Then recap on and clarify the following:
 - We discussed how healthy romantic relationships start by knowing and loving yourself.
 - We identified healthy and unhealthy behaviours that exist within relationships.
 - We identified the importance of appreciating each other.
 - We discussed the impact healthy relationships have on community, family, country and ourselves.
3. **Homework:** Ask participants to reflect on whether their own relationships show the positive qualities of a healthy relationship that we discussed. Ask them to talk to their partner about ways they could make their relationships healthier.
4. **Closing the circle:** If it is the last session of the day. (See notes in *Introduction*).



FACILITATOR'S NOTES

Statements

- 1. The most important thing in the relationship is sex.*
- 2. You never disagree with your partner.*
- 3. You spend some time by yourself without your partner.*
- 4. You have fun being with your partner.*
- 5. Your partner is still close to his or her ex-boyfriend or ex-girlfriend.*
- 6. You feel closer and closer to your partner as time goes on.*
- 7. You will do anything for your partner.*
- 8. Sex is not talked about.*
- 9. You stay in the relationship because it is better than being alone.*
- 10. You are in control and you can do what you want to do.*
- 11. One person hits the other to have this person obey him or her.*
- 12. You talk about problems when they arise in the relationship.*
- 13. You argue and fight often.*

KEY POINTS

- Before starting a relationship, it is important to know and love yourself and to figure out what you might give in a relationship.
- Many single people think that they are ready for a relationship, but often they have not found out enough about themselves to truly be ready.
- As a result, they can sometimes find themselves in unhealthy relationships.
- Healthy relationships are about knowing, loving and respecting yourself as well as your partner.

ACTIVITY 9: THE CYCLE OF VIOLENCE IN INTIMATE RELATIONSHIPS

OBJECTIVES (NOTE: to be clarified at the end of the activity only.)

By the end of this activity, participants should be able to:

- Explain the different phases in the Cycle of Violence

TIME: 60 mins

MATERIALS AND ADVANCE PREPARATION

Preparation:

- **Adapt for context:** Remember to go through the whole activity before you facilitate it, and to adapt or refine the content to make it relevant to the country or context within which you are working.
- **Adapt for participants:** Decide how to accommodate those participants with low literacy levels.
- Prepare Action Chart/s.
- Prepare Flipchart 1: *Different phases in the Cycle of violence* (See Facilitator's Notes).

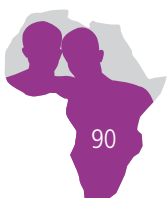
STEPS

Step 1: Recap and introduce the activity

1. Recap of previous activity.
2. Take feedback on participant's homework / experiences of trying out any of the action points they committed to exploring.
3. Introduce this activity by saying that we are going to be looking at the different phases in the cycle of violence.

Step 2: Discussion and input

1. **Ask:** Why do some men use violence in their family and their household?
2. **Input:** Discuss the answers and then explain that there are many factors that may contribute to men's use of violence. We see these happen not just in our communities but all over the world. They include:
 - 'Power over': Some men think that they need to keep power and control over women and dominate them.
 - Family history: Some men were victims of violence in their family of origin or saw role models in their family of origin (such as their father) use violence against a partner (such as their mother).
 - Isolation from society: Some men live with frustration, loss of trust in society and their community, or feel unconnected to others.



- Some men choose not to control their emotions and aggression. Sometimes this is made worse by stress, trauma, alcohol abuse, poverty, and other factors.

When we see violence between partners it often follows a pattern of violence which repeats itself and becomes worse. You may have seen this pattern in your own life, or in the life of someone else in your family or community.

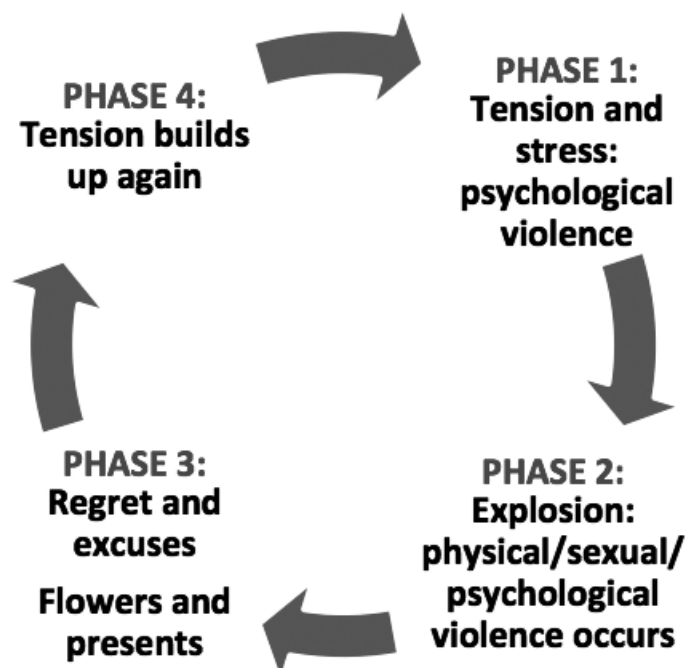
3. Put up Flipchart 1 and go through each phase, one at a time. Show how the phases repeat in a cycle (see *Facilitator's Notes* below).
4. Ask: *Does anyone want to share an example of how they have seen this cycle happening for boys or men in their own communities?*
5. Ask for one pair of participants to role-play an example to illustrate the cycle of violence.
6. After the role-play, discuss: *How we can help to break the cycle of violence in our own households and community?*

Step 3: Wrap up

1. **Take action:** Write up action points that come out of the discussion on the Action Chart. Encourage participants to highlight the action points they will commit to. They can write these onto their own Action Chart.
2. **Sum up** the discussion. First ask participants what they learnt. Make sure all the Key Points (see below) are covered. Then recap on and clarify the following:
 - We discussed the different phases in the Cycle of Violence.
3. **Closing the circle:** If it is the last session of the day. (See notes in *Introduction*).

FACILITATOR'S NOTES

Flipchart 1: *Different phases in the Cycle of Violence*



Main points

Phase 1: Tension and stress (frustration, anger, irritation)

- Economic and psychological violence is used by the husband.
- The husband may say things to his partner such as: "You are nothing!"; "You have no value!"; "You are a whore!"
- Emotions: He fears losing control over his partner, over his emotions, over his life.

Phase 2: Explosion

- The husband often uses physical and / or sexual violence.
- The husband may throw things, beat, or slap his wife.
- Emotions: Anger and aggression become very strong. His feeling of powerlessness turns into abuse of power against his partner.

Phase 3: Guilt and regret

- The husband shows regret when he has injured his wife or when others say he was wrong.
- He may say things like, "I love you and I will not do this again."
- He may bring presents and be kind for a period of time.
- Emotions: Fear and guilt that he could have killed his wife, and that he lost control.

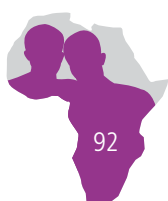
Phase 4: Tension and stress rebuilds

- The cycle starts again, and the characteristics of Phase 1 return.

With each new cycle, the violence may become worse and more aggressive: the phases and periods of peace become shorter. The more the cycle occurs, the more the husband may try to control his feelings of shame and regret with justifications such as:

- "She is not obeying me, so I need to correct her."
- "Beating is showing that I love her and care for her."
- "She provokes the violence because she is not a good wife, has bad spirits, etc."
- "I am the boss in the house and I have to show her that."

NOTE: It is important to remember that in the cycle we see the MAN who is using violence against the WOMAN. This reflects the reality of the cycle of violence in almost all cases, and it is important not to confuse participants by showing both partners using violence against the other.



ACTIVITY 10: FROM VIOLENCE TO RESPECT IN INTIMATE PARTNER RELATIONSHIPS⁷

OBJECTIVES (NOTE: to be clarified at the end of the activity only.)

By the end of this activity, participants should be able to:

- Discuss and analyse the different types of violence used or experienced in intimate partner relationships
- Discuss ways of demonstrating and experiencing intimate partner relationships based on respect
- Identify action/s we can take to help sustain the process of personal transformation

TIME: 1 hour 30 mins–2 hours

MATERIALS AND ADVANCE PREPARATION

Preparation:

- **Adapt for context:** Remember to go through the whole activity before you facilitate it, and to adapt or refine the content to make it relevant to the country or context within which you are working.
- **Adapt for participants:** Decide how to accommodate those participants with low literacy levels.
- Prepare Action Chart/s.

What you need: Flipchart, markers, tape

STEPS

Step 1: Recap and introduce the activity

1. Recap of previous activity.
2. Take feedback on participant's homework / experiences of trying out any of the action points they committed to exploring.
3. Introduce this activity by asking what participants understand by the terms, 'intimate' and 'intimate partner relationships'. Add to the meaning.



Glossary

Intimate partner relationships and intimacy: Romantic relationships could include courting / dating and 'casual' relationships; those with loving, affectionate / romantic involvement might or might not include sexual involvement. They also include 'couple relationships' (civil unions, marriages, cohabiting couples, long-term courtships, etc.). Bear in mind that when working with young people, they do not always associate 'casual' / dating relationships with stable 'couple relationships'. Relationships might be boyfriend / girlfriend, husband / wife or same-sex relationship.

⁷ Originally taken from Violence to Peaceful Co-existence, Instituto Promundo's Project H Manual "From Violence to Peaceful Co-existence" (2002). Included in MenCare+ SRHR (Program H adapted to South Africa) First Draft – Version 23 Oct 2013 (Session 8 Activity 3).



Facilitator tips

Role-plays showing mutual respect: Give an example of (or demonstrate) what mutual respect looks like. For example: a situation in which a woman takes the initiative and respectfully raises an issue with her husband. He responds respectfully and positively. They resolve the issue with her having a say on the outcome.

Step 2: Role-play (15-20 minutes preparation)

1. Divide participants into small groups. Ask each group to create a short role-play or skit:
 - **For half of the groups:** Present an intimate partner relationship that shows scenes of violence – physical or psychological or sexual or economic. Ask participants to be realistic, using examples of persons and incidents that they have witnessed or that they have heard about in their communities.
 - **For half of the groups:** Present an intimate partner relationship based on mutual respect. There may be conflicts or differences of opinion, but the role-play should show what respect looks like in a relationship and should not include violence.



Glossary

Mutual respect: Respect from the woman to the man, and from the man to the woman.

2. **Presentation (5 minutes each):** Each group presents their role-play. The other groups observe carefully and ask questions at the end.
3. **For each individual role play showing violence,** facilitate a discussion using the following questions:
 - *How could the characters have acted differently?*
 - *What are the characteristics of a violent relationship?* (Encourage participants to reflect on the various forms of violence in intimate relationships – control, coercion, shouting, as well as physical violence.)
 - *When does violence usually occur in relationships?*
 - *Why does violence often occur in relationships?*
 - *What are the characteristics of a healthy relationship?*
 - *What is needed to achieve a relationship based on respect?*

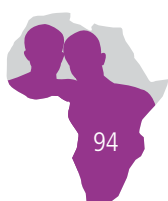
Step 3: Plenary

1. Come back together as a group. Facilitate a discussion using the following questions as a guide.

Causes and consequences of violence in an intimate partner relationship

- *Were the examples of violence in the role-plays realistic? Do you see similar situations in your community?*
- *What do you think are the causes of violence in intimate partner relationships?*
- *What role does alcohol and other drugs play when it comes to violence in relationships?*
- *What are the consequences of violence in an intimate relationship?*

Action to prevent violence in intimate partner relationships



- *When you see couples using violence, what do you normally do? What could you do?*
- *Where can you go to seek help?*
- *What is the social / community response to violence in relationships?*
- *Do only men use violence against women, or do women also use violence against men? How are they violent? How should men react to this violence?*
- *Why do you think some people stay in unhealthy relationships? Are these reasons different for women than for men? Why?*

Building healthy intimate partner relationships

- *What does a healthy intimate relationship look like? Do you see examples of respectful relationships in your families and communities?*
 - *What can you do individually to construct healthy intimate relationships?*
 - *How can friends and family help people in unhealthy relationships?*
 - *What can you do in your community to help people create healthy relationships?*
 - *What skills and support do men need to create healthier relationships?*
2. End the discussion by asking:
- *What does this activity make you think?*
 - *How does it make you feel?*
 - *What does it make you want to do?*

Step 4: Wrap up

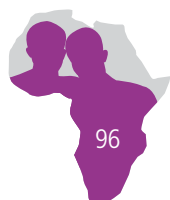
1. **Take action:** Write up action points that come out of the discussion on the Action Chart. Encourage participants to highlight the action points they will commit to. They can write these onto their own Action Chart.
2. **Sum up** the discussion. First ask participants what they learnt. Make sure all the *Key Points* (see below) are covered. Then recap on and clarify the following:
 - We discussed and analysed the different types of violence used or experienced in intimate partner relationships.
 - We discussed ways of demonstrating and experiencing intimate partner relationships based on respect.
 - We identified action/s we can take to help sustain the process of personal transformation.
3. **Homework:** Ask participants to reflect on how they command respect, and how they relate and communicate with their partners and children. They should also identify any changes they would like to make after today's discussions.
4. **Closing the circle:** If it is the last session of the day. (See notes in *Introduction*).

FACILITATOR'S NOTES

- This activity tries to encourage participants to discuss the realities of domestic violence, using examples from their own setting.
- It uses role-plays with male and female characters. If you are working with a male-only group, some men may be reluctant to act as a female character. Encourage the group to be flexible. Explain the purpose by saying, "We are not doing role-plays to make you look foolish. We use them because it allows us to get more information than by talking. Stepping into the shoes of a woman, seeing the world from her perspective, should be a privilege." Also reassure people by saying, "No one will laugh at you. We take these role-plays seriously, but we are also allowed to enjoy this experience." If they are still hesitant, the facilitator (male) can offer to play the part and lead by example.
- It might be helpful for all groups to act out the same storyline, but with some showing a violent ending and others showing respectful relationships and solutions. This will allow for easier comparisons between role-plays.
- Facilitators can guide the storylines as necessary, in order to show comparable scenarios and positive outcomes.
- It is important to understand that many men might feel helpless to respond to the violence that they see other men perpetrating. Many might believe that they should not interfere with the affairs of other men. Throughout this activity, it is important to explore the silence and lack of power that men might feel in witnessing domestic violence.

KEY POINTS

- Conflict happens in all relationships. It is the way that conflict is handled that makes all the difference.
- It is important for men to reflect on how to react when someone has a different opinion to their own opinion, or when someone does something that makes them angry.
- It is not always easy, but it is important to take the time to think about your feelings BEFORE you react, especially when you are frustrated or angry. STOP; BREATHE; THINK – then it becomes easier to express yourself in a calm and peaceful way. This is an important part of building healthy and respectful relationships.
- Often, if you do not take the time to think about your feelings, you may react in a way that is hurtful or violent to another person or even to yourself.
- In unhealthy relationships, one or both partners are unhappy because of continuing problems with the relationship that are not being addressed.
- Gender is an important factor in determining who remains in unhealthy relationships. In general, women find it harder to leave unhealthy relationships than men. Women earn less money than men and have less control over economic resources (e.g. land, credit). This makes many women economically dependent on their husbands or partners.
- Similarly, in society, women are more stigmatised for being divorced or separated. There is huge social pressure on women to keep the family together.
- Men need skills and support to talk with their wives and girlfriends about creating healthier relationships. There is little support for either men or women in making their relationships healthier.



- Gender roles for women make it easier for them to ask each other for support and to talk about their feelings.
- Gender roles for men make it difficult for them to ask for support on personal matters or to show their emotions.
- The first step towards healthier relationships is to challenge these gender roles. Men need more opportunities and permission to ask for support. Men also need specific training on how to talk about their feelings and their relationships.

ACTIVITY 11: CONTROLLING RELATIONSHIPS

OBJECTIVES (NOTE: to be clarified at the end of the activity only.)

By the end of this activity, participants should be able to:

- Describe the link between controlling and abusive behaviour
- Identify behaviours in a relationship that are controlling or abusive

TIME: 45 minutes

MATERIALS AND ADVANCE PREPARATION

Preparation:

- **Adapt for context:** Remember to go through the whole activity before you facilitate it, and to adapt or refine the content to make it relevant to the country or context within which you are working.
- **Adapt for participants:** Decide how to accommodate those participants with low literacy levels.
- Prepare Action Chart/s.
- Photocopy the Handout: *Signs of a Controlling Relationship* (one copy for each participant)



Facilitator tip

You may need to redraw the Wheel of Power and Control and the Equality Wheel on flipchart paper so that all participants can see the two diagrams clearly.

What you need:

- Paper, pencils or pens
- The Wheel of Power and Control (see *Facilitator's Notes*)
- The Equality Wheel (see *Facilitator's Notes*)

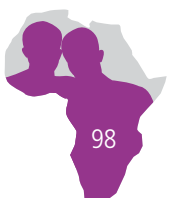
STEPS

Step 1: Recap and introduce the activity

1. Recap of previous activity.
2. Take feedback on participant's homework / experiences of trying out any of the action points they committed to exploring.
3. Introduce this activity. Explain that now that we are aware of what constitutes romantic and healthy relationships, we will be able to define what makes an unhealthy relationship, and what makes an abusive and controlling relationship.

Step 2: Do the activity

1. **Input:** Explain that any relationship can become abusive when one person regularly tries to exercise control and power over the other.



2. Ask how the following relationships can become controlling: parent and child; teacher and learner; supervisor and worker; girlfriend and boyfriend; partners or lovers; spouses.
3. Explain that we will focus on abuse in intimate or romantic relationships.
4. **Handout:** Give each participant a copy of the Handout: Signs of a controlling relationship. Explain that this handout lists many examples of how a partner might behave in a controlling way. Explain that the pictures next to the text represent everything on the list.
5. **Discussion:** Go through each section of the handout together. First, ask what the picture represents. Then read the section aloud to participants. For each section, facilitate a discussion using these questions as a guide:
 - *Do you recognise yourself in any of these examples, either as someone who controls or someone who is controlled?*
 - *Can you share other examples relating to this type of control?*

Step 3: Group discussion

1. Facilitate a group discussion using these questions as a guide:
 - *What surprised you about the examples? Why?*
 - *Why do people feel a need to control things in a relationship?*
 - *Are there times when people are not even aware they are trying to control things?*
 - *What could you change easily so that you are less controlling in some of your relationships?*
 - *What would be much more difficult for you to change? Why?*
 - *How can women move away from blaming themselves for being in a violent relationship?*
2. **Give input:** Put up the Wheel of Power and Control, explain how each segment shows the ways in which people (often men) exert their power and control over others (usually women) when in unhealthy relationships.
3. Put up the Equality Wheel to show an alternative to the Wheel of Power and Control. Explain how each segment shows us a vision of a healthy relationship.

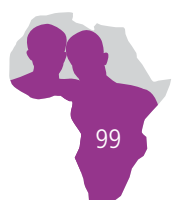


Facilitator tip

You may prefer to facilitate a paired discussion, rather than an open group discussion. In this case, ask participants to turn to the person next to them to discuss the questions. You don't need to take report back.

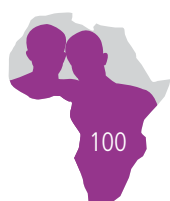
Step 4: Wrap up

1. **Take action:** Write up action points that come out of the discussion on the *Action Chart*. Encourage participants to highlight the action points they will commit to. They can write these onto their own Action Chart.
2. **Sum up** the discussion. First ask participants what they learnt. Make sure all the Key Points (see below) are covered. Then recap on and clarify the following:
 - We explained the link between control and abusive behaviour.
 - We identified behaviours in a relationship that are controlling or abusive.
3. **Homework:** Ask participants to be aware of the areas in their own relationships where they might be using power and control (as in the Wheel of Power and Control), and how they could change their behaviour so that it can become more equal (as in the Equality Wheel).
4. **Closing the circle:** It is the last session of the day. (See notes in *Introduction*).



KEY POINTS

- Many people do not realise that abusive behaviours in relationships are part of an attempt to control the other person. While men are also affected by this, research shows that more often it is women who are in unhealthy relationships and it is usually more difficult for women to leave the unhealthy relationship than men.
- Very concrete examples of these controlling behaviours help both women and men understand this important aspect of abusive relationships.
- Healthy relationships involve understanding, accepting and respecting oneself and the other person in the relationship.
- Violence is never the fault of the survivor but often the survivor is blamed for violence that happens to them.
- Violence is never the fault of the receiver. If a person uses violence, they become a perpetrator. They have the power to control their actions.
- Violence against women and girls occurs because of the harmful beliefs that exist about women and girls (refer back to examples from the gender boxes) and the power differences in society – which generally gives men control and authority over women. In other words, men commit violence because they can – there are no consequences because of men's higher status and power in the community. Women may feel like even if they tell someone, nothing will happen.
- Violence is not about anger or drinking too much – it is about men choosing to exert power over women in harmful ways.
- Violence is a choice. Men have control when they know they need to.



HANDOUT: SIGNS OF A CONTROLLING RELATIONSHIP

We refer to men below, but remember that women too can be controlling and abusive in relationships.

DOES YOUR PARTNER CONTROL YOU THROUGH:

CRITICISM? For example, does he:

Make you feel bad about yourself?
Make you feel that nothing you do is right / good enough?
Make you feel ashamed in front of other people?

Say things like:

"I don't like the way you cook dress / have sex!"
"Stop acting like a baby and grow up!"
"You are stupid / useless / worthless!"
"You don't love or support me enough!"



MOOD, ANGER AND THREATS? For example, does he:

Scare you because you never know when he will be angry or what will set him off?
Get angry or sulk in silence until you 'guess' what you have done 'wrong' and apologise?
Make you feel you must make him happy all the time?
Threaten you if you don't do what he says?
Tell you that you will never be allowed to leave him?



'CARING TOO MUCH'? For example, does he:

Make you stay home all the time because he says he is worried about you?
Tell you what you should and should not wear?
Insult you, and say it is "for your own good"?
Get jealous when you speak to other people?
Check up on you at your place of work?
Control all the money, because he says you are too stupid to deal with money?



'MIND GAMES'? For example, does he:

Act cruelly, and then say that you can't take a joke?
Talk to you in a serious way and later laugh at how you are so easy to fool?
Promise to do things, then not do them; and then claim that he never promised to do them?
Cause scenes in public or at a family event, and then accuse you of making the whole thing up?
Tell you that you are crazy and need psychiatric care?
Hit you, and then ask you how you got hurt?
Make you cry, and then call you hysterical or overemotional?
Tell you what is wrong with you, and that he will 'fix' it?



DOES YOUR PARTNER CONTROL YOU THROUGH:

IGNORING YOUR NEEDS? For example, does he:

Expect you to drop everything when he wants attention but never pays attention to your needs?
Interrupt you when you try to speak and twist everything you say?
Come and go as he likes, but never allows you to go out, and threatens you if you try?
Ignore you or make fun of you when you try to speak?



DECISION MAKING? For example, does he:

Have to have the final word on everything?
Tell you to know your place?
Say you are too stupid to make decisions?
Treat you like a slave?
Say the opposite of what you say to spite you?



MONEY? For example, does he:

Control all the finances?
Make you account for all the money you spend?
Deny you money but still expect you to make ends meet?
Make you ask for everything you need, and then insult you if you do not 'behave'?
Give you presents, and then remind you how you could never make it on your own?
Make you work, and then take or steal money from you?



BLAMING AND ACCUSING YOU FOR ALL PROBLEMS? For example, does he:

Accuse you of nagging if you complain?
Say he hits / drinks / yells because you are impossible to live with?
Say that if you ever leave, he will hurt himself, and it will be your fault?
Blame you because he doesn't have a job?
Cause you to lose your job?
Say that if you just kept quiet or kept the children quiet he would not lose his temper?
Say how much everyone else likes him, so it must be your fault when he loses control?



ISOLATION? For example, does he:

Fight with you when you want to go out?
Question where you went out when you return?
Say you care more about your parents / friends / children than him?
Accuse you of thinking about being with other men or women?



DOES YOUR PARTNER CONTROL YOU THROUGH:

INTIMIDATION? *For example, does he:*

Block the door so that you can't get out during an argument?
Stand close to you with clenched fists during a fight to scare you?
Make you so afraid that you take the blame and apologise for any argument?
Drive recklessly just to scare you?
Destroy your clothes or favourite items?
Refuse to leave if you ask him to?
Keep you awake and not let you sleep?



PHYSICAL VIOLENCE? *For example, does he:*

Throw things?
Throw things at you?
Kick you?
Choke you?
Shove or push you?
Hit or punch you?
Threaten you with a weapon?
Force you to engage in sexual acts?
Hurt you, and then refuse to get you medical attention?



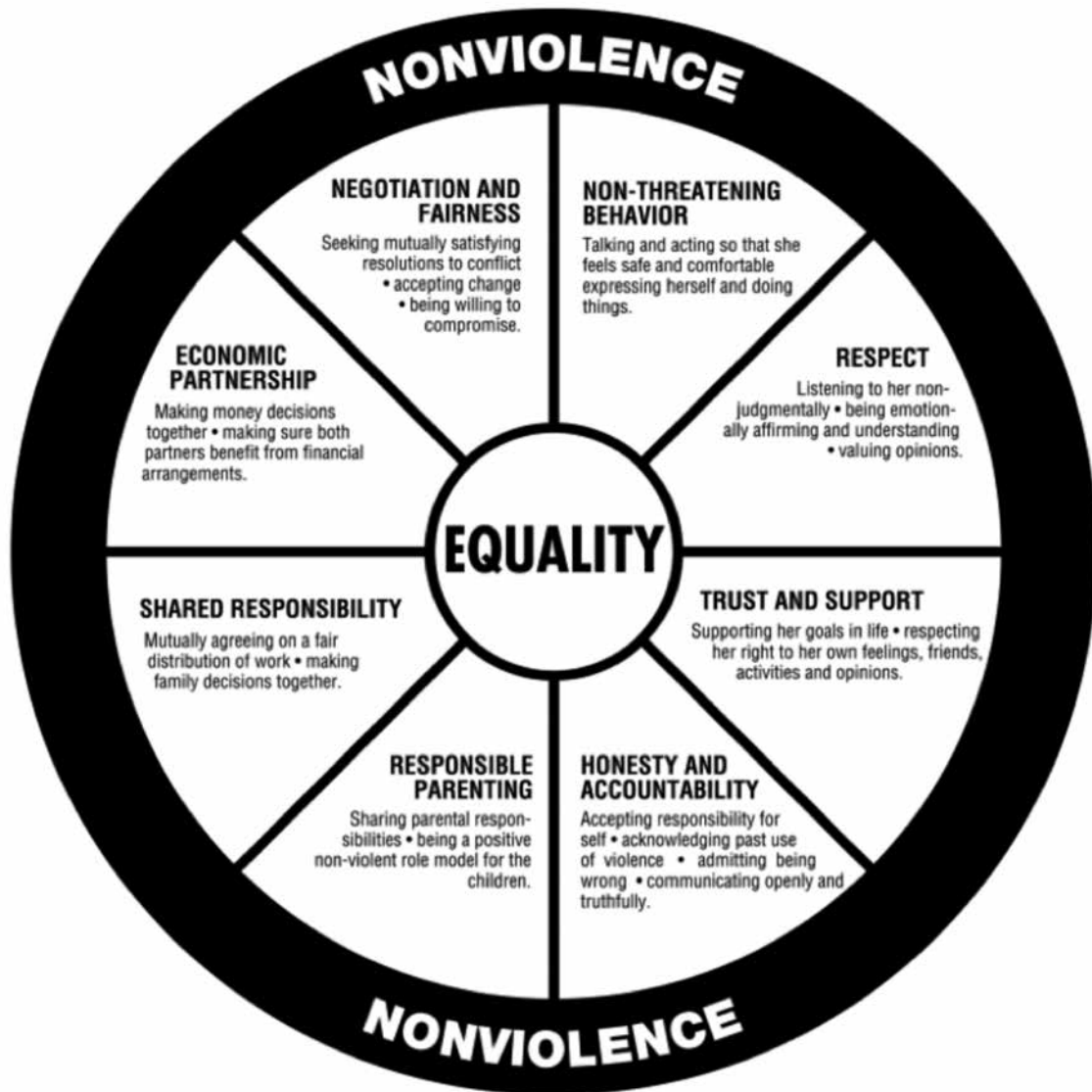
THE WHEEL OF POWER AND CONTROL⁸



⁸ Source:
<https://www.theduluthmodel.org/wp-content/uploads/2017/03/PowerandControl.pdf>



THE EQUALITY WHEEL⁹



⁹ Source:
<https://www.theduluthmodel.org/wp-content/uploads/2017/03/PowerandControl.pdf>



ACTIVITY 12: ATTITUDES – CHOOSE YOUR SPOT

OBJECTIVES (NOTE: to be clarified at the end of the activity only.)

By the end of this activity, participants should be able to:

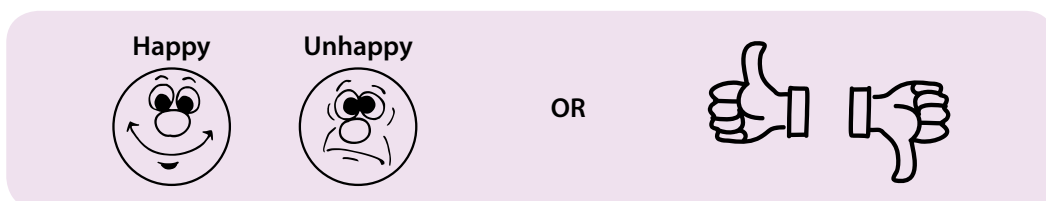
- Reflect on their own attitudes towards women's development and gender equality

TIME: 45 minutes

MATERIALS AND ADVANCE PREPARATION

Preparation:

- **Adapt for context:** Remember to go through the whole activity before you facilitate it, and to adapt or refine the content to make it relevant to the country or context within which you are working.
- **Adapt for participants:** Decide how to accommodate those participants with low literacy levels.
- Prepare Action Chart/s.
- Prepare the signs as below:



- **Statements:** Read through each statement in the Facilitator's Notes and choose five or six that you think will lead to the most discussion, or come up with your own statements that you think will generate discussion on the topic.

What you need:

- Paper, markers
- All the Action Charts from Theme 3

Before the workshop: Put up the signs, leaving enough space between them to allow a group of participants to stand near each one.

STEPS

Step 1: Recap and introduce the activity

1. Recap of previous activity.
2. Take feedback on participants' experiences of trying out any of the action points they committed to exploring.
3. Introduce this activity.



Facilitator's tips

Remind participants that we each have a right to our own opinions, and that no response is right or wrong.

Remember to play 'devil's advocate' if all participants constantly agree with each other about each statement. For example, stand next to the opposite sign and ask: Why might someone stand here?

Step 2: Do the activity

1. **Statements:** Read aloud the first statement you have selected and ask participants to stand near the sign that most closely represents their opinion.
2. Ask a few participants to explain why they are standing where they are, and to share their thoughts about the statement. Ask if anyone wants to change their mind and move to another sign.
3. Bring everyone back together. Continue in the same way for each statement (repeat steps 2–4).

Step 3: Plenary / Discussion

1. Come back together as a group. Facilitate a discussion using these questions as a guide:
 - *Was there anything that surprised you about your own or other people's attitudes?*
 - *Was there anything you were afraid to express when talking about your attitudes?*
 - *What actions can we take to ensure gender equality in our relationships, at home, in the community, and in the workplace, to help people become more aware of their own attitudes?*

Step 4: Wrap up

1. **Take action:** Write up action points that come out of the discussion on the Action Chart. Encourage participants to highlight the action points they will commit to. They can write these onto their own Action Chart.
2. **Sum up** the discussion. First ask participants what they learnt. Then recap on and clarify the following:
 - We reflected on our attitudes towards women's development and gender equality.

FACILITATOR'S NOTES

Statements

1. *The most important goal of gender equality is for women to become financially independent.*
2. *Paying attention to gender equality is important for relationships – intimate, family, workplace, and community.*
3. *We shouldn't support independent women's movements because they divide women and men.*
4. *Relations between men and women in the family and community are cultural. Outside organisations should not challenge this.*
5. *It is for women alone to decide about their own fertility and reproduction.*
6. *We should target our development at the family. This is the best way to ensure that the benefits reach everyone.*





RECAP ON THEME 3

1. Put up all the *Action Charts* for Theme 3.
2. **Discussion:** Facilitate a summing up discussion, using these questions as a guide:
 - *What did you learn in Theme 3?*
 - *What were the main take-away messages?*
 - *What do you now know, think, feel, or can do, which you did not know, think, feel and could do before?*
 - *Do you have a better understanding of the following:*
 - *How gender stereotypes are reinforced from childhood?*
 - *How male violence limits women's (and men's) lives?*
 - *What your own values and attitudes around coercion, consent and rape are?*
 - *How violence is often used in intimate partner relationships?*
 - *How to construct healthy romantic relationships based on respect?*
 - *How to identify behaviours in a relationship that are controlling or abusive?*
 - *What actions to take to prevent violence against women and to sustain the process of personal transformation?*
3. **Gallery walk:** Do a quick walk around the *Action Charts* for Theme 3 and discuss the concrete steps participants can take to address issues that arose through the activities in Theme 3.
4. **Closing circle** (See notes in *Introduction*).

THEME 4: GENDER, HIV AND AIDS

Focus of Theme 4: The activities in Theme 4 are intended to encourage men to reflect on their own experiences, attitudes and values regarding women, gender, domestic and sexual violence, HIV, AIDS, democracy and human rights, so that they can take action to help prevent domestic and sexual violence, reduce the spread of HIV and the impact of AIDS, and promote gender equality.

Outcomes of Theme 4:

By the end of this theme, participants should be able to:

- Discuss how HIV can be transmitted from one person to another and can spread rapidly through sexual partners
- Recognise ways to prevent themselves from becoming infected with HIV
- Identify the main reasons why there are differences between women and men in the HIV risks they take and the HIV risks they face
- Reflect on the personal impact of HIV and AIDS
- Identify roles that men can play in reducing the impact of HIV and AIDS

Thematic sequencing activities, time allocation, and group recommendation:

THEMATIC SEQUENCING	ACTIVITIES	AVERAGE TIME / ACTIVITY	Group recommendation: for single sex or mixed sex (depending on context)
THEME 4: GENDER, HIV AND AIDS	Activity 1: HIV Handshake	30 mins	Mixed
	Activity 2: Taking Risks, Facing Risks: HIV and Gender	75 mins	Mixed
	Activity 3: Impacts of HIV and AIDS	75 mins	Mixed
	Activity 4: Sexual Vulnerabilities	90 mins	Mixed
	Activity 5: Alcohol Abuse: Risks, Violence, HIV and AIDS	60 mins	Mixed
	Activity 6: "To Drink Alcohol is to be a Man": Values around Gender and Alcohol Use	30 mins	Mixed

ACTIVITY 1: THE HIV HANDSHAKE

OBJECTIVES (NOTE: to be clarified at the end of the activity only.)

By the end of this activity, participants should be able to:

- Understand the ways that HIV can be transmitted from one person to another
- Reflect on how HIV can spread rapidly in a community through sexual partners.
- Recognise ways to prevent themselves from becoming infected with HIV

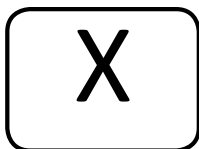
TIME: 30 minutes

MATERIALS AND ADVANCE PREPARATION

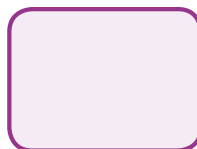
Preparation:

- **Adapt for context:** Remember to go through the whole activity before you facilitate it, and to adapt or refine the content to make it relevant to the country or context within which you are working.
- **Adapt for participants:** Decide how to accommodate those participants with low literacy levels.
- Prepare Action Chart/s.
- Prepare enough small cards to distribute to all the participants. Mark the cards as follows:

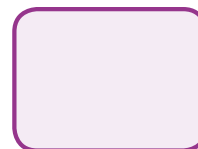
Mark 1 card:



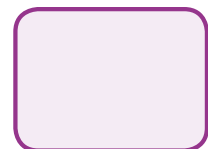
Mark 1/3rd of cards:



Mark 1/3rd of cards:



**Leave 1/3 of cards:
blank**



Glossary

AIDS: Acquired Immunodeficiency Syndrome. AIDS is the name given to a group of serious illnesses in HIV-positive people. AIDS develops when people living with HIV are no longer able to fight off infections because of their lowered immunity.

HIV: Human Immunodeficiency Virus. This is a virus that weakens the human immune system

What you need:

- Pencils or pens
- Action Charts from Theme 3

STEPS

Step 1: Recap and introduce the activity

1. Put up all Action Charts from Theme 3. Quickly **recap** Theme 3: *Gender, Power and Violence*. Remind participants what action they committed to taking. Discuss action/s they managed to take and those they will still take.
2. Explain that in this theme we will discuss gender, HIV and AIDS.
3. Introduce the activity by asking participants what HIV and AIDS are? Clarify the terms.



Step 2: Use the cards

1. Give each participant one card. Ask them to sign their name in the top right-hand corner of the card. Their name identifies their card. Participants should keep track of their card throughout this activity.
2. Explain that participants will go around the room and shake hands with five other participants. (Note: If the group is smaller than 15 people, you should ask them to shake hands with only three participants.)
3. After shaking a person's hand, the participants must sign each other's cards. Once each participant has shaken hands with five other people, he / she should have five signatures on the card.
4. Regroup once everyone is finished.
5. Explain that this is an exercise to demonstrate how quickly HIV can spread within a community.

Ask: *Can HIV infection occur between two people who are not infected with HIV?*

Acknowledge that it cannot and that HIV needs an infected host / person in order to spread.

Step 3: Do an exercise

1. Explain that for the purposes of this exercise, you need a participant to represent a person who is infected with HIV. Ask if anyone has an 'X' on their card. Ask the one person with the 'X' to stand up. Tell the group that for the purposes of this exercise, you are going to say that the person standing up is HIV infected. Remind the group that this person is not really infected, but is being used in this activity to make a point.
2. Make the point that **you cannot tell if someone has HIV simply by looking at the person.** Most people who are infected with HIV do not show any visible signs or symptoms. In fact, many individuals with HIV do not even know that they are infected.
3. Ask: How is HIV is spread?
4. Make sure that the group agrees that HIV can be transmitted in the following ways:
 - During unprotected sexual intercourse
 - By HIV-infected blood transfusions or contaminated injecting equipment or cutting instruments
 - From an HIV-infected woman to the baby during pregnancy, delivery, and breastfeeding.
5. Ask: *Can HIV be spread by shaking hands?*
6. Acknowledge that HIV cannot be passed from shaking hands. BUT, for the purposes of this exercise, you will say that shaking hands represents having sex with another person. Therefore, the participants will be considered at risk for HIV from anyone with whom they shook hands.
7. Ask the participant with the 'X' card to state the names of people on his / her card. Ask those who hear their name to stand up when called. Explain that **all of those standing are now also infected with HIV.**



8. Ask those standing to share the names of those with whom they shook hands. Those who hear their name should also stand when called. Continue to do this until all of the participants are standing. If a person's name is called more than once, remind the participants that this signifies a **re-infection**.
9. **Give input:** Explain that in a world of unprotected sex, **HIV can spread very quickly through the social networks of a community**. A single handshake does not mean that every time a person has one act of unprotected sex with an infected person, the virus is passed, but the chances are high.
10. Introduce the idea of prevention. Remind participants that HIV infection can be prevented in several ways. Ask if anyone has an 'N' on their card. Explain that every person with an 'N' said "No" to sex and, therefore, is not infected with HIV. Those with an 'N' may sit down.
11. Ask if anyone has a 'C' on their card. Those with a 'C' used a condom consistently and correctly every time they had sex and, therefore, were protected from HIV. Those with a 'C' may sit down.
12. Inform the group that those still standing **did not say "No" to sex, did not use a condom, and, therefore are infected with HIV**.
13. Remind the group that this is just a game and allow everyone to sit down.

Step 4: Discussion

1. Facilitate a discussion using the following questions as a guide:
 - *How many people started out being infected? (Remind the group again that the person who had the 'X' card is not really infected with HIV.)*
 - *How many people ended up being infected?*
 - *Did the original person who was infected directly infect every person in the room?*
 - *How does this exercise help explain how HIV can spread so quickly in a community?*
 - *Did anyone realise that he / she was infected before passing on HIV to someone else?*
 - *Does anyone think in real life that HIV is often passed from one person to another without someone realising that he / she is infected? Why is this?*
 - *What actions can we take to ensure that HIV is NOT passed from one person to another?*

Step 5: Wrap up

1. **Take action:** Write up action points that come out of the discussion on the Action Chart. Encourage participants to highlight the action points they will commit to. They can write these onto their own Action Chart.
2. **Sum up** the discussion. First ask participants what they learnt. Then recap on and clarify the following:
 - We deepened our understanding of the ways that HIV can be transmitted from one person to another.
 - We reflected on how HIV can spread rapidly in a community through sexual partners.
 - We discussed ways to prevent HIV infection.
3. **Closing the circle:** If it is the last session of the day. (See notes in Introduction.)



ACTIVITY 2: TAKING RISKS, FACING RISKS: HIV AND GENDER

OBJECTIVES (NOTE: to be clarified at the end of the activity only.)

By the end of the activity, participants should be able to:

- Reflect on the differences between women and men in the HIV risks they take and the HIV risks they face
- Identify the main reasons why there are these differences in risk between men and women

TIME: 75 minutes

MATERIALS AND ADVANCE PREPARATION

Preparation:

- **Adapt for context:** Remember to go through the whole activity before you facilitate it, and to adapt or refine the content to make it relevant to the country or context within which you are working.
- **Adapt for participants:** Decide how to accommodate those participants with low literacy levels.
- Prepare Action Chart/s.
- Prepare the following flipcharts:

Flipchart 1: Taking Risks:

1. Who takes more risks with HIV? Women or men?
2. Why?
3. What can we do to help men and women reduce the risks that they take?

Flipchart 2: Facing Risks:

1. Who faces more risks of HIV? Women or men?
2. Why?
3. What can we do to help men and women reduce the risks that they face?

What you need: Pencils or pens

Before the workshop: Put up Flipchart 1 and 2

STEPS

Step 1: Recap and introduce the activity

1. Recap of previous activity.
2. Take feedback on participant's experiences of trying out any of the action points they committed to exploring.
3. Introduce the activity.





**Facilitator
tip**

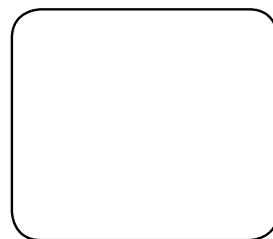
Make sure you include the *Key Points* (see below) in this discussion.

Step 2: Discussion

1. Facilitate a discussion using these questions:
 - What are some examples of situations in which people take a risk with HIV?
 - What are some examples of situations in which people face a risk of HIV?
 - What is the difference between taking a risk and facing a risk?

Step 3: Group work (20 minutes)

1. Divide participants into two groups.
2. Ask the first group to discuss the questions on Flipchart 1: *Taking Risks*. Ask them to be prepared to report back on their answers to the large group.
3. Ask the second group to discuss the questions on Flipchart 2: *Facing Risks*. Ask them to be prepared to report back on their answers to the large group.



Step 4: Plenary

1. Bring the groups back together and ask them to present their discussions to each other.
2. Then lead a discussion using these questions as a guide:
 - *What is the difference between taking risks and facing risks?*
 - *Why do men take more risks with HIV than women?*
 - *Why do women face more risks of HIV than men?*
 - *What other factors affect the risks of HIV that people take and that people face?*
 - *How can these risks be reduced?*

Step 5: Wrap up

1. **Take action:** Write up action points that come out of the discussion on the *Action Chart*. Encourage participants to highlight the action points they will commit to. They can write these onto their own Action Chart.
2. **Sum up** the discussion. First ask participants what they learnt. Make sure all the Key Points (see below) are covered. Then recap on and clarify the following:
 - We reflected on the differences between women and men in the HIV risks they take and the HIV risks they face.
 - We identified the main reasons why there are these differences in risk between men and women.
3. **Homework:** Ask participants to reflect on the HIV risks that they may take and face, and what they could do to protect themselves and others.
4. **Closing the circle:** If it is the last session of the day. (See notes in *Introduction*.)



KEY NOTES

- **Gender norms and roles, and inequalities in power** have a huge impact on the different HIV risks that women and men face and take. Other factors are also important – age, wealth / poverty and location (village / town) – can have a big influence on the risks of HIV that people take and face.
- **Women face more risks of HIV than men because of their bodies.** Women are more likely than men to get HIV from any single act of sex because semen remains in the vagina for a long time after sex, thus increasing the chance of infection. There is also more virus in sperm than in vaginal fluid. The inside of the vagina is thin and is more vulnerable than skin to cuts or tears that can easily transmit HIV / STIs. The penis is less vulnerable since it is protected by skin.
- Very young women are even more vulnerable because the lining of their vagina has not fully developed. Forced sex also increases the chance that the vagina will tear or cut. As with STIs, women are at least four times more vulnerable to infection than men. Women often do not know that they have an STI as they show no signs of disease. The presence of untreated STIs is a risk factor for HIV.
- **Women face more risks of HIV than men because they lack power and control in their sexual lives.** Women are not expected to discuss or make decisions about sexuality – ‘this is a man’s job’. This imbalance in power means that women cannot ask for, let alone insist on, using a condom or any other form of protection. Poor women may rely on a male partner for their livelihood and, therefore, be unable to ask their partners to use condoms, or are unable to refuse sex even when they know they risk becoming pregnant or infected with an STI / HIV.
- **Many women have to exchange sex for material favours.** In this category there are sex workers, as well as women and girls who exchange sexual favours for payment of school fees, rent, food, or other forms of status and protection.
- **The many forms of violence against women (as a result of unequal power relations) mean that sex is often forced, which is itself a risk factor for HIV infection.** Women who must tell their partners about STIs / HIV may experience physical, mental, or emotional abuse. Women may give in to their partner’s wishes to avoid being yelled at, divorced, beaten, or killed.
- **Men take more risks with HIV because of the way they have been raised to think of themselves as men.** Men are encouraged to begin having sex as early as possible, without being taught about caring for themselves, thereby increasing the possible time for them to be infected. A sign of manhood and success is to have as many female partners as possible. For married and unmarried men, multiple partners are culturally accepted. Men can be ridiculed and teased if they do not show that they will take advantage of all or any sexual opportunities.
- **Competition is another feature of living as a man, including in the area of sexuality** – competing with other men to demonstrate who will be seen to be the bigger and better man. Another sign of manhood is to be sexually daring, which means you do not protect yourself with a condom, as this would be a sign of vulnerability and weakness. Many men believe that condoms lead to a lack of pleasure or are a sign of infidelity and promiscuity. Using condoms also goes against one of the most **important signs of manhood – having as many children as possible.**
- **Men seek younger partners in order to avoid infection and in the belief that sex with a virgin cures AIDS and other diseases.** On the other hand, women are expected to have sexual relations with or marry older men, who are more likely to be infected.

(Additional Source: WHO Fact Sheet No 242, June 2000 – Women and HIV/AIDS.)



ACTIVITY 3: IMPACT OF HIV AND AIDS¹⁰

OBJECTIVES (NOTE: to be clarified at the end of the activity only.)

By the end of this activity, participants should be able to:

- Reflect on the personal impact of HIV and AIDS
- Identify roles that men can play in reducing the impact of HIV and AIDS

TIME: 75 minutes

MATERIALS AND ADVANCE PREPARATION

Preparation:

- **Adapt for context:** Remember to go through the whole activity before you facilitate it, and to adapt or refine the content to make it relevant to the country or context within which you are working.
- **Adapt for participants:** Decide how to accommodate those participants with low literacy levels.
- Prepare Action Chart/s.
- Prepare the following flipcharts:

Flipchart 1:

1. In what ways would it change your life if you had HIV?
2. What would be the most difficult thing about being infected with HIV? Why?
3. If you had HIV, what changes would you want to make in your romantic and intimate relationships?

Flipchart 2:

1. What is it like as a woman to live with HIV / AIDS?
2. How are women affected by HIV and AIDS?

Flipchart 3:

1. What is it like as a man to live with HIV / AIDS?
2. How are men affected by HIV and AIDS?

STEPS

Step 1: Recap and introduce the activity

1. Recap of previous activity.
2. Take feedback on participant's homework / experiences of trying out any of the action points they committed to exploring.
3. Introduce this activity.

¹⁰ Adapted from:
Life Planning
Education, Center
for Population
Options,
Washington, DC,
1985.



Step 2: Work in pairs (12–15 minutes)

1. Put up Flipchart 1. Read the questions out loud.
2. Explain that each person in the pair, must have a chance to answer these questions (2 minutes each for each question – they should both keep a check on the time).

Step 3: Plenary

1. Facilitate a discussion using the following questions as a guide:
 - *How did you feel answering the questions?*
 - *How do people living with HIV that you know, deal with living with the virus?*
 - *How do people who do not know their HIV status think about what life would be like if they were HIV-infected?*

Step 3: Group work (30 minutes)

1. Put up Flipcharts 2 and 3. Read the questions out loud.
2. Explain that you will now look more closely at the **differences between the impacts of HIV and AIDS on women and on men**. Divide into two groups:
 - Group 1: Discuss the questions on Flipchart 2.
 - Group 2: Discuss the questions on Flipchart 3.

Step 4: Plenary

1. Ask each group to present the highlights of their discussion.
2. Then lead a discussion using the following questions as a guide:
 - *What are the main differences between women and men in terms of living with HIV and AIDS?*
 - *What are the main differences between women and men in terms of being affected by HIV and AIDS?*
 - *How can men get more involved in caring for people who are living with HIV and / or AIDS and reduce the burden of caring for the sick that women carry?*
 - *What other roles can men play in reducing the impact of HIV and AIDS on women and on other men?*

Step 5: Wrap up

1. **Take action:** Write up action points that come out of the discussion on the *Action Chart*. Encourage participants to highlight the action points they will commit to. They can write these onto their own Action Chart.
2. **Sum up** the discussion. First ask participants what they learnt. Then recap on and clarify the following:
 - We reflected on the personal impact of HIV and AIDS.
 - We identified roles that men can play in reducing the impact of HIV and AIDS.
3. **Closing the circle:** If it is the last session of the day. (See notes in *Introduction*.)



ACTIVITY 4: SEXUAL VULNERABILITIES

OBJECTIVES (NOTE: to be clarified at the end of the activity only.)

By the end of this activity, participants should be able to:

- Understand the different aspects of sexual vulnerability
- Identify ways to reduce people's sexual vulnerability

TIME: 90 minutes

MATERIALS AND ADVANCE PREPARATION

Preparation:

- **Adapt for context:** Remember to go through the whole activity before you facilitate it, and to adapt or refine the content to make it relevant to the country or context within which you are working.
- **Adapt for participants:** Decide how to accommodate those participants with low literacy levels.
- Prepare Action Chart/s.
- Prepare two 'Decks of Person Cards' (see Facilitator's Notes).
- Prepare Flipchart 1: *Sexual Vulnerability Grouping Chart* (see Facilitator's Notes).

What you need: Flipchart paper, marker pens

STEPS

Step 1: Recap and introduce the activity

4. Recap of previous activity.
5. Take feedback on participant's homework and their experiences of trying out any of the action points they committed to exploring.
6. Introduce this activity.

Step 2: Group work

1. Divide the group down the middle of the room. Give the first 'Decks of Person Cards' face down to the participants on your left, and the second 'Deck' face down to the participants on your right.
2. Explain that we are going to look at what makes some people more vulnerable to STIs (such as HIV) than others.
3. Explain that when you say: "First card" both groups must turn over the top card on their 'Deck' and show it to the other group.
4. Call out "First card". Wait for both groups to turn over their top card.



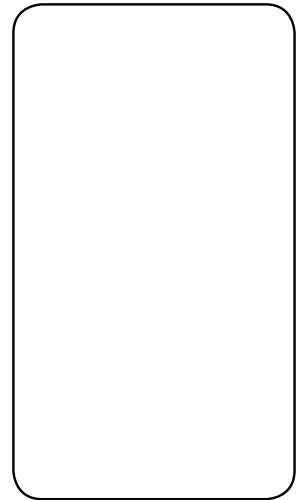
5. Ask the groups:

- *Describe each person on the cards. Be specific, e.g. about the person's age, gender, economic status?*
- *Imagine these two people are in a sexual relationship. Where would they meet to have sex? What would the situation be like?*
- *Which one is more vulnerable to STI / HIV infection? Why is this person more vulnerable?*

6. On the flipchart paper, write up their conclusion on who is more vulnerable, and their reasons.

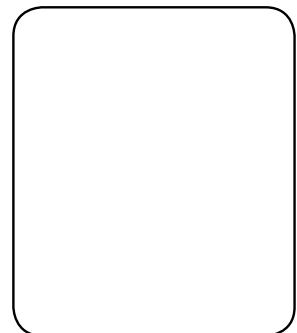
7. Call out "Next card" and wait for both groups to turn over the next card in their 'Deck'. Then repeat Steps 4–6.

8. Continue in this way until all of the cards have been turned over.



Step 3: Discussion

1. Put up Flipchart 1: *Sexual Vulnerability Grouping Chart*, next to the reasons for vulnerability that the group has listed on the flipchart paper.
2. Ask participants to put each reason they have listed into one of the four categories on the chart: Greater exposure; Fewer choices; Less abilities; Greater pressures (see *Key Points* for an explanation about each).
3. Allow plenty of time for discussion about where each reason should be placed on the chart. When there is agreement, write the reason in the correct box on the chart. If the group cannot agree, write the reason in a 'Car Park' on another newspaper, and move on to the next reason that is listed.
4. Ask whether there are any other factors affecting sexual vulnerability that should be listed in each of the four categories. Write these up.
5. Ask: *Which of the aspects of sexual vulnerability that we have listed would be easiest to work on to reduce vulnerability?*



Step 4: Wrap up

3. **Take action:** Write up action points that come out of the discussion on the Action Chart. Encourage participants to highlight the action points they will commit to. They can write these onto their own Action Chart.
4. **Sum up** the discussion. First ask participants what they learnt. Then recap on and clarify the following:
 - We discussed the different aspects of sexual vulnerability.
 - We identified ways to reduce people's sexual vulnerability.
5. **Closing the circle:** If it is the last session of the day. (See notes in *Introduction*.)

FACILITATOR'S NOTES

TWO 'DECKS OF PERSON CARDS'

Write / draw each on a separate piece of paper,

DECK 1	DECK 2
Wealthy local politician	Shop assistant
NGO worker	Mine worker
Factory worker	Nurse
Unemployed youth	Widow
Doctor	Traditional birth attendant
Teacher	Student

SEXUAL VULNERABILITY GROUPING CHART

Greater exposure:	Fewer choices:
Lesser abilities:	Greater pressures:



KEY POINTS

- **Greater exposure:** Some people are more vulnerable to STIs (such as HIV) because of biological and environmental exposure.
- **Biological:** Young women are more vulnerable because of their thinner vaginal lining; people with STIs are more vulnerable because of breaks in the skin in genital areas; people with other diseases of poverty are more vulnerable because of the impact of other infections on their immune system.
- **Environmental:** Some people are more vulnerable to HIV because of where they live (high prevalence areas) or where they work (in occupational 'cultures' that create more opportunities for unsafe sex).
- **Fewer choices:** Some people are more vulnerable because of their lack of access to and control over 'external' resources, such as economic, political and social power and status. Less resources = fewer choices.
- **Lesser abilities:** Some people are more vulnerable because of their lesser ability to deal with the risk of STI / HIV infection. People's abilities are related to their level of 'internal' resources. These include specific skills, psychological resilience, educational attainment, emotional intelligence, quality of relationships, and self-esteem. It is important to remember that people's internal resources are affected by their access to and control over external resources (see above).
- **Greater pressures:** People may also be more vulnerable because of specific pressures that they face. These pressures can limit their use of external and internal resources. These pressures include peer pressure, occupational 'cultures', and specific crises, like war, conflict, famine and so on.

ACTIVITY 5: ALCOHOL ABUSE: RISKS, VIOLENCE, HIV AND AIDS

OBJECTIVES (NOTE: to be clarified at the end of the activity only.)

By the end of this activity, participants should be able to:

- To recognise the links between alcohol, risk behaviour, HIV and AIDS.
- To explore ways to support family, friends and communities affected by alcohol abuse.

TIME: 60 minutes

MATERIALS AND ADVANCE PREPARATION

Preparation:

- **Adapt for context:** Remember to go through the whole activity before you facilitate it, and to adapt or refine the content to make it relevant to the country or context within which you are working.
- **Adapt for participants:** Decide how to accommodate those participants with low literacy levels.
- Prepare Action Chart/s.
- Photocopy the case studies (one per A4 sheet) – prepare enough copies for each group.
- Prepare Flipchart 1: *Alcohol-related issues* (see below).

FLIPCHART 1: ALCOHOL RELATED ISSUES
Health risks associated with alcohol use:
How to support family / friend affected by alcohol abuse
Community-level strategies to use for alcohol-related situations:



What you need: Flipchart paper, marker pens, pens

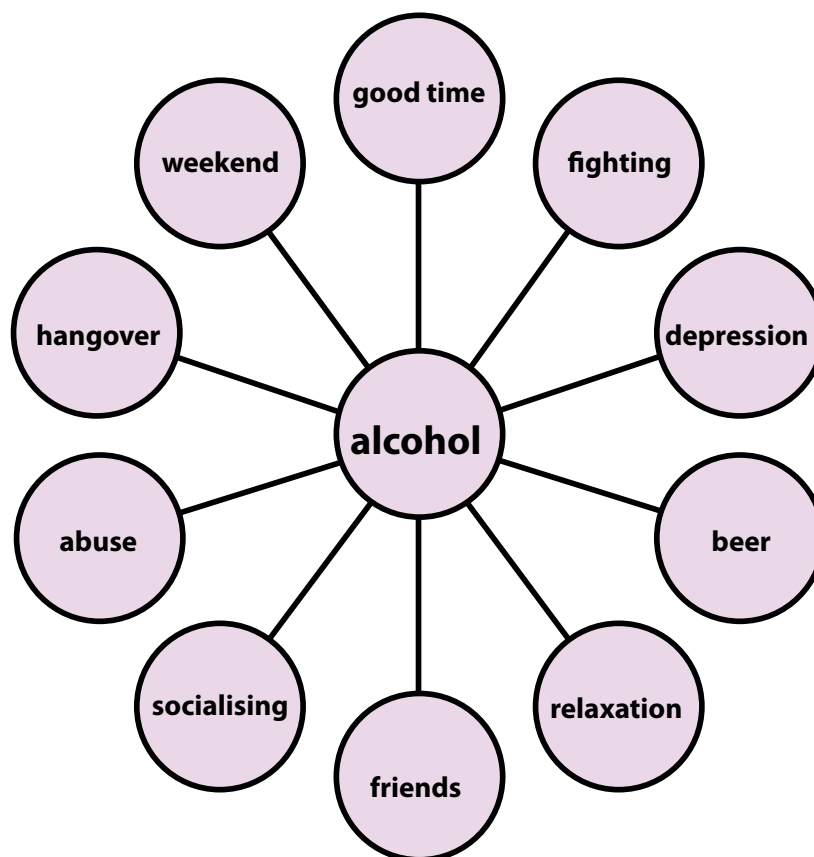
STEPS

Step 1: Recap and introduce the activity

1. Recap of previous activity.
2. Take feedback on participant's experiences of trying out any of the action points they committed to exploring.
3. Introduce this activity.

Step 2: Brainstorm

1. Write the word 'alcohol' in the middle of the piece of paper. Ask participants to shout out whatever comes into their head when they think of the word 'alcohol'.
2. Write these words / phrases around the word 'alcohol'. (See example below.)



3. Ask:

- *Why do these words come up for you when you think of alcohol?*
- *What are the positive / negative effects of alcohol consumption on individuals, groups of friends and communities?*
- *What is the link between alcohol, risk behaviour, HIV and AIDS?*

Step 3: Group work (20 minutes)

1. Divide into groups of four to five people. Give each group a case study to discuss (see *Facilitator's Notes*).
2. They should prepare to summarise their case study and responses for the plenary discussion.
3. Reconvene and ask each group to briefly summarise their case study and responses.
4. After all presentations, put up Flipchart 1: Alcohol-related issues.
5. Ask participants to think about the responses the groups have given and to summarise the following, one at a time (write their responses on Flipchart 1):
 - Health risks associated with alcohol use
 - How to support a family / friend affected by alcohol abuse
 - Community-level strategies to use for alcohol-related situations

Step 4: Wrap up

1. **Take action:** Write up action points that come out of the discussion on the *Action Chart*. Encourage participants to highlight the action points they will commit to. They can write these onto their own Action Chart.
2. **Sum up** the discussion. First ask participants what they learnt. Then recap on and clarify the following:
 - We discussed the links between alcohol, risk behaviour, HIV and AIDS.
 - We explored ways to support family, friends and communities affected by alcohol abuse.
3. **Closing the circle:** If it is the last session of the day. (See notes in Introduction.)



FACILITATOR'S NOTES

CASE STUDIES (ONE FOR EACH GROUP)

**CASE STUDY 1:**

A group of friends is in a tavern one evening. It is late and all of them have been drinking heavily since early evening. David is very drunk and starts flirting with a woman sitting at the next table. She doesn't seem very interested but David keeps buying her drinks and boasting to his friends that he's going to take her home and have sex with her that night. After more drinks, David convinces the woman, who is also drunk, to leave with him. His friends remain at the tavern. The tavern owner is worried by the number of times he has seen David take different girls home with him after drinking too much.

Questions:

- *How might David's and the woman's alcohol intake affect the risks they take and face?*
- *Why might there be an increased HIV risk in this situation?*
- *What would be an effective way for David's friends to show concern about his well-being and approach him when drunk?*
- *In what ways might it be difficult to intervene?*
- *What action could the tavern owner take to encourage responsible drinking?*

**CASE STUDY 2:**

A group of construction workers have had a long hard week and are in a local tavern close to where they have been working. Two of the men have had too much to drink and get into an aggressive argument about one of the men's girlfriend. Just as they begin to become violent with each other, the tavern owner throws them out – something he finds himself doing at least once every weekend.

Questions:

- *How might the excessive consumption of alcohol affect the argument that the two men are having?*
- *The tavern owner reacts by throwing the men out of his tavern. What do you think of this strategy?*
- *What other strategies could the tavern owner use to control drinking in his tavern?*
- *What policies would help protect the broader community from alcohol-related violence and crime?*



CASE STUDY 3:

Maria is talking to a close male friend at work. She confides in him that since her partner became unemployed last year, he has started to drink much more heavily than usual and that their relationship is starting to suffer. She says it's impossible to speak to him when he's drunk. The following week the friend notices that Maria has got bruises on her arm and neck and she admits that her partner has been hitting her.

Questions:

- *Why might Maria's partner have started to drink more alcohol when he became unemployed?*
- *How has alcohol impacted Maria, her partner and their relationship?*
- *How could Maria's work colleague assist her or would it be easier to stay quiet?*
- *What are some of the challenges Maria's work colleague might face in trying to support Maria?*



CASE STUDY 4:

Penny is pregnant with her third child. Having struggled to find work in their home town, her partner left last year to work in another part of the country. Penny misses her partner, and although he manages to send some money home and she herself is getting some work, there is still not enough money to support the family. Unaware that drinking while pregnant is dangerous, she has recently started to drink increasing amounts of alcohol at home to help her cope with her problems.

Questions:

- *What are the risks of Penny drinking heavily when she is pregnant – to her and unborn baby?*
- *Penny is unaware of the risks of drinking whilst pregnant: what action could be taken in her community to ensure that she has access to the right information?*
- *What could you do to make sure that action is taken?*

KEY POINTS

- **Excessive drinking creates the risk of long-term health problems, both physical and psychological.** The body can be affected in many ways, including liver cirrhosis, high blood pressure, fertility problems, impotence, and mental health disorders.
- **There are other associated risks with excessive drinking.** These include unsafe sex which may exacerbate the spread of STIs and HIV, aggressive or violence behaviour, and the breakdown of relationships.
- **Heavy alcohol consumption during pregnancy is very dangerous.** Children born to women who have drunk heavily during their pregnancy are at great risk of developing Foetal Alcohol Syndrome (FAS). This means children are born with a number of physical and mental deficiencies.
- **There are ways of supporting friends affected by alcohol abuse:**
 - Reach an agreement before you start drinking about how you will support one another if one friend drinks too much.
 - Help a friend seek alcohol-related support services.
 - Act as a role model to your friends by drinking responsibly.
- **Take action at the community level to combat alcohol abuse:**
 - Encourage tavern / bar owners to be more engaged in creating a safe drinking environment.
 - Start a tavern / bar campaign and engage with patrons about the risks associated with alcohol consumption.
 - Start tavern associations.
 - Campaign for accessible information to be provided to pregnant women.
 - Campaign for changes in alcohol licensing laws.

ACTIVITY 6: “TO DRINK ALCOHOL IS TO BE A MAN”: VALUES AROUND GENDER AND ALCOHOL USE



Facilitator tip

Do this activity only in conjunction with Activity 5.

OBJECTIVES (NOTE: To be clarified at the end of the exercise only.)

By the end of this activity, participants should be able to:

- Explore their attitudes around gender and alcohol use

TIME: 60 Minutes

MATERIALS AND ADVANCE PREPARATION:

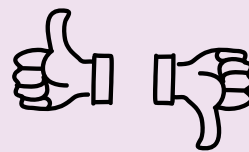
Preparation:

- **Adapt for context:** Remember to go through the whole activity before you facilitate it, and to adapt or refine the content to make it relevant to the country or context within which you are working.
- **Adapt for participants:** Decide how to accommodate those participants with low literacy levels.
- Prepare Action Chart/s.
- Prepare Agree / Disagree signs on A4 paper – use words and / or smiley / non-smiley faces or thumbs up / thumbs down to illustrate what the signs say).

Agree



Disagree



What you need:

- Marker pens; tape
- All the Action Charts for Theme 4

Before the activity:

- Put up the two signs, leaving enough space between them to allow a group of participants to stand near each one.
- **Statements:** Read the statements provided in the *Facilitator's Notes* (below) and choose five or six that you think will lead to the most discussion. Alternatively, come up with your own statements that you think will generate discussion on the topic.



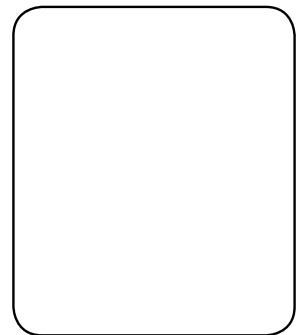
STEPS

Step 1: Recap and introduce the activity

1. Recap of previous activity.
2. Take feedback on participant's experiences of trying out any of the action points they committed to exploring.
3. Introduce this activity.

Step 2: Do the activity

1. **Statements:** Read each statement from the *Facilitator's Notes*. Ask participants to stand near the sign that says what they think about the statement – agree or disagree.
2. After each move, ask a few participants to explain why they are standing where they are and to share their thoughts about the statement. Ask if anyone wants to change their mind and move to another sign. Then bring everyone back together.
3. Continue in the same way for each statement you choose (repeat steps 2-3).



Step 3: Plenary

1. Lead a discussion about values and attitudes about gender and alcohol by asking these questions:
 - Which statements, if any, did you have strong opinions about?
 - Which statements did you not very have strong opinions about? Why do you think this is so?
 - How did it feel to talk about an opinion that was different from that of some of the other participants?
 - How did men and women respond differently to the statements?

Step 4: Wrap up

1. **Take action:** Write up action points that come out of the discussion on the Action Chart. Encourage participants to highlight the action points they will commit to. They can write these onto their own Action Chart.
2. **Sum up** the discussion. First ask participants what they learnt. Then recap on and clarify the following:
3. We explored our attitudes related to gender and alcohol use.
4. **Closing the circle:** If it is the last session of the day. (See notes in the *Introduction*.)

FACILITATOR'S NOTES

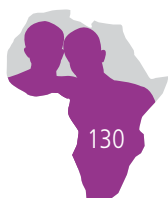
Choose the statements that will lead to good discussion. The statements marked with * (asterisk) have been good for starting discussion in the past:

Statements

- 1. Women who drink too much are irresponsible.**
- 2. Alcohol increases men's sexual drive and ability.***
- 3. Women who drink too much are asking to be raped.***
- 4. Men who drink too much are irresponsible.**
- 5. Women who drink too much do not behave as women should.***
- 6. Men and women respond to alcohol in the same way.***
- 7. Women who drink sleep around.***
- 8. Men who drink are manlier than men who don't.**
- 9. Alcoholics are usually poor or unemployed.**
- 10. It is okay for a man to hit a woman if he's drunk.***
- 11. Men who drink sleep around.**

KEY POINTS

- Alcohol affects men and women differently. Women become more intoxicated than men after drinking the same quantity of alcohol. Women have less water in their bodies as men, meaning that alcohol is less diluted and therefore has a stronger effect.
- Alcohol does not increase men and women's sexual drive or performance. A small amount of alcohol may decrease sexual inhibition, but alcohol actually decreases sexual functioning.
- The misuse of alcohol and alcoholism can affect anyone regardless of gender, age, class, race, or socio-economic status.
- It is important to challenge existing gender and cultural stereotypes related to alcohol use. Harmful stereotypes put both men and women at risk in relation to HIV and gender-based violence.





RECAP ON THEME 4

1. Put up all the *Action Charts* for Theme 4.
2. **Discussion:** Facilitate a summing up discussion, using these questions as a guide:
 - *What did you learn in Theme 4?*
 - *What were the main take-away messages?*
 - *What do you now know, think, feel, or can do, which you did not know, think, feel and could do before?*
 - *Do you have a better understanding of the following:*
 - *How HIV can be transmitted from one person to another and can spread rapidly through sexual partners.*
 - *How to prevent yourself from becoming infected with HIV.*
 - *The main reasons why there are differences between women and men in the HIV risks they take and the HIV risks they face.*
 - *The personal impact of HIV and AIDS.*
 - *The roles that men can play in reducing the impact of HIV and AIDS.*
3. **Gallery walk:** Do a quick walk around the Action Charts for Theme 4 and discuss the concrete steps participants can take to address issues that arose through the activities in Theme 4.
4. **Closing circle** (See notes in *Introduction*).

MODULE 2:

ENABLING CHANGE

Major focus: Having gained a deeper understanding into gender issues and gender equality in Module 1, this module is now aimed at taking action and at strengthening the capacity of participants to ‘make the change’. Participants are encouraged to look at their own attitudes and behaviour (particularly as men) and embark on personal actions to put change into practice before engaging with the community. Part of this is understanding how to take what they have learnt about gender transformation into their relationship with their partner, family and friends, who have not been through the same process of reflecting on, and changing, their own values, attitudes and behaviour towards gender roles and norms.

Target participants: Module 2 can be rolled out for all staff who have completed Module 1, and then subsequently implemented at community level.

Objectives of the module:

By the end of the module, participants should be able to:

- Reflect on the influence that fathers or other male authority figures have on our lives, and how to build on the positive aspects and address the negative impacts
- Identify alternatives to violence that men can adopt
- Identify what men can do in various key roles to enhance the health and well-being of their family, friends and community
- Identify the role that men can play as active bystanders in stopping men’s violence, and the support needed in this role

Thematic content:

- **Well-being:** How it relates to access to food, safe drinking water, sanitation facilities, health, adequate shelter, education, safety (reducing violence) and rights.
- **Power and privilege:** How power is socially constructed and can be used and abused; how power and powerlessness are interconnected; and how power is linked to privilege and access to opportunities, rights and resources.
- **Violence, gender-based violence and men’s violence against women:** Causes and consequences for women, for men and for intimate partner relationships, families and communities.
- **Change:** What is change, who makes the change, how, and who will be affected by it; the importance of communication or dialogue around change so that it is equally shared and not imposed on women by men from a position of power.
- **Courage:** A decision to act or to confront a difficult, painful, intimidating or dangerous situation. Sometimes it is a moral decision to do the right thing. It does not mean that you are not afraid in the situation, but that despite your fear you decide to act.
- **Being an active bystander:** Making a decision not to ignore a situation, but to take non-violent and non-threatening action to prevent, interrupt, or intervene in a situation.



Thematic sequencing activities, time allocation, and group recommendation:

THEMATIC SEQUENCING	ACTIVITIES	AVERAGE TIME/ ACTIVITY	Group recommendation: single sex or mixed sex (depending on context)
THEME 1: MAKING THE CHANGE	Activity 1: My Father's / Mother's Legacy	2 hours 30 mins	Mixed
	Activity 2: What to do when I'm Angry	45–60 minutes	Mixed
	Activity 3: Positive Parenting	60 mins	Mixed
	Activity 4: A Live Fool or a Dead Hero	2 hours	Mixed
	Activity 5: New Kinds of Courage	75 mins	Mixed
	Activity 6: Making Change, Taking Action	60–90 mins	Mixed
	Activity 7: Don't Stand By, Take Action	75 mins	Mixed

ACTIVITY 1: MY FATHER'S / MOTHER'S LEGACY

OBJECTIVES (NOTE: To be clarified at the end of the activity only.)

By the end of this activity, participants should be able to:

- Reflect on the influence that their fathers / mothers or other male / female authority figures had on them while they were growing up
- Identify how to build on the positive aspects of their father's / mother's influence
- Identify how to address the negative impacts of their father's / mother's influence so as not to repeat harmful patterns

TIME: 2 hours 30 mins

MATERIALS AND ADVANCE PREPARATION

Preparation:

- **Adapt for context:** Remember to go through the whole activity before you facilitate it, and to adapt or refine the content to make it relevant to the country or context within which you are working.
- **Adapt for participants:** Decide how to accommodate those participants with low literacy levels.
- Prepare Action Chart/s.

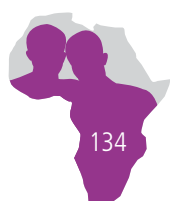
STEPS

Step 1: Introduce the activity

1. Explain that the focus of Module 1 was on gaining a deeper understanding into gender issues and gender equality. The focus on this module is on action. Participants will continue to reflect on their own values, attitudes and behaviour (particularly as men) towards gender equality. But now we will focus on the personal actions we can each put into practice to transform ourselves, as well as our relationships with our partners, family, and friends, particularly as they have not been through the same process.
2. Introduce the activity by asking participants to think of an object that reminds them of their father and / or of their mother.

Step 2: Work in pairs

1. Ask participants to work with a partner to share the object that they thought about. They should explain why this object reminds them of their father and / or mother.
2. Ask them to discuss one positive thing that their father / mother has passed on to them, and one negative thing.



Step 3: Plenary

1. Ask each participant to say one positive thing about their father / mother that they would want to pass on to their children.
2. Now ask each participant to say one negative thing about their father / mother that they would rather leave behind and not pass on to their children.

Step 4: Discussion

1. Define the terms / concepts: Ask participants to explain what these terms mean in their family: 'patriarchy' and 'legacy'. Add to their definitions.



Glossary

Patriarchy: A system in which the father or eldest male is head of the family, holds the power, and women are largely excluded from having any power.

Legacy: Something that is handed down from the past.

2. Facilitate a discussion using these questions as a guide:
 - *How is manhood and womanhood traditionally defined in our culture (especially in patriarchal cultures)?*
 - *How did these traditional definitions impact on:*
 - *The way our fathers and mothers acted in the home*
 - *Related to each other as partners*
 - *Raised their children?*
 - *What kind of positive legacy do we want to pass on to our children / the next generation?*
 - *What do we NOT want to leave for our children / the next generation? (What should NOT be passed on?)*
 - *How can we be more involved parents?*
 - *How can we break down traditional gender roles and build gender-equal parenting partnerships?*
3. Ask participants if there are any aspects of the activity that they could share with their partners or families. For example:
 - Could they share some of the negative aspects of their father's / mother's influence, so as not to repeat these harmful patterns in their present relationships?
 - Could they share the positive aspects of their fathers' / mothers' influence?

Step 5: Wrap up

3. **Take action:** Write up suggestions on the Action Chart. Encourage participants to highlight the action points they will commit to exploring. They can write these onto their own Action Chart.



Facilitator tips

1. This activity could be done in small groups. Or, use the fishbowl technique as follows:
The women sit inside a circle formed by the men.
2. Facilitate a discussion with the women using the discussion questions. Ask the men to observe and listen attentively.
3. Ask the groups to change places and facilitate the same discussion with the men.
4. Finally, the whole group reflects on the differences and similarities in what the women and men have said.

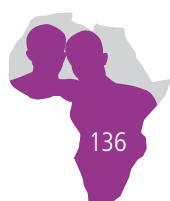


4. **Sum up** the discussion, making sure that all the Key Points (see below) are covered. Recap on what was covered. First ask participants what they learnt. Then clarify the following:
- We reflected on the influence that their fathers / mothers or other male / female authority figures had on us while growing up.
 - We discussed how to build on the positive aspects of our fathers' / mothers' influence.
 - We discussed how to address the negative impacts of our fathers' / mothers' influence so as not to repeat harmful patterns.
5. **Homework:** Ask participants to try to share aspects of the activity with their partners or families, i.e. negative aspects of their father's / mother's influence, and how not to repeat this in their relationship with their children; and positive aspects of their father's / mother's influence that they can take into their relationship with their children.

FACILITATOR'S NOTES

This activity can have a deep emotional impact on participants who may recall violent experiences or other traumatic life events, such as abandonment. It is vitally important to give participants emotional support during this process. Here are some suggestions on how to do this:

- Form an intimate circle with participants in which they feel safer to share their experiences.
- Create an atmosphere in which participants are validated for sharing personal emotional and intimate details.
- Listen respectfully, without judgement or pressure. If there is no pressure, only those who are ready to share will do so.
- For those who share traumatic experiences, acknowledge that they were able to press on and continue with their lives despite facing such adversity.
- If a participant breaks down and cries in the group, allow him / her space to express that emotion. Consider saying something like, *"Thank you for being brave and trusting us with that story. I'm sure many of the people in this room have had similar experiences and feel like you do."*
- Others in the group may also feel the need to support this person. Encourage them to do so if it feels appropriate. Often, these moments are what bind a group together.
- Explain that you are available and willing to have a private conversation after the session.
- Link anyone who may need it to professional counselling services, especially if they need to talk more about their relationship with their fathers so as to heal and learn from negative experiences, and to apply this awareness to their own roles as parents.
- Remember to acknowledge, affirm and be genuine.
- Repeat the confidentiality commitment.
- If a participant spends too much time with a story, find an opening and gently say: *"It sounds like you have a lot of experiences to share with the group. Thanks for sharing with us. Do others have any experiences they would also like to share?"*
- Recommend to all that they take care of themselves (especially immediately following the session), take time to rest, take a shower and drink enough water. Tell them it is completely normal to feel sad, tearful or emotional after remembering difficult experiences.



- It is important to note that difficulties in relationships are not always gender-driven. Try to help participants identify which are gender-driven and which aren't.

KEY POINTS

- We should all try to identify those positive aspects of our life stories that we can replicate with our own children, as well as the negative aspects that we do not want to repeat.
- For our personal development we can try to replace negative experiences, attitudes and beliefs with positive ones which honour respect and equity.

ACTIVITY 2: WHAT TO DO WHEN I'M ANGRY¹¹

OBJECTIVES (NOTE: To be clarified at the end of the activity only.)

By the end of this activity, participants should be able to:

- Discuss how men can break the cycle of violence
- Discuss how men can react when they are angry so that they are not violent or destructive

TIME: 45–60 minutes

MATERIALS AND ADVANCE PREPARATION

Preparation:

- **Adapt for context:** Remember to go through the whole activity before you facilitate it, and to adapt or refine the content to make it relevant to the country or context within which you are working.
- **Adapt for participants:** Decide how to accommodate those participants with low literacy levels.
 - Prepare Action Chart/s.
 - Prepare Flipchart 1 with these questions:
 - What was the situation that made you angry?
 - How did you feel? What did you think?
 - How did you react to your feelings of anger?
 - What was the consequence of your reaction?

Before the workshop: Put up Flipchart 1.

STEPS

Step 1: Recap and introduce activity

1. Recap of previous activity.
2. Take feedback on participant's homework/experiences of trying out any of the action points they committed to exploring.
3. Introduce the activity.

Step 2: Give input and discuss

1. Explain that sometimes when we have a conflict with others or we are upset about something, it can provoke anger. Explain that:
 - Many of us confuse anger and violence, thinking that they are the same thing.

¹¹ Adapted from "Concern Worldwide Rwanda & MenEngage "Engaging Men as Equitable Partners in Improving Household Well-being: A complementary manual for the Graduation Programme" and Promundo, CulturaSalud, and REDMAS (2013) "Program P – A Manual for Engaging Men in Fatherhood, Caregiving, Maternal and Child Health". Promundo: Rio de Janeiro, Brazil and Washington, D.C. USA.

- Anger is a natural and normal **emotion** that every human being feels at some point in life, especially with one's partner.
 - Violence is a **behaviour** – a way that is sometimes used to express anger.
2. Ask: What are some of your triggers that can make you angry or lead to conflict with your partner?
 3. Allow participants time to share some of their triggers or issues that can cause them to become angry.
 4. Explain that there are many other ways to deal with our anger besides using violence, including positive ways. We will now talk about some of the different ways that men can react when they become angry.

Step 3: Silent visualisation

1. Ask participants to relax and close their eyes. Explain that you will ask them a series of questions, but they should only think silently and not respond out loud.
2. Explain that money matters are often at the centre of many disagreements between couples and can often lead to anger.
3. Ask participants to think of a money-related situation or conflict that made them angry. Ask them to silently answer these questions for themselves:
 - *What happened? (Give the group a few minutes to think silently).*
 - *What were you thinking and feeling in this situation?*
4. After a few moments of silence say something like: "Very often after we feel angry we begin to react with violence. This can happen even before we realise that we are angry. Some men (and women) react immediately: shouting, throwing something on the floor, hitting something or someone. Sometimes, we can even become depressed and silent. Think about the incident where you felt angry. How did you demonstrate this anger? How did you behave?"

Step 4: Small group work (20 mins)

1. Divide participants into groups of four or five (maximum).
2. Explain that the groups will have 20 minutes to share their reflections about a time when they were angry. The groups should discuss the questions on Flipchart 1 (read them out loud).

Step 5: Plenary

1. After 20 minutes, ask everyone to come back to the big group. Ask:
 - *What are some of the **negative** ways that we sometimes use to deal with our anger?*
 - *What are some of the **positive** ways that we can respond when we are angry?*
2. It is likely that some of the examples listed in the Facilitator's Notes will be given. If not, share some of these examples with the group.
3. Explain: It is important to learn how to express our anger in positive ways, rather than allowing it to bottle up inside us. When we allow anger to build up, we tend to explode. Healthier, more positive ways of reacting and expressing our anger can also lead to better

results or ensuring everyone 'gets what they want'. By identifying the triggers which can cause us to be angry, and by thinking of new, positive ways to manage our anger, we can break the cycle of violence.

4. Facilitate a discussion using these questions as a guide:

- *When discussing money matters or other household issues, why do you think it is difficult for men and women to express their anger without using violence?*
- *Very often we know how to avoid a conflict or a fight without using violence, but we don't do so. Why?*
- *Is it possible to 'take a breath of fresh air' to reduce conflicts? Do we have experience with this? How did it work out?*
- *What can you say to someone when you're angry without offending them, especially when making household decisions?*
- *Do you think these positive ways of reacting when you are angry are realistic for you to use in your own life? Why or why not?*
- *Can you think of other positive ways of reacting when you are angry that are more realistic?*
- *What did you learn in this activity?*

Step 6: Wrap up

1. **Take action:** Write up action points that come out of the discussion on the *Action Chart*. Encourage participants to highlight the action points they will commit to. They can write these onto their own *Action Chart*.
2. **Sum up** the discussion. First ask participants what they learnt. Make sure all the *Key Points* (see below) are covered. Then recap on and clarify the following:
 - We discussed how men can break the cycle of violence.
 - We discussed how men can react when they are angry so that they are not violent or destructive.
3. **Homework:** Ask participants to try out more positive ways of reacting when they are angry.
4. **Closing the circle:** If it is the last session of the day. (See notes in *Introduction*).

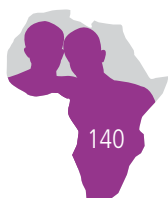
FACILITATOR'S NOTES

Examples of positive ways of responding when we are angry¹²

1. Step away from the situation, leave or take a walk.

To calm down, walk away and count to 10. Breathe deeply; 'take a breath of fresh air', walk around, or do a physical activity. This will 'cool your head' and clarify your ideas. It is also important that people who are angry share their feelings with the other person involved. For example, they can say, "I am very angry right now and I need to leave. I need to do something now, like go for a walk, so I can release my anger. When I cool down and feel calm, I'd like to talk to resolve this."

¹² Adapted from: Promundo, CulturaSalud, and REDMAS (2013) "Program P – A Manual for Engaging Men in Fatherhood, Caregiving, Maternal and Child Health". Promundo: Rio de Janeiro, Brazil and Washington, D.C. USA.



2. Use words to express your feelings without attacking.

Express anger without 'attacking'. For example, you can say, "I am angry because..." or, "I would like you to know..."

Another example: If your partner is late in joining you somewhere at the time you agreed, a negative response would be to yell something like, "You're a fool, you're always late, and I have to wait for you all the time". A positive response would be to use words without attacking. For example, say, "I'm upset because you were late. I wish you had arrived at the scheduled time or warned me that you were going to be late."

KEY POINTS

- We have a responsibility to control ourselves when we feel angry or upset.
- It is important to learn how to express our anger rather than allowing it to bottle up inside us.
- When we allow anger to build up, we tend to explode.
- Healthier, more positive ways of reacting and expressing our anger can also lead to better results or ensuring everyone 'gets what they want'.

ACTIVITY 3: POSITIVE PARENTING¹³

OBJECTIVES (NOTE: To be clarified at the end of the activity only.)

By the end of this activity, participants should be able to:

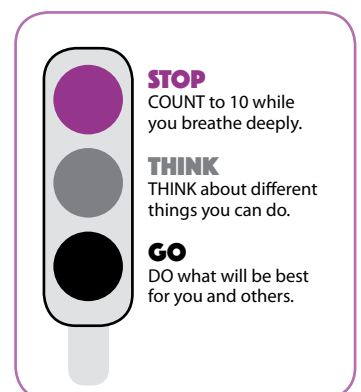
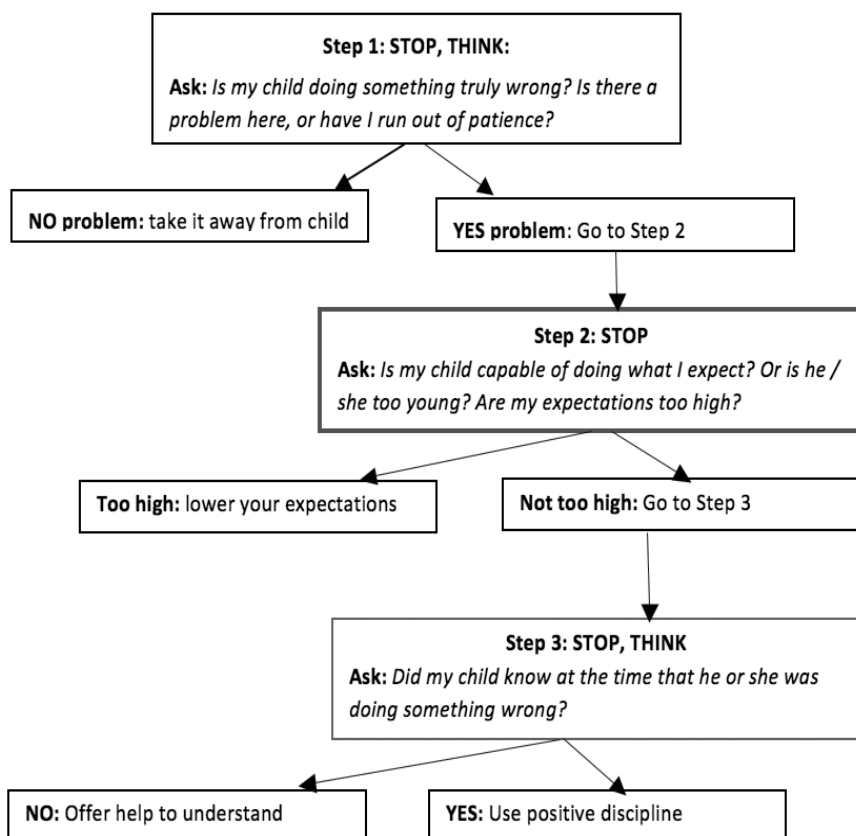
- Identify when a child is misbehaving and when a child is not misbehaving
- Explain and practise using positive parenting techniques

TIME: 45–60 minutes

MATERIALS AND ADVANCE PREPARATION

Preparation:

- **Adapt for context:** Remember to go through the whole activity before you facilitate it, and to adapt or refine the content to make it relevant to the country or context within which you are working.
- **Adapt for participants:** Decide how to accommodate those participants with low literacy levels.
- Prepare Action Chart/s.
- Prepare Flipchart 1 as follows:



¹³ Adapted from: Promundo, CulturaSalud, and REDMAS (2013) "Program P – A Manual for Engaging Men in Fatherhood, Caregiving, Maternal and Child Health". Promundo: Rio de Janeiro, Brazil and Washington, D.C. USA.



STEPS

Step 1: Recap and introduce activity

1. Recap of previous activity.
2. Take feedback on participant's homework experiences and / or their experiences of trying out any of the action points they committed to exploring.
3. Introduce this activity, explaining that we will discuss and practice different positive parenting techniques.

Step 2: Give input

1. **Refer to Flipchart 1 and give input:** Explain that before taking any action to discipline a child, it is important to STOP and ask yourself: *Is the child doing something truly wrong? Is there a problem here, or have I just run out of patience?*
2. If NO problem, release the stress away from the child.
If there is a problem, ask: *Is my child really capable of doing what I expect? Or is my child too young? Is my child developed enough to take this lesson on board?*
3. Explain: If you realise that your child is too young to be able to meet your expectations, you need to lower your expectations.
If you are being fair and your child is old enough to know better, then ask: *Did my child know at the time that he or she was doing something wrong?*
4. If NO: help your child understand what you expect, why the behaviour was wrong, and what he or she can do about it. Offer to help.
If YES, then your child misbehaved. How do you discipline your child in a positive way?
5. Read out the 'Positive Discipline Techniques' information (See *Facilitator's Notes*).

Step 3: Role-plays

1. Divide participants into groups of three or four. Ask each group to create a role-play of a realistic scene between a child and parent. In the scene, the child is misbehaving and the parent must use positive discipline to address the unwanted behaviour.
2. Give participants 10–15 minutes to plan and practice a short scene.
3. Give each group a few minutes to perform their role-plays for each other.

Step 4: Plenary

1. After all the role-plays, ask the following questions:
 - *For any of the role-plays presented, what other forms of positive discipline could have been used with the child?*
 - *Which technique would be the easiest to use with your own children? Why?*
 - *Which technique would be the most difficult to use? Why? What could you do to make it easier to use?*
 - *What are other non-violent and respectful ways to discipline children?*
 - *How can we acknowledge our children's positive behaviour?*
 - *How is 'warmth', such as showing physical affection or saying, "I love you" to your child a form of positive reinforcement of good behaviour?*

2. Give input from the *Key Points* (see below).
3. Ask:
 - *Who do you need to 'convince' in your home and community to use positive discipline?*
 - *How will you do it?*

Step 5: Wrap up

5. **Take action:** Write up action points that come out of the discussion on the *Action Chart*. Encourage participants to highlight the action points they will commit to. They can write these onto their own Action Chart.
6. **Sum up** the discussion. First ask participants what they learnt. Make sure all the *Key Points* (see below) are covered. Then recap on and clarify the following:
 - We identified when a child is misbehaving and when a child is not misbehaving.
 - We explained and practised using positive parenting techniques.
4. **Homework:** Ask participants to try out positive discipline techniques at home.
7. **Closing the circle:** If it is the last session of the day. (See notes in the *Introduction*.)

FACILITATOR'S NOTES

POSITIVE DISCIPLINE TECHNIQUES¹⁴

The type of discipline a parent uses influences the type of person a child becomes. What type of discipline do you use? What type of person do you want your child to become?

1. **Fix-up:** When children cause trouble or hurt another child, expect them to fix it up – or at least try to help. If they break a toy, ask them to help you fix it. If they make a child cry, have them help with the soothing. If they throw toys around the room, ask them to put them away.
2. **Ignore:** The best way to deal with misbehaviour aimed at getting your attention is to simply ignore it. But be sure to give attention to your children when they behave well. Children need attention for good behaviour, not misbehaviour.
3. **Be firm:** Clearly and firmly state, or even demand that the child does what needs to be done. Speak in a tone that lets your child know that you mean what you say and that you expect the child to do as he is told. Being firm doesn't mean yelling, nagging, threatening, reasoning, or taking away privileges. Keep suggestions to a minimum, and always speak kindly, even when speaking firmly.
4. **Stay in control:** Act before the situation gets out of control – before you get angry and overly frustrated and before the child's behaviour becomes unreasonable.
5. **Separate:** When children irritate one another, fight, squabble, hit or kick, have them rest or play apart for a time. Being apart for a while lets each child calm down. Then you can use other ways to encourage better behaviour.
6. **Behaviour management:** Talk with children calmly to learn what caused a disagreement. Then talk about ways to deal with it. Come to a solution that's agreeable to both you and the children. This helps children learn to be responsible for their behaviour.

¹⁴ Text adapted from *Positive Guidance and Discipline* (1998) by Georgia Knight and Jackie Roseboro. North Carolina State University and cited in *Promundo, CulturaSalud; and REDMAS* (2013) *Program P – A Manual for Engaging Men in Fatherhood, Caregiving, Maternal and Child Health*. Promundo: Rio de Janeiro, Brazil and Washington, D.C. USA



7.Redirection: When children become too rough, stop them. Explain why you are stopping them, and suggest another activity. When they knock over liquid, give them a cloth and a pail of water to clean up the mess. When they race dangerously indoors, if possible, take them outside for a game of chase. When they throw things at each other, gather them for a story or organise a game.

8.Praise: Give more attention and praise for good behaviour and less for naughty behaviour. Don't make punishment a reward. Let the child know that you appreciate a good attitude and cooperation. Children respond positively to genuine respect and praise.

KEY POINTS

- Positive discipline techniques are not what we are used to. They can be difficult to learn, and sometimes they don't work as immediately to quiet the child as hitting, slapping, or yelling. However, those techniques create fear and not understanding.
- Positive discipline, on the other hand, helps the child learn to become the kind of person you'd like them to be.
- Parents must be patient because the rewards of positive discipline can take some time. Even though it may be a new tactic, positive discipline is a technique that everyone can use – mothers-in-law, grandfathers, cousins, teachers, etc.

ACTIVITY 4: A LIVE FOOL OR A DEAD HERO¹⁵

OBJECTIVES (NOTE: To be clarified at the end of the activity only.)

By the end of this activity, participants should be able to:

- Discuss how for men, the idea of 'getting respect' and feeling 'disrespected' are often associated with conflict, confrontation and violence
- Analyse how conflict and violence between men affects women
- Identify alternatives to violence men can adopt when they feel disrespected

TIME: 2 hours

MATERIALS AND ADVANCE PREPARATION

Preparation:

- **Adapt for context:** Remember to go through the whole activity before you facilitate it, and to adapt or refine the content to make it relevant to the country or context within which you are working.
- **Adapt for participants:** Decide how to accommodate those participants with low literacy levels.
- Prepare Action Chart/s.
- Photocopy the Situations for the role-plays (one for each small group) – see the Facilitator's Notes below.

STEPS

Step 1: Recap and introduce activity

1. Recap of previous activity.
2. Take feedback on participant's homework / experiences of trying out any of the action points they committed to exploring.
3. Introduce this activity.

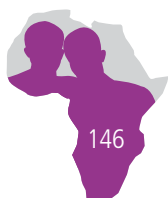
Step 2: Small group work (20 minutes)

1. Divide participants into mixed groups of five or six members. Give each group one of the Situations for the role-plays. Explain that they will need to prepare and present a short (3–5 minute) role-play based on their situation. They can add details, but the role-play should show the following:
 - An exchange of insults or an argument between men
 - The role that women play in the exchange
 - How the conflict / violence between men affects women.

Facilitator tip

Role-plays: Some groups find it difficult to create a story or choose the actors to dramatise it. Try to create a suitable atmosphere to get things moving. Emphasise how they do not need to be 'real actors' and that they do not have to worry about having a sophisticated play or story. The point is to try to make it realistic.

¹⁵ AOriginally taken from *Violence to Peaceful Co-existence*, Instituto Promundo's Project H Manual "From Violence to Peaceful Co-existence" (2002). Included in OMC manual (Activity 3.2 page 27).



2. **Role-play:** Give each group 3–5 minutes to perform their role-plays. After each one, allow time for discussion and comments.

Step 3: Plenary

1. **Discussion:** After all the role-plays, facilitate a discussion using these questions as a guide:
 - *Were these situations realistic? Can you share examples from your own experiences or observations of similar situations?*
 - *Why do men sometimes react this way?*
 - *When you (men) are confronted with a similar situation in which you have been insulted, how do you normally react?*
 - *How can you (men) reduce the tension or aggression in a situation like this?*
 - *What role do women play in situations of conflict and violence between men?*
 - *How are women affected by situations of conflict and violence between men?*
 - *Can a man walk away from a fight?*
 - *Do women react in the same way in similar situations? Why? Why (not)?*
 - *What are some examples from your own experiences and observations of non-violent ways of dealing with these types of situations?*
 - *What can men learn from women about dealing with conflict? What can women learn from men?*

Step 4: Wrap up

4. **Take action:** Write up action points that come out of the discussion on the *Action Chart*. Encourage participants to highlight the action points they will commit to. They can write these onto their own Action Chart.
5. **Sum up** the discussion. First ask participants what they learnt. Make sure all the *Key Points* (see below) are covered. Then recap on and clarify the following:
 - We discussed how for men, the idea of ‘getting respect’ and feeling ‘disrespected’ is often associated with conflict, confrontation and violence.
 - We analysed how conflict and violence between men affects women.
 - We identified alternatives to violence men can adopt when they feel disrespected.
 - **Homework:** Ask participants to reflect on how conflict and violence between men in their own lives affects women? Identify alternatives to violence that they can adopt when they feel disrespected?

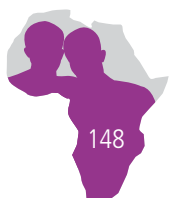
FACILITATOR'S NOTES

Situations for discussion

A. A group of friends is in a bar. A fight begins between one of the men and another man, when...
B. A group of guys are playing football after school. Trevor accuses Ronny of fouling him and pushes him in front of all the other players. Ronny responds by...
C. A group of friends go out dancing. One of them, John, sees that another guy is staring at his girlfriend. A fight begins when John...
D. A group of friends are at a football game. They are fans of the same team. A fight begins when another fan of the opposing team arrives and...
E. Mathew's new girlfriend wants to have sex. He's not sure that he's ready. She asks him, "What kind of a man are you?" He responds by...

KEY POINTS

- Respect and honour are often associated with conflict and violence among men. Research suggests that many killings among young men begin with verbal discussions – whether about a football game, a girlfriend, or an insult – and all too often escalate to violence and even homicide.
- It is important to be aware of how men and boys sometimes act in these ways; how such behaviour may give rise to violent incidents; and how it is possible to change such behaviour.



ACTIVITY 5: NEW KINDS OF COURAGE

OBJECTIVES (NOTE: To be clarified at the end of the exercise only.)

By the end of this activity, participants should be able to:

- Identify and encourage strategies that promote healthy relationships
- Discuss ways of developing fair and more responsible sexual practices
- Identify ways of challenging and taking responsibility for men's violence against women

TIME: 75 minutes

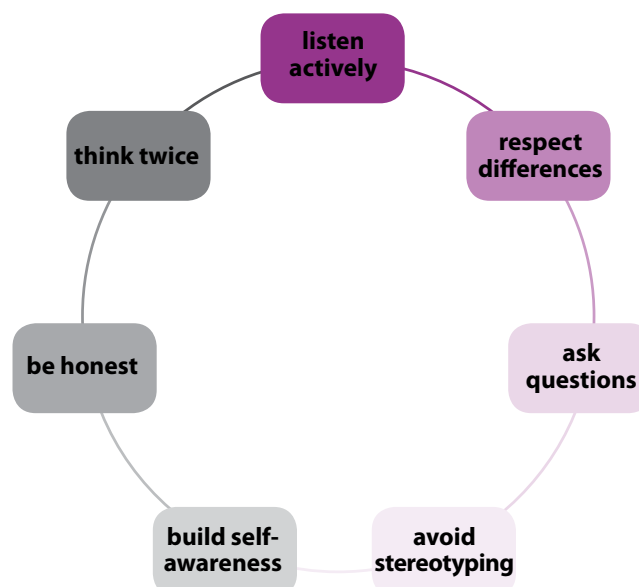
MATERIALS AND ADVANCE PREPARATION

Preparation:

- **Adapt for context:** Remember to go through the whole activity before you facilitate it, and to adapt or refine the content to make it relevant to the country or context within which you are working.
- **Adapt for participants:** Decide how to accommodate those participants with low literacy levels.
- Prepare Action Chart/s.
- Prepare a set of *Action Cards* with the scenarios shown in the *Facilitator's Notes* (see below).
- Create a *Scale of Courage* like the one below: 1 = Least courage; 5 = Most courage



- Prepare Flipchart 1 with the following diagram:



Facilitator tip

Select and adapt those Action Cards that are most relevant to the context and group you are working with.

What you need: Flipchart, tape, markers

Before the workshop: Put up Flipchart 1 and the Scale of Courage.

STEPS

Step 1: Recap and introduce the activity

1. Recap of previous activity.
2. Take feedback on participant's homework / experiences of trying out any of the action points they committed to exploring.
3. Introduce the activity.

Step 2: Discussion

1. Facilitate a discussion on why men should be concerned about violence against women and children? Ensure the *Key Points* (see below) are covered.
2. **Define terms / concepts:** Discuss what participants understand by the term, 'courage'? Can they give examples of actions they have taken where they had to have courage? Add to their definitions and examples.

NOTE: It is very important to ensure that participants have the same understanding of 'courage' as the definition in the text box. Their understanding will affect the consistency of people's answers to statements.



Glossary

Courage: To take a decision, or to act, or to confront a difficult, painful, intimidating or dangerous situation. Sometimes it is a moral decision to do the right thing. It does not mean that you are not afraid in the situation, but that despite your fear you decide to act.

"I learned that courage was not the absence of fear, but the triumph over it. The brave person is not the one who does not feel afraid, but the one who conquers that fear." Nelson Mandela

3. **Brainstorm:** Together, develop a short list of actions that men can take to prevent violence, especially against women and children, and to promote gender equity in their own relationships and in the community. Write these on a flipchart.

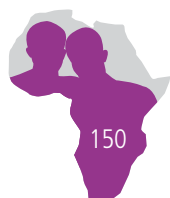
Step 4: Scale of Courage

1. Explain the Scale of Courage and how it goes from 1 = Least courage to 5 = Most Courage.
2. Give each participant an **Action Card**. Ask them to read the card and to determine how much courage is needed to take action on a scale of 1–5. They should post their card along the scale.
3. **Gallery walk:** Once all the cards are posted on the wall, review each one. Discuss whether the group agrees or disagrees with where the cards have been placed and why. Move cards around as indicated by the group.



Facilitator tip

Assist participants with low literacy levels. You can read out the card to them or partner them with a literate participant.



For example: A participant gets the Action Card: *Call the police if you hear fighting from a neighbour's house*. The participant decides that this action requires 'Some courage' and posts it in the middle of the *Scale of Courage*. However, when you review the card, the group feels that this action would require a lot of courage because the neighbour might be arrested and know that you were responsible. You move the card closer to 'Most courage' on the scale.

Step 5: Role-play

1. Divide into groups of six to seven people. Give each group three to four cards and ask them to prepare a role-play that depicts any one of these situations.
2. In the role-play they must be clear about what they would say and do to promote gender equality, respect for others, and healthy relationships.
3. Allow each group time to present their role-play.

Step 6: Discussion

1. Once each group has presented their role-play, discuss the strategies used to guide conversations and actions taken to prevent violence. Add to their list from the strategies shown on Flipchart 1.
2. Ask if there are any aspects of the activity that they could share with their partners or families. For example:
 - How could they share what they have learnt about strategies that promote healthy relationships? Who would they share these with?
 - What can men do to challenge and take responsibility for men's violence against women?
 - How can women work together to support each other and stand up against violations of their rights?

Step 7: Wrap up

1. **Take action:** Write up suggestions on the *Action Chart*. Encourage participants to highlight the action points they will commit to exploring. They can write these onto their own Action Chart.
2. **Sum up** the discussion, making sure that all the *Key Points* (see below) are covered. Recap on what was covered. First ask participants what they learnt. Then clarify the following:
 - We identified and encouraged strategies that promote healthy relationships.
 - We discussed ways of developing fair and more responsible sexual practices.
 - We identified ways of challenging men's violence against women.
3. **Homework:** Ask participants to reflect on times that they could have intervened or stood up for women's rights in the past. Why didn't they do anything then? Imagine how they would react differently now. Ask them to start taking action whenever possible.

FACILITATOR'S NOTES

Action Cards

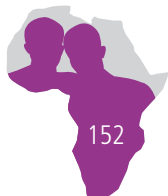
- *Ignore a domestic dispute taking place in the street in front of your house.*
- *Tell a friend that you are concerned that they are going to get hurt by their partner.*
- *Tell a man who you don't know very well that you don't appreciate him making jokes about women's bodies.*
- *Tell a friend that you don't like it when he or she tells jokes about women.*
- *Walk up to a couple who are arguing to see if they need help.*
- *Call the police if you hear fighting from a neighbour's house.*
- *Tell your partner about your HIV-positive status.*
- *Encourage your son who is pursuing a career in nursing.*
- *Keep quiet when you hear jokes that excuse or promote violence against women.*
- *Walk up to a group of men and tell them to stop harassing girls when they walk by.*
- *Tell a colleague that you think he is sexually harassing female co-workers.*
- *Encourage your son to always treat women with respect.*
- *Encourage your daughter to pursue any career she chooses.*
- *Speak to your cousin about using condoms.*
- *Tell a male friend that you admire the way he looks after his children.*
- *Tell your son that it is okay if he cries.*
- *Encourage a neighbour to seek counselling for his abusive behaviour.*
- *Tell a sexual partner you are not ready to have sex with him / her.*
- *Insist on using a condom even when your sexual partner does not want to.*

If you are working with males only you can also use the following:

- *Cry in public when you feel like crying.*
- *Cook for your partner and children after a long week at work.*
- *Participate in a men's march protesting violence against women and children.*
- *Put your arm around a male friend who is upset.*
- *Let your partner have the last word in an argument.*

KEY POINTS

- Men can play a critical role in setting a positive example for other men by treating everyone with respect and challenging other men's oppressive attitudes and behaviours. Most men care deeply about the women and girls in their lives, whether they are their wives, girlfriends, daughters, cousins, other family members, friends, colleagues, fellow parishioners, or neighbours.
- When some men commit acts of violence, it becomes very difficult for women to trust any men. In other words, as a result of the actions of some men, all men are seen as potential rapists and perpetrators of violence.
- Men commit the vast majority of domestic and sexual violence and therefore have a special responsibility to end the violence. It is, in other words, men's work to act with women to end violence committed by men.



ACTIVITY 6: MAKING CHANGE, TAKING ACTION

OBJECTIVES (NOTE: To be clarified at the end of the activity only.)

By the end of this activity, participants should be able to:

- Explain the ripple effect of personal change
- Identify personal lessons learned and changes made in this training
- Develop messages about gender equality and non-violence to send to girls and boys

TIME: 60–90 mins

MATERIALS AND ADVANCE PREPARATION

Preparation:

- **Adapt for context:** Remember to go through the whole activity before you facilitate it, and to adapt or refine the content to make it relevant to the country or context within which you are working.
- **Adapt for participants:** Decide how to accommodate those participants with low literacy levels.
- Prepare Action Chart/s.
- Photocopies / Flipchart of **Ripple Effects of Change-makers diagram** (see *Facilitator's Notes*).

What you need:

- Flipchart 1 with the following questions:
 - *What have I learned from taking part in this programme?*
 - *How have I changed from taking part in this programme?*
 - *What messages do I want to give to the women and girls in my community?*
 - *What messages do I want to give to the men and boys in my community?*
- Flipchart 2 with the following questions:
 - *How can men best use their power and privilege to promote well-being?*
 - *What can men do to be more involved in improving the well-being of family and friends?*
- Flipchart 3 with the following questions:
 - *What can women do to increase their power? What do they need in order to do this?*
 - *How can women promote their own well-being with the power that they have?*
 - *If working with Concern or partner staff, on Flipchart 4, write the question:*
 - *What can Concern (or your organisation) do to continue these conversations among staff going forward?*

Before the activity: Put up all the flipcharts.

STEPS

Step 1: Recap and introduce activity

1. Recap of previous activity.
2. Take feedback on participant's homework / experiences of trying out any of the action points they committed to exploring.
3. Introduce the activity.

Step 2: Give input

1. Explain:
 - The process of change is like dropping a rock into a pond. The ripples start small and close and gradually expand into wider circles that cover the whole pond.
 - Our personal changes are like the rock in the pond. Our changes ripple out as our words and actions make us role models in our families and with our friends. The next ripple out is when our words and actions become visible in the community, and we become a spokesperson. And then, when we join our words and actions with others, we become advocates for social change (See *Facilitator's Notes*).
 - You are learning about being change-makers. That means you will be very important role models in your families, and you will speak to others in your community as agents of change.
 - The most important message you can share with your family and your community are the lessons you have learned and the personal changes you have made in your own life.
 - In this next activity you will practise talking about what you have learned and how you have changed, and you will create messages about gender equality and non-violence for the girls and boys in your community.



Facilitator tips

When participants work in pairs, explain the following:

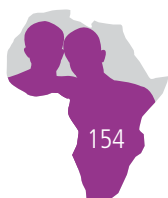
1. They must first decide who will speak first and who will listen first.
2. You will give them warning about the time they each have.
3. You will tell them when to switch roles.

Step 3: Work in pairs

1. Ask participants to pair up with one person of the other sex (men and women together; participants of higher and lower literacy levels). If necessary, two men or two women can be partners.
2. Ask each pair to find a place to sit facing each other.
3. Read the questions on Flipchart 1 aloud to everyone. Explain that each person will have 5 minutes to answer the four questions. They should imagine that they are talking to their family or friends.

Step 4: Plenary

1. Give each pair a chance to very quickly present only the last two questions about the messages they want to give girls and boys in their community.



Step 5: Group work

1. Divide the group into smaller single sex groups
2. Ask the male groups to answer the questions on Flipchart 2 and the women to answer questions on Flipchart 3 and Flipchart 4.

Step 6: Plenary

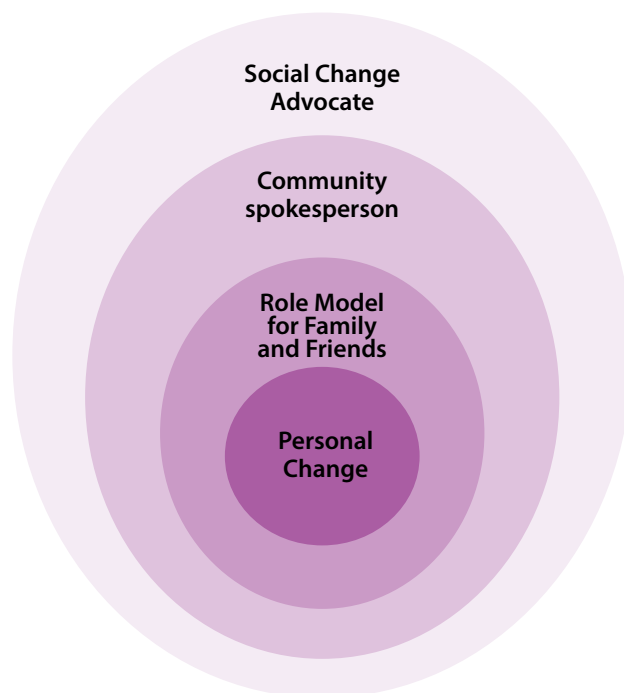
1. Bring everyone back together. Each group has a chance to put up their flipchart and report back on their discussion. After each report-back, allow a few minutes for questions and make comments.
2. Facilitate a discussion about the concept of **making changes** to help promote well-being. Ask participants to reflect on the following:
 - *How does change come about – in yourself; in another person; in your family; in your community?*
 - *What change/s do you want to make in yourself? What action/s can you take to begin this process?*
 - *What change/s do you want to help another person make (e.g. a partner)? What action/s can you take to begin this process?*
 - *What change/s do you want to help your family make? What action/s can you take to begin this process?*
 - *What change/s do you want to help your community make? What action/s can you take to begin this process?*
 - *What support do you need to make these changes? Who can give you this support?*
3. **Brainstorm:** Ask the group to discuss how change comes about. Add to their ideas – refer to the *Key Points* (see below). Emphasise that change is an ongoing process that starts with each person and then extends outwards to others.

Step 7: Wrap up

1. **Take action:** Write up action points that come out of the discussion on the *Action Chart*. Encourage participants to highlight the action points they will commit to. They can write these onto their own Action Chart.
2. **Sum up** the discussion. First ask participants what they learnt. Then recap on and clarify the following:
 - We explained the ripple effect of personal change.
 - We identified personal lessons learned and changes made in this training.
 - We developed messages about gender equality and non-violence to send to girls and boys.
3. **Homework:** Ask participants to give the messages about gender equality and non-violence to girls and boys in their households and in the community.
4. **Closing the circle:** If it is the last session of the day. (See notes in the *Introduction*.)

FACILITATOR'S NOTES

Ripple Effect of Change-Makers



According to UNAIDS, in **2017** it was estimated that:

- In 2016, **36.7 million** people globally were living with HIV/AIDS.
- Of the 36.9 million, **34.5 million** are adults (15+ years); **17.8 million** of them are women (**more than half are women**); and **2.1 million** are children (under the age of 15 years).¹⁶

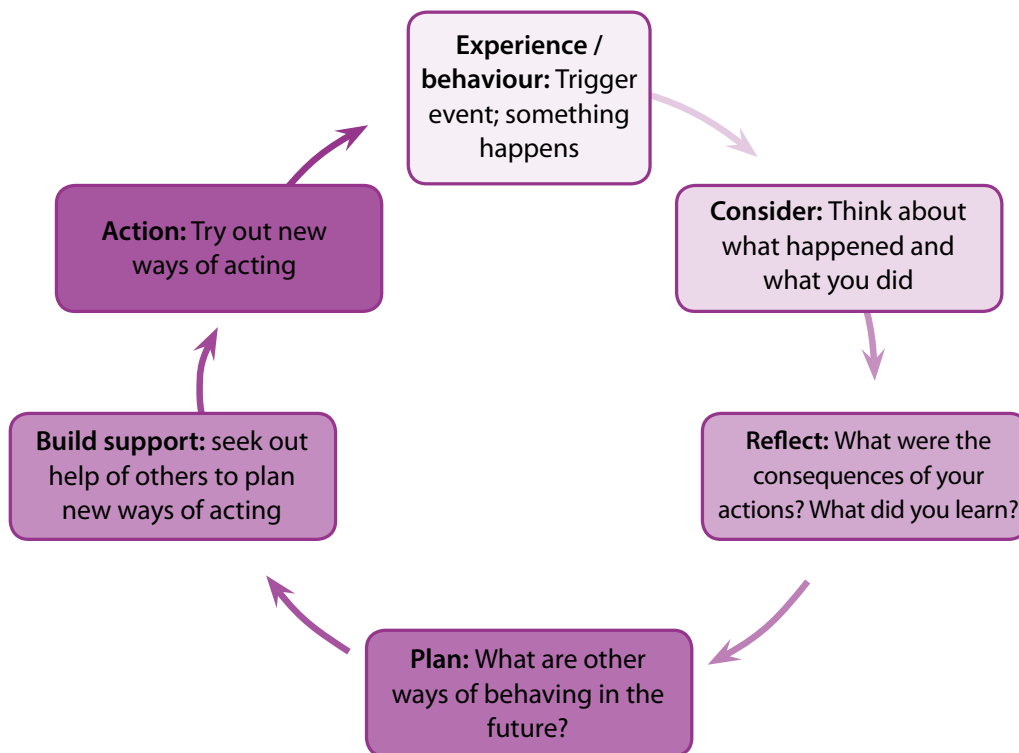
KEY POINTS

- The most immediate role men have in sexual health is in their own sexual lives.
- The privilege that men are granted because of their gender gives them power over women in sexual decision making. With power comes responsibility. Men can use this responsibility to protect themselves and their sexual partners from HIV, STIs and unintended pregnancies.
- But men also have power in the family, community, and workplace. They can use this power to promote HIV prevention, and support gender equality in order to reduce women's sexual vulnerability.
- Acting in their roles in the family and community, one of the biggest contributions men can make to HIV prevention, is to promote gender equality.
- Women's lower social, economic, and political power is the basis of their greater vulnerability to HIV. Increasingly, HIV and AIDS are becoming a women's disease in Africa and in other areas where there is extreme poverty.
- Women also have a role to play in making positive changes at home. Women can start by identifying what they want and what they need and then uniting to communicate this to each other and to their spouses.

¹⁶ For more information go to: <http://www.unaids.org/>

- In taking action on HIV, men need to listen to women, act as allies rather than protectors, and challenge sexist attitudes, behaviours, and policies.
- Change is an ongoing process that starts with each individual person. There are different situations that can trigger change, and there are different stages in the process. But generally we can see the process as being similar to this:
 - There is a trigger, for example, something happens in the person's environment, or the person experiences something, or something happens in the person's behaviour, thoughts and feelings.
 - This encourages the person to reflect on what happened, why it happened, the consequences, and how to make meaning out of it.
 - The person plans other ways of behaving in the future, and may seek the help of others.
 - He or she tries out the plans.
 - Then the cycle begins again.

We can show it like this:



ACTIVITY 7: DON'T STAND BY, TAKE ACTION

OBJECTIVES (NOTE: To be clarified at the end of the activity only.)

By the end of this activity, participants should be able to:

- Identify the roles that men and women can play as active bystanders in stopping men's violence
- Identify the support needed to help men and women take on these roles as active bystanders

TIME: 75 minutes

MATERIALS AND ADVANCE PREPARATION

Preparation:

- **Adapt for context:** Remember to go through the whole activity before you facilitate it, and to adapt or refine the content to make it relevant to the country or context within which you are working.
- **Adapt for participants:** Decide how to accommodate those participants with low literacy levels.
- Prepare Action Chart/s.
- Prepare copies of **Handouts:**
 - *What you can do as an active bystander (one for each participant)*
 - *Scenarios (one for each small group)*

What you need:

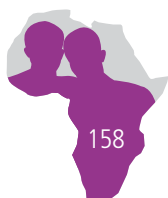
- Flipchart, markers
- All the Action Charts from this module

Before the activity: Put up the Action Charts

STEPS

Step 1: Recap and introduce activity

1. Recap of previous activity.
2. Take feedback on participant's experiences of trying out any of the action points they committed to exploring.
3. Introduce this activity.
4. **Define terms/concepts:** First ask what the term bystander means? Then ask what participants think an active bystander is. Add to the explanation.





Glossary

Bystander: A person who witnesses a situation, such as an emergency, crime, abuse or violence, and decides to either give assistance, do nothing, or contribute to the negative behaviour.

Active bystander: Someone who witnesses a situation and decides to take action and not ignore it. The person, might, for example, decide to prevent, interrupt, or intervene in a situation in a non-violent, non-threatening way, for example by facilitating a discussion between the people involved.

Step 2: Discussion

1. Ask participants to think of situations and share examples of people taking on the role of an active bystander. Discuss the examples, using these questions as a guide:
 - *What did the active bystanders do?*
 - *Why was it important that they took some form of action?*
 - *Why is it so important that men take more action as active bystanders to stop other men's violence?*
2. **Brainstorm:** On a flipchart list some of the things mentioned that men and women can do as active bystanders to stop violence in their community. Ask:
 - *What could be the challenges faced by men and women as bystanders in responding to these situations?*
 - *Are there any differences in the challenges faced by men and women?*
3. **Discussion:** Explain that one of the challenges of men taking on the role of active bystander is that this role can get confused with the sexist idea that men are supposed to protect women. Ask:
 - *What problems do you see with the idea that men are supposed to protect women?*
4. Brainstorm some of the main reasons men give for not being more active bystanders who try to stop men's violence.
5. Give each participant the **Handout:** What you can do as an active bystander. Go through the handout with participants.

Step 3: Small group work

1. Give each group one of the *scenarios* to prepare as a short (2–5 minute) role-play. Tell them not to discuss the questions yet (they will do this a little later).
2. Explain that the role-play must illustrate a conversation between a reluctant bystander and a friend who persuades him to become active and take action.
3. Give each group a chance to perform their role-play. Afterwards, people can comment or ask questions.

Step 4: Plenary

1. Bring the groups back together for a discussion, using these questions as a guide:
 - *In the role-plays, what worked well and what didn't work so well when it came to persuading the person to become an active bystander?*
 - *How can we persuade more people to become active bystanders? What stops men from being more active bystanders?*
 - *What is needed to help men become more active bystanders?*



Facilitator tip

Your role is not to counsel people who need support. Your role is to link them up with services that are available. If no services are available then your role is to help them identify other support within their community.

Step 5: Small group work

1. Ask participants to work in the same small group again, on their same scenario.
2. This time they should discuss the scenario questions.

Step 6: Plenary

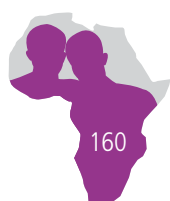
1. Ask each group to share only the highlights of their discussions.
2. Summarise the discussions. Highlight how important it is for men and women to become more active bystanders, what kind of action they can each take, and the support they might need to take this action.

Step 7: Wrap up

1. **Take action:** Write up action points that come out of the discussion on the *Action Chart*. Encourage participants to highlight the action points they will commit to. They can write these onto their own Action Chart.
2. **Sum up** the discussion. First ask participants what they learnt. Then recap on and clarify the following:
 - We identified the roles that men and women can play as active bystanders in stopping men's violence.
 - We identified the support needed to help men and women take on these roles as active bystanders.
3. **Closing the circle:** If it is the last session of the day. (See notes in the *Introduction*.)

FACILITATOR'S NOTES

Pay attention to participants' reactions to this activity. It may remind some people of experiences in their own lives – when they were a target of violence and bystanders did not do enough to stop the violence, or when they were a bystander and they did not do enough to stop the violence. Remind participants that it is okay to step out of the activity to take care of themselves.



SCENARIOS

Scenario 1: Boys will be boys

You are walking down a street and see a group of male construction workers verbally harassing a woman.

Questions for discussion:

- What can you do in this situation?
- What are the possible consequences:
 - To you?
 - To the woman?
 - To the men?
- Could anything be done to prevent this situation?

Scenario 2: Neighbourliness

Your neighbours are a married couple. You often hear them arguing. One night, you are asleep and are woken by the sounds of the husband shouting and the wife screaming as if she is being hurt.

Questions for discussion:

- What can you do in this situation?
- What are the possible consequences:
 - To you?
 - To the woman?
 - To the men?
- Could anything be done to prevent this situation?

Scenario 3: Party

You are with some friends at a house party. One of your male friends is talking about how he is always getting the 'hot chicks'. You have heard from other people that he doesn't always treat women with respect. You notice one of your female friends is very drunk and is being sweet-talked by this guy. You see them leaving the party and go outside.

Questions for discussion:

- What can you do in this situation?
- What are the possible consequences:
 - To you?
 - To the woman?
 - To the men?
- Could anything be done to prevent this situation?

Scenario 4: Across the street

You are at a friend's house watching television. You hear a woman's voice screaming for help. You and your friends run outside and see a man forcing a woman to have sex in the park across the street. You are not sure if he has a weapon or not.

Questions for discussion:

- What can you do in this situation?
- What are the possible consequences:
 - To you?
 - To the woman?
 - To the men?
- Could anything be done to prevent this situation?

KEY POINTS

- Violence occurs every day, but many people prefer to ignore it or deny it, especially men's violence against women. An active bystander is someone who chooses not to stand by and let the violence continue, but takes some form of action to help stop the violence.
- Reducing the level of violence in society will require many more men and women to step up as active bystanders. While we encourage both men and women to be active, most violence is committed by men, and many men are more likely to listen to another man than to a woman. These two facts make it essential that more men get involved as active bystanders intervening to stop other men from being violent.
- It may be that men and women take on different essential roles in being active bystanders. These may take into account feelings of safety, access to those involved, who is most likely to be listened to in each situation, access to resources and services, and so on. By working together, men and women will be able to respond more effectively.
- It is also important to mobilise men and women with power (including government, policy makers, community, and business leaders) to think of themselves as active bystanders to end violence.
- Taking steps as an active bystander is often not easy. It is important for men and women to identify ways they can support each other in their efforts to be more active bystanders.
- Sexist gender norms expect men to be the protectors of women. One danger in the active bystander approach is that some men will think that their role is to protect women. But the male protector role only ends up reinforcing women's disempowerment, which is the goal of men's violence in the first place. A core principle of the active bystander approach is that it must strengthen rather than weaken the empowerment of those who are targeted by violence.

HANDOUT: WHAT YOU CAN DO AS AN ACTIVE BYSTANDER

Take non-violent and non-threatening action to **stop, step** in and **prevent** abusive and violent behaviour.

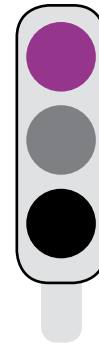
Example: A friend or neighbour is being verbally or physically abusive towards his partner.

What to do:

- **Right time:** Wait for the right time to talk to him. Offer help and support.
- **Right tone:** Talk to him in private and in a calm way.
- **Right action:** Remember that there is strength in numbers.
 - o Talk to a group of his friends and plan a group response.
 - o Talk to a group of the victim's friends and plan a group response.
- **Right support:**
 - o Go to someone you trust.
 - o Explain the situation.
 - o Ask for advice.

No excuses:

- Stand.
- Speak out.
- Act.



STOP

COUNT to 10 while you breathe deeply.

THINK

THINK about different things you can do.

GO

DO what will be best for you and others.



stand.



speak.



act.





RECAP ON MODULE 2

1. Put up all the Action Charts for Module 2.
2. **Discussion:** Facilitate a summing up discussion, using these questions as a guide:
 - *What did you learn in Module 2?*
 - *What were the main take-away messages?*
 - *What do you now know, think, feel, or can do, which you did not know, think, feel and could do before?*
 - *Do you have a better understanding of the following:*
 - *The influence that fathers or other male authority figures have on our lives, and how to build on the positive aspects and address the negative impacts.*
 - *Alternatives to violence that men can adopt.*
 - *What men can do in various key roles to enhance the health and well-being of their family, friends and community?*
 - *The role that men can play as active bystanders in stopping men's violence, and the support needed in this role.*
3. **Gallery walk:** Do a quick walk around the Action Charts for Module 2 and discuss the concrete steps participants can take to address issues that arose through the activities in Module 2.
4. **Closing circle** (See notes in *Introduction*).

MODULE 3: FACILITATING THE CHANGE PROCESS

Major focus: Having started to transform their own personal gender attitudes, behaviour and values, participants are in a better position to pass on their knowledge and understanding to others. This module considers how participants can take what they have learnt so far about gender transformation into their own communities.

Target participants: This module is intended to be used for MenEngage partners and trainers.

Objectives of the module:

- To provide input about using awareness-raising and mobilisation strategies at the community level
- To provide examples of the types of activities that can be adapted for use with different community groups

“
Never doubt that a small group of thoughtful, committed citizens can change the world.” Margaret Mead (American anthropologist)
”

Levels at which we can mobilise

We can work on different levels to provide information and support, share concerns, and raise consciousness about gender inequalities, gender-based violence, and the impact of HIV and AIDS specifically on women.

- **Personal and interpersonal level:** We can engage with individuals, families and neighbours, facilitate mini-workshops and open houses, and implement door-to-door campaigns.
- **Community spaces:** We can engage with specific community groups, for example in schools, on the soccer field, on street corners, in drinking places, and at taxi ranks.
- **Community social structures:** We can engage community leaders, stakeholders and community organisations with the aim of sharing concerns, networking and organising collective action around a specific gender issue. As an example, most communities have deeply entrenched religious and traditional structures and institutions. Engaging with these structures can be an important part of tackling gender-based violence and changing the culture of patriarchy.

Ways in which we can mobilise

Sonke Gender Justice has a wide range of resources that you can tap into and use for community mobilisation, such as videos, digital stories, photographs, articles, and audio stories and interviews. There are resource packs on gender equality, gender-based violence and HIV and AIDS. There are also a digital library of books, toolkits, manuals, infographics and fact sheets. Available at: <http://genderjustice.org.za/project/community-education-mobilisation/>



THEMATIC SEQUENCING	ACTIVITIES	AVERAGE TIME / ACTIVITY	Group recommendation: single sex or mixed sex (depending on context)
THEME 1: COMMUNITY EDUCATION AND MOBILISATION	Activity 1: Door-to-Door Campaign	3 hours	Mixed
	Activity 2: Street Interventions: Open Houses	30 mins	Mixed
	Activity 3: Drinking Places Workshop	2–3 Hours	Mixed
	Activity 4: Workshop on Sustainable Development Goals	90 mins	Mixed
	Activity 5: Community Dialogue Workshop	2 hours	Mixed

ACTIVITIES

The activities that follow are examples of the three community mobilisation strategies:

As you read through the activities and strategies used, think about how you could adapt the strategies used for your context, content, purpose and audience.

“
Great things are done by a series of small things that are brought together.”
Vincent Van Gogh (Dutch artist)

ACTIVITY 1: DOOR-TO-DOOR CAMPAIGN

OBJECTIVES

By the end of this activity, participants should be able to:

- Organise a space at home and in the community to discuss sensitive issues related to people's lives
- Make residents aware that there are other people in their community with whom they can share sensitive issues
- Encourage participants to speak with family members about the issues discussed

TIME: 3 hours

LOCATION: Neighbourhoods in your community

TARGET PARTICIPANTS / COMMUNITY GROUP: Residents of community

MATERIALS AND ADVANCE PREPARATION

Preparation:

- **Plan:** Decide on the purpose of the door-to-door campaign, and the themes / issues you want to address. Decide on the area you will cover and the time of day you will go door-to-door. Remember this will influence who is around to speak with.
- **Delegate:** Plan who will organise what for each door-to-door. (Go in groups of 2 to 3 facilitators.)
- **Prepare:** Read up on the theme / issues you plan to address. Be ready to answer questions on a range of topics.
- **Practise:** Before you go door-to-door, meet up with other facilitators to discuss issues that may come up. Do role-plays to practise answering difficult questions that you might encounter.

NOTE: This example uses violence against women as a theme, but the steps can be adapted for other themes/issues.

What you need: Paper, markers, pens, relevant materials to leave at the homes

STEPS

1. Before you go door-to-door (20 minutes): Meet on the day of the Door-to-Door Campaign. Check-in with others. Decide who will cover which areas. Agree on when and where to meet back up again.
2. Door-to-Door (2 hours): In groups of 2 or 3, head out into the community. At each house you visit:
 - Talk to everyone who is willing to talk to you in the household, this could be both men and women depending on who is home.



Suggestion

Programmes may want to create Facilitator's Guides on the topics that will be discussed in a Door-to-Door Campaign, with key facts and key discussion questions. Trainers would carry all Guides with them so that they are prepared to shift the topics depending on need.



- Explain who you are, why you are there, and what you are hoping to achieve.
- Explain that there are many challenges in our communities today, like violence, crime, HIV, poverty, and so on. Today you want to focus on violence against women and how we can prevent it from happening.
- Have a discussion with the person using these questions as a guide:
 - *What do you do daily to protect yourself from violence?*
 - *What do you feel you do not have or lack, to protect yourself from violence?*
 - *How do you think men's violence impacts on women's lives?*
 - *How does men's violence also damage men's lives?*
 - *How can women in the community protect themselves from violence?*
 - *What can we do together to change the situation and help to create a community in which women don't live in fear of men's violence?*
- Answer any questions. Ask what support they feel they might need.
- Encourage the people you meet to speak with their family members about violence against women and how we can prevent it from happening. Ask what specifically they think they will want to talk to different family members about.
- End by inviting them to get involved.
- Give out information, including information on where to get further support.

POINTS TO BE AWARE OF

Many people are shocked and become angry when they learn about the extent and impact of violence against women. Help participants to look more closely at their reactions and use their anger to identify useful ways to prevent violence and to promote gender equity.

- Make the following clear:
- You are not accusing anyone in the room of having created this climate of fear. You are trying to show how common and devastating violence against women is.
- Anger can be a powerful motivating force for change.
- Some men think that they need to protect women from violence. Explain that men and women need to work **together** as allies in this effort.
- Although there are men who may be victims of sexual violence, most survivors of sexual violence are women.

KEY POINTS

- **Sexual violence and the threat of violence is an everyday fact for women** – in all parts of Africa and in all sectors of society. Violence against women damages women's lives in many ways.
- **Sexual violence has consequences** for women, for men, and for intimate partner relationships, for families and for communities.
- **Because men do not live with the daily threat of sexual violence, they do not realise the extent of the problem that women face.** Many men do not understand how actual sexual violence and threatened sexual violence are a regular feature of women's daily lives.
- **Men's lives are also damaged by sexual violence against women.** It is men's sisters, mothers, daughters, cousins and colleagues who are targeted by this violence – women who men care about are being harmed by sexual violence every day. Social acceptance of this violence against women gives men permission not to treat women as equals and makes it harder for men to be vulnerable with their partners, wives and female friends.

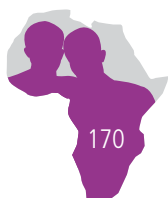
3. Post-Door-to-Door debrief (40 minutes): Meet up at the agreed meeting point for debriefing. Discuss questions like:

- *How was the experience?*
- *What kinds of questions were asked?*
- *What did people want to know about?*
- *Were there any challenges or surprises? How did you handle these?*
- *What can we do differently (better) next time?*
- *Other remarks?*

Feed your comments back to programme management so that they can make adjustments to planning and implementation as necessary.

FACILITATORS' NOTES

- **Be well-versed and prepared.** You may plan to talk about violence, but someone might be more interested in learning about HIV and AIDS. Be ready to answer questions on a range of topics, and be willing to admit you do not know if you are not sure about something. If you don't know an answer, tell the person you will look for the answer and get back to them. Make sure you follow up on this commitment.
- **Listen.** You have a lot of valuable information to give, but they might also want to share some personal stories or thoughts.
- **Encourage participants to talk with other family members, including their partners and children, about violence against women.** Research has shown that this can be a powerful way to help participants reflect and also a way to spread the message to others!
- **Respect that you are going into someone else's home.** Back off if they do not seem interested or they seem to be getting upset. Offer them relevant materials. It is okay if they don't want to take them.
- Maintain respect. If you do not agree with what they are saying, maintain respect and offer them information that might help them re-think an issue.
- Your safety comes first. Remove yourself from the situation if you don't feel comfortable. Always stay in groups of 2 or 3.



ACTIVITY 2: STREET INTERVENTIONS: OPEN HOUSES

OBJECTIVE

By the end of this activity, participants should be able to:

- Provide a safe space for community members to ask any questions they have; and to seek advice and support, either publicly or privately, at a regularly scheduled time and place

TIME: 30 mins

LOCATION: Private room, preferably a central location in the community and not affiliated with any church or political party that could prevent some community members from feeling comfortable coming

TARGET PARTICIPANTS / COMMUNITY GROUP: Residents of community

MATERIALS AND ADVANCE PREPARATION

Preparation:

- **Promote** Open Houses at any and all workshops and activities. Advertise them as a space in which people can speak confidentially, get answers to their questions, and get support they may need to overcome any barriers.
- **Plan:** Establish a regular monthly date, time and location for the Open House. It may be preferable to set a time after work to ensure that as many people as possible can come. Be sure to provide light refreshments.
- **Delegate:** Plan who will organise what for each Open House.
- **Prepare:** Read up on relevant issues like gender-based violence (GBV), HIV testing, treatment, etc.
- **Practise:** Before the Open House, meet up with other facilitators to discuss issues that may come up. Do role-plays to practise answering difficult questions that you might encounter.

What you need: Cards, hat or a box (to draw questions out of), relevant materials, refreshments, condoms



Suggestion

Programmes may want to create Facilitator's Guides on the topics that will be discussed in an Open House, with key facts and key discussion questions. Trainers would carry all Guides with them so that they are prepared to shift the topics depending on need.

Consider distributing condoms as part of this activity

Call your local health clinic a week in advance to request the number of condoms you need. Be sure to bring a Condom Distribution Form to the activity. Along with offering participants a packet of condoms, ask:

- Have you used these before? Why or why not?
- Do you know how to use a condom? Offer to show them how to use it.

Fill out the Condom Distribution Form, asking for name and phone number, and writing down how many condoms you distributed. Explain that you need this information to show that you are really giving the condoms away, and not just putting them in a dustbin.

STEPS

Part 1: Questions in a hat (20 minutes)

1. Introduce yourself, others and explain the activity:

- Each participant will write a question on a card about any issue of concern to them, e.g. gender, gender-based violence, sexuality, HIV, etc. The question could be about facts, or about how to overcome personal barriers in relation the issue.
- Everyone will fold their cards and put them into the hat or box.
- You will draw the cards at random, so that no one will know who asked which question.
- Ask if everyone is comfortable with this approach? Tell them to feel free not to participate in this part of the Open House or to take their card out of the hat if they are not comfortable.

2. Read the questions:

- Once everyone has folded their card and placed it in the hat / box, choose a card at random, open it and read it aloud to the group.
- Answer each question to the best of your ability and invite other participants to offer their views.
- Draw as many new cards and answer questions as time allows.
- Consider also doing a few ice-breakers or games throughout the activity to keep the mood light.
- End by inviting participants to attend the next Open House.

Part 2: Be available to answer questions (30 minutes)

1. Tell participants that they have about 30 minutes to speak one-on-one and in private with you or one of the group members.
2. Disperse to different corners of the room. If participants do not easily come talk to you, go to them and proactively ask what questions they may have. Tell them you are here to listen and to provide support.
3. Provide participants with relevant materials.

Part 3: Refreshments (10 minutes)



Facilitator tip

Ask if anyone needs help writing their question on the card. Ask if there is someone the person trusts to write their question, or if you can help. Ensure privacy and confidentiality.



Facilitator tip

Be willing to admit you do not know if you are not sure about something. Explain that you will look for the answer and get back to them. Make sure you follow up on this commitment.



1. Put out refreshments and invite all to socialise for about 10 minutes.
2. It's possible that some people may feel more comfortable speaking with you more confidentiality once the Open House is over.
3. Try to be flexible with your time and accommodate such requests.

FACILITATORS' NOTES

- This activity is about **listening** and **providing support**. Be sure you don't fall back on lecturing or simply presenting information to participants and not letting them speak.
- **Promote** Open Houses at workshops and activities. Don't be discouraged if few people come at first. It will take time for people to understand that this is a resource available to them and to use it.
- Be well-versed and prepared to respond to questions. Be ready to answer questions on a range of **topics** and be willing to admit you do not know if you are not sure.
- Don't put out refreshments until the end. This will discourage people from coming just for the refreshments and leaving, and it will encourage some to stay for the rest of the activity.
- Your safety comes first. If you do not feel comfortable, try to diffuse the situation or remove yourself from the situation. Ask other group members to help.

ACTIVITY 3: DRINKING PLACES WORKSHOP

OBJECTIVES

By the end of this activity, participants should be able to:

- Use a common meeting place for men to challenge, inspire and educate each other about gender, gender-based violence and HIV prevention
- Promote responsible drinking as an integral part of reducing gender-based violence and HIV infection

TIME: 2–3 hours

LOCATION: Tavern, bar, drinking place selected prior to workshop

- **Space:** Check the space in the tavern / bar to see what workshop activities would suit the space best. Make sure you take into consideration: background noises; the size of the space; and that it is adequate for expected audience size – they will be able to see presentations.

TARGET PARTICIPANTS / COMMUNITY GROUP: 20-25 people

MATERIALS AND ADVANCE PREPARATION

Preparation:

- **Plan:** Decide on the purpose of the workshops, and the themes / issues you want to address. Decide which activities from Module 1 would be best for the setting. Consider showing a digital story as part of the mini-workshop and make sure that the necessary equipment is available, e.g. TV.
- **Prepare** for this workshop the week before it takes place – this is key to its success.
- **Delegate:** Who will organise what for the workshop?
- **Research:** Find out who the stakeholders are in the area and meet with them to explain what you plan to do. Decide which drinking places would be the best to hold a workshop.
- **Optional:** Identify a familiar local organisation that can partner with you in the workshop. This organisation should match your values and be willing to deliver a related message about services they offer. Examples are the local Community Policing Forum, or a shelter for survivors of gender-based violence.
- **Meet with owner:**
 - Meet with tavern / bar owner.
 - Introduce yourself. Explain the purpose of workshop and what you are trying to achieve.
 - Request to hold the workshop at the drinking place. Agree on a time.
 - Request to place a condom dispenser in the drinking place. Agree on a location for this.



Facilitator tips

Plan with the local organisation you are partnering with when they will do their presentation.

After the presentation, check in with participants: Did they know about the organisation and the service it offers? What barriers might they have in accessing the organisation of these services?



- Ask the owner what issues he / she thinks are important to discuss in the workshop, e.g. gender-based violence, alcohol abuse, HIV and AIDS.
- **Recruit.** Ask the owner to help you recruit participants. Encourage the owner to invite regulars and others.
- **Alcohol-free workshop.** Ask if the owner is willing to not sell any alcohol to workshop participants for the entire 3–4-hour workshop. If the owner wants to keep the drinking place open for other customers, request that he / she ask these customers to take their alcohol and drink elsewhere.
- **Drinking responsibly.** Let the owner know that in the workshop, among topics like gender equality, and HIV and AIDS, you also plan to cover the problems of alcohol abuse and the importance of drinking responsibly. Make sure the owner is OK with this and does not feel that you are trying to take away business.
- **Pre-workshop advertising.** Let the owner know that you would like to put posters up around the drinking place and hand out flyers / brochures about the upcoming workshop in the days prior to workshop.
- **Licensed?** Ask if the drinking place is licensed. If not, give information about why becoming licensed is beneficial.

What you need:

- Relevant material for participants
- Condom dispenser and condoms
- Appropriate activity / activities from Module 1
- Flipchart, markers and any other materials for the activity / activities you plan to do

Consider distributing condoms as part of this activity

Call your local health clinic a week in advance to request the number of condoms you need. Be sure to bring a Condom Distribution Form to the activity. Along with offering participants a packet of condoms, ask:

- Have you used these before? Why or why not?
- Do you know how to use a condom? Offer to show them how to use it.

Fill out the Condom Distribution Form, asking for name and phone number, and writing down how many condoms you distributed. Explain that you need this information to show that you are really giving the condoms away, and not just putting them in a dustbin.

STEPS

1. Introductions: Introduce yourself. Welcome and introduce participants. If you are partnering with a local organisation, introduce them.
2. Ground rules: Discuss ground rules for the workshop. Make sure all participants agree, e.g. no smoking, drinking, confidentiality, respect.
3. Workshop activities (2-3 hours): Ensure you have selected appropriate activities from Module 1 for this workshop. Use the steps in the module as a guide to doing the activity.
4. Give out the relevant materials you have.
5. After the workshop:
 - Write down how it went. Reflect on challenges, successes, and what to do differently.
 - Make sure to incorporate feedback from participants into future workshops.
 - Keep track of which drinking places you do workshops in.
 - Follow up with the owner. Ask the owner about his / her reflections of the workshop. Would the owner be willing to hold another workshop, or which other drinking places would he / she recommend holding workshops at? Offer to bring more posters and condoms if the owner is interested.
6. Debrief: With your group / colleagues, discuss questions like:
 - How was the experience?
 - What kinds of questions were asked?
 - What did people want to know about?
 - Were there any challenges or surprises? How did you handle these?
 - What can we do differently (better) next time?
 - Other Plus / Delta remarks?
7. Feed your comments back to programme management so that they can make adjustments to planning and implementation as necessary.

FACILITATOR'S NOTES

- **Be well-versed and prepared.** You may plan to talk about gender equality, but someone might be more interested in learning more about gender-based violence. Be ready to answer questions on a range of topics and be willing to admit you do not know the answer if you are not sure.
- **Respect the drinking place owner.** This is his / her place of business, and many of the participants are customers. Make sure the owner is on board with your workshop plan before the workshop, keep to the time you agreed for the workshop, and make sure to follow up with thanks after the workshop.
- **Listen.** You have a lot of valuable information to give, but people might also want to share some personal stories or thoughts.
- **Respect.** If you do not agree with what participants are saying, maintain respect and offer them information that might help them re-think the issue.
- **Your safety comes first.** Be aware of your surroundings and be prepared to phone local police if any problems arise.



ACTIVITY 4: WORKSHOP ON SUSTAINABLE DEVELOPMENT GOALS

OBJECTIVES

By the end of this activity, participants should be able to:

- Discuss the Sustainable Development Goals
- Identify strategies to use to achieve gender equality

TIME: 90 minutes

TARGET PARTICIPANTS / COMMUNITY GROUP: Participants from civil society organisations

MATERIALS AND ADVANCE PREPARATION

Preparation:

- Read up on the theme / issues you plan to address.
- Be ready to answer questions.
- Photocopy the **Questions for Discussion** (see *Facilitator's Notes* below) (one set for each small group)

What you need: Flipchart paper, markers, pens

STEPS

Step 1: Introduce activity (30 mins)

1. **Introductions:** Introduce yourself. Welcome and introduce participants.
2. Introduce the activity.
3. Explain what you hope participants will achieve as a result of doing this activity.
4. Take 10 minutes to explain the background to the Sustainable Development Goals (SDGs), what they are, what their key vision is. See <https://sustainabledevelopment.un.org/sdgs>.

Step 2: Group work (30 minutes)

1. Divide into small groups of between three and four people.
2. Give each group one set of questions to discuss.
3. Ask them to discuss the questions bearing in mind people from their own organisation, but also for groups beyond their individual organisations, and for faith and traditional leaders.
4. Explain that they will need to report back on their discussion during plenary.

Step 3: Plenary

1. Bring the groups back together and ask them to present their discussions to each other (3 mins each).
2. Present the facts and figures in the *Key Notes* (see below).

Step 4: Wrap up

5. **Take action:** Write up action points that come out of the discussion on the *Action Chart*. Encourage participants to highlight the action points they will commit to. They can write these onto their own Action Chart.
6. **Sum up** the discussion. First ask participants what they learnt. Make sure all the *Key Points* (see below) are covered. Then recap on and clarify the following:
 - We discussed the Sustainable Development Goals.
 - We identified strategies to use to achieve gender equality.
7. Ask participants to reflect on how they can take what they have learnt back into their organisation and community.

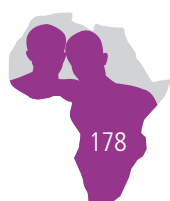
FACILITATOR'S NOTES

QUESTIONS FOR DISCUSSION:

- *What role can civil society organisations play in achieving gender equality and in achieving empowerment of women and girls by 2030?*
- *What 3–5 strategies could be used to speed up the process?*
- *What are some ways we can hold the 'gatekeepers' (like government and safety and security agencies) responsible for confronting and dealing with violence against women and girls?*
- *How can we put pressure on both traditional leaders and government to eliminate harmful practices against girls and women, such as eliminating forced early child marriages and Female Genital Mutilation?*
- *What strategies can be introduced to advocate for policies to tackle unequal salaries for men and women, and to raise salaries of underpaid workers, such as domestic workers?*
- *What strategies can be used to ensure that women are well represented at all levels of society, and given equal opportunities to men, especially in top positions?*
- *How can we ensure universal access to sexual and reproductive health care to women and girls?*

KEY POINTS

- Gender equality and women's empowerment are integral to achieving the Sustainable Development Goals (SDG). This thematic spotlight is part of a series which showcases where women and girls stand in relation to selected SDG's targets.
- Statistics confirm that dealing with sexual violence is still a huge challenge:
 - In a survey undertaken between 2005 and 2016 in 87 countries, 19% of girls and women between the ages of 15 and 49 years reported that they had experienced physical and/or sexual violence by an intimate partner within the 12-month period prior to the survey (UN, 2018).



- In 2012, 47% of women worldwide were victims of homicide and intentionally killed by an intimate partner or family member (UN, 2018).
- 47% of women compared to 6% of men are homicide victims worldwide, being intentionally killed by an intimate partner or family member.
- 49 countries have no laws specifically protecting women from domestic violence.
- 37 countries exempt rape perpetrators from prosecution if they are married to or subsequently marry the victim.
- Over the last decades, Female Genital Mutilation (FGM) rates have declined by 30%, but progress is not universal and the pace of decline is uneven. Population growth will result in even more women and girls undergoing FGM if current trends continue.
- Over 750 million women and girls alive today were married before their 18th birthday.
- Only 52% of women married or in a union freely make their own decisions about consensual sexual relations, contraceptives use, and health care.
- On average, women do three times as much unpaid care and domestic work as men.

ACTIVITY 5: COMMUNITY DIALOGUE WORKSHOP

OBJECTIVES

By the end of this activity, participants should be able to:

- Facilitate a dialogue that results in a shared understanding of gender-based violence and its link with HIV
- Enable communities, and men in particular, to gain a greater understanding of gender-based violence and its link with HIV
- Enable participants to consider what they can do to contribute towards solving the issues discussed
- Provide information on the resources that exist within their community that can help in the prevention and reduction of the incidence of gender-based violence and HIV

TIME: 2 hours

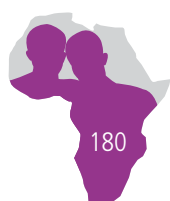
TARGET PARTICIPANTS / COMMUNITY GROUP: 75–100 people

LOCATION: Community hall, church or sports field

MATERIALS AND ADVANCE PREPARATION

Preparation:

- **Plan.** Decide on the purpose of the workshops, and the themes / issues you want to address. Decide on where, and when you will hold the workshops.
- **Delegate:** Who will organise what for the workshop?
- **Prepare:** Find out who the stakeholders are in the area and meet with them to explain what you plan to do. Especially meet with local leaders to get permission for the workshop and assistance with mobilisation.
- **Optional:** Identify a local organisation that can partner with you in the workshop. This organisation should match your values and be willing to deliver a related message, and share the services they offer. The following are possible partners and stakeholders to involve: Community Action Teams, clinic committees, school governing bodies, local media, traditional / faith leaders, business leaders, youth leaders, ward committees, Community Policing Forums, transport associations, social services, municipality, NGOs / CBOs.
- **Prepare partners to present input:** If you want partners to give input in the workshop, work with them on their presentations. They need to be aware that this not simply an opportunity for them to speak generally about the services they provide. They need to add to the dialogue with useful information about services and strategies to use to prevent and reduce the incidence of gender-based violence and HIV. Ensure that their focus is on helping the community you are working with to effectively address their issues.



- **Venue:** Check the space you plan to use to ensure that it has the required facilities for your purposes. Take into consideration: background noises; the size of the space and that it is adequate for expected audience size – that they will be able to see presentations.
- **Invite** potential participants. Get commitment about attendance.
- **Media:** Decide on the relevant types of media you will use, e.g. print, audio, video, etc.
- **Language:** If necessary, identify local people who can help with translations.
- Prepare Flipchart 1 for small group discussion, with the following questions:
 - *Is violence a natural instinct, or is it learned and can therefore be changed? How can it be changed? What support is needed for this?*
 - *How do violence and HIV hurt families and the community? What role can men play in their prevention? What are you willing to do?*
 - *Why is sexual violence so prevalent in our community? What can be done about it? What are you willing to do about it?*
 - *What services are available in the community to support the prevention of violence and HIV? Are they easily accessible and used? Why or why not? What could be done to get more people to use them? What are you willing to do?*

What you need: Flipchart, markers, loud speakers or PA system (for bigger audience), relevant promotional / educational materials

Before the workshop: Put up Flipchart/s 1 where everyone can see it.

STEPS

Step 1: Introductions

1. **Introduce the event:** Community Dialogue on Gender-Based Violence and HIV.
2. **Introduce the purpose and objectives.** Explain that this workshop is intended to support men (and women) to act on their convictions that violence against women is wrong and must be stopped. The dialogue is designed to help men and women take action in their own lives and in their communities to promote healthy relationships based on a commitment to gender equality and to supporting women to achieve their rights to health, happiness and dignity.
3. **Introduce the facilitators and partners.**

Step 2: Give input (10–15 mins)

1. Select relevant information from the Key Points (see below) to present. But keep it brief. This is not a lecture. It is simply time to give some input into becoming a positive role model for our children.
2. Lead into a general conversation around violence, HIV and the consequences for the community.
3. Use these questions as a guide:
 - *What do you think is the link between HIV and violence?*
 - *Why is violence so prevalent in our community?*

Step 3: Small group work (20-30 mins)

1. Divide into small groups for more in-depth discussions around gender-based violence and HIV.
2. Ask groups to be prepared to report back the key points of their discussions.

Step 4: Plenary

1. Once the groups have finished their dialogues bring them all back together and give each a chance to report back (5–10 minutes each). This may spark more conversation and it will be important for you to ensure the group stays on topic and focuses on moving forward.
2. Add to the discussion if relevant, from the *Key Points* (See below).
3. Write up suggestions from Steps 4 and 5 on the *Action Chart*. Encourage participants to highlight the action points they will commit to exploring.

Step 5: Input from partner organisations

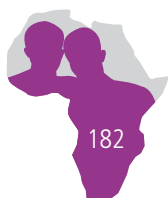
1. Explain that each partner organisation will present input on the issues being discussed, namely gender-based violence and the link with HIV.
2. Allow time for presentations and questions / answers.
3. Summarise the information shared; highlight services available; why it is important to use them; and what can be done collectively and individually to ensure that all people have access to them.

Step 6: Wrap up

6. **Sum up.** Make sure that the information in the Key Notes (see below) is covered. Recap on what was covered. First ask participants what they learnt. Then clarify the following:
 - We had a dialogue that result in a shared understanding of the issues being discussed.
 - We gained a greater understanding of gender-based violence and its link with HIV.
 - We considered what we could do to contribute towards solving the issues.
 - We learned about the resources that exist within our community that can help in the prevention and reduction of the incidence of gender-based violence and HIV.
7. **Closing the circle:** See notes in the *Introduction*.

FACILITATOR'S NOTES

- **Community dialogue** is aimed at bringing men and women together, often in couples, in a carefully facilitated discussion around gender equality, using the content from Modules 1 and 2 of this manual. The process must be facilitated by trained community facilitators who help participants to express their views and opinions, listen to each other, deepen their understanding of issues, reach a common understanding or perspective and arrive at workable solutions.
- Dialogues can focus on different issues with aims such as:
 - Increasing men's understanding of the roles that they can play in supporting gender equality in childcare, health, non-violent homes, and nutrition



- Educating men, women, boys and girls about the negative effects of GBV
- Helping men to become influential in mentoring, educating, and leading other men and boys in their household and community
- Improving women's access to and control over resources for their personal and household well-being
- Advancing women's involvement in decision-making and control over resources at the household, community and district level
- Improving women's knowledge and opportunities, and in so doing their status and household income.

KEY POINTS

ONE MAN CAN BE A POSITIVE ROLE MODEL

- **Teach early.** It's never too soon to talk to a child about violence. Let him know how you think he should express his anger and frustration – and what is not acceptable. Talk with him about what it means to be fair and to treat others with respect.
- **Be there.** Boys will probably not say this directly – but they want a male presence around them, even if few words are exchanged. If it comes down to one thing you can do, this is it. Just being with boys is crucial. The time doesn't have to be spent in activities.
- **Listen.** Hear what he has to say. Listen to how he and his friends talk about girls. Ask him if he's ever seen abusive behaviour amongst his friends. Is he worried about any of his friends who are being hurt in their relationships? Are any of his friends hurting anyone else?
- **Explain how.** Teach him ways to express his anger without using violence. When he gets angry, tell him he can walk it off, talk it out, or take a 'time out'. Let him know he can always come to you if he needs to talk. Give him examples of healthy things he might say or do to prevent violence.
- **Keep it real.** A child is unlikely to approach you and ask for advice on how to treat women. But that doesn't mean he doesn't need it. Try watching TV with him or listening to his music. If you see or hear things that encourage violence against women, tell him what you think about it. Never hesitate to let him know you disapprove of celebrities who disrespect women, and that you don't like jokes, video games and song lyrics that degrade women. And when it comes time for dating, make sure he knows that treating girls with respect is important.
- **Take responsibility.** If you've been violent in your own relationship and particularly if your child has been exposed to your violence, it is extremely important that you take responsibility for your actions. Children are often confused by domestic violence so it's really important that you explain that you 'own' your violence. Make it clear that you acknowledge that the violence was wrong and that it wasn't the child's fault or your partner's fault. Explain that you will not be violent again. Then stick to your word.
- **Teach often.** Your job isn't done once you get the first talk out of the way. Help him work through problems in relationships as they arise. Let him know he can come back and talk to you again any time. Use every opportunity to reinforce the message that violence has no place in a relationship.
- **Be a role model.** Fathers, coaches and any man who spends time with boys or teens will

have the greatest impact when they ‘walk the walk’. They will learn what respect means by observing how you treat other people. So, make respect a permanent way of dealing with people – when you’re driving in traffic, talking with customer service reps, in restaurants with waiters, and with your family around the dinner table. He’s watching what you say and do and takes his cues from you, both good and bad. Be aware of how you express your anger. Let him know how you define a healthy relationship and always treat women and girls in a way that your son can admire.

IS VIOLENCE A NATURAL INSTINCT OR, IS IT LEARNED AND CAN THEREFORE BE CHANGED? HOW CAN THIS IT BE CHANGED?

- Men are socialised into violence and commit the vast majority of violent acts.
- Men learn violence as a result of experiencing it in childhood or as adults. But violence is a learned behaviour that can be unlearned.
- Saying that men choose to use violence, rather than men lose control and become violent, is the first step towards holding men accountable for their decisions and actions.

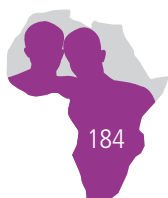
HOW DO VIOLENCE AND HIV HURT FAMILIES AND THE COMMUNITY?

- Many women are infected with HIV.
- Many women are dying from AIDS-related diseases.
- Many women do not feel safe in their relationships.
- Many men are worried about their HIV status.
- Many men recognise that violence destroys love in relationships.
- Many children are now orphans.
- Children are negatively affected when they grow up with violence in their home, they are more likely to become violent themselves as children and as adults.
- Families lose income due to violence and HIV / AIDS.
- Families cannot develop properly when burdened with violence and HIV / AIDS.
- When women are sick, they are unable to effectively participate in family or community.
- When women are sick, they cannot be fully productive at work, at home or in the community.
- Health care providers, local leaders, and the police are burdened with service delivery for women experiencing violence and HIV/AIDS.

WHAT ROLES CAN MEN PLAY TO PREVENT VIOLENCE AND HIV/AIDS?

Commit to never using violence against any woman:

- Talk with your partner about how to resolve conflict without violence.
- Speak to friends and relatives who you know are abusing women.
- Assist women who are being abused (through listening, talking, providing shelter, etc.).
- Take action when you hear or see violence happening.



- Speak out publicly against violence.
- Form groups to talk about problems affecting men.
- Support and encourage other men who have committed to non-violence.
- Raise your girl and boy children the same, without discrimination.

Commit to never forcing a woman to have sex.

- Commit to being faithful in your intimate relationship.
- Commit to practising safe sex, including always wearing a condom if you have more than one partner, and respecting the wishes of your partner/s.
- Go for HIV testing with your wife or girlfriend.
- Be faithful to your partners and show affection and willingness to communicate openly.

WOMEN, GENDER-BASED VIOLENCE AND HIV

- Women often cannot negotiate condom use or safe sex.
- Many women (married and single) are forced to have sex.
- Women, young women and girls are at risk of coercive or transactional sex, i.e., they are forced to submit to having sex due to their circumstances not because they want to.
- They are vulnerable to rape and sexual assault by strangers.
- Sexual abuse of girls and young women is often perpetrated by adults known to them.
- Women are vulnerable to being forced into early marriages or other practices such as Female Genital Mutilation (FGM).



RECAP ON MODULE 3

1. **Discussion:** Facilitate a summing up discussion, using these questions:
 - *What did you learn in Module 3?*
 - *What were the main take-away messages?*
 - *What do you now know, think, feel, or can do, which you did not know, think, feel or could do before?*
 - *Do you have a better understanding of the following:*
 - How to use awareness-raising and mobilisation strategies at the community level.
 - What types of activities can be adapted for use with different community groups.
2. **Closing the circle:** See notes in the *Introduction*

MODULE 4: COMMUNITY MEDIA WORK

Major focus: This module considers the role of all the different types of media in shaping societal expectations of gender-related issues. The module provides strategies to use to occupy media spaces in engaging with communities.

Target participants: This module can be rolled out to all participants interested in working with media.

Outcomes of Module 4:

By the end of this module, participants should be able to:

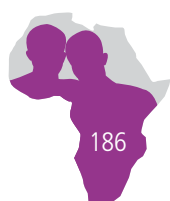
- Identify ways the media represents gender
- Identify ways of using the media to help address gender-related issues
- Prepare key campaign messages for specific target groups, using different media

Thematic content:

- **Arts and media:** Used to create visible and provocative messages, for example, through film screenings and facilitating workshops on digital storytelling or mural painting.
- **Community radio:** A powerful medium for getting out information, starting discussion, raising awareness, and promoting a change in attitudes and behaviour on gender issues. It can also be used to engage men and boys in preventing HIV transmission and gender-based violence (GBV), and in promoting gender equality.

Thematic sequencing activities, time allocation, and group recommendation:

THEMATIC SEQUENCING	ACTIVITIES	AVERAGE TIME/ ACTIVITY	Group recommendation: single sex or mixed sex (depending on context)
THEME 1:	Activity 1: Sex and Gender in the Media	60 mins	Mixed
	Activity 2: Community Radio	60 mins	Mixed
	Activity 3: Develop Key Messages for a Campaign	60 mins	Mixed



ACTIVITY 1: SEX AND GENDER IN THE MEDIA

OBJECTIVES (NOTE: To be clarified at the end of the activity only.)

By the end of this activity, participants should be able to:

- Discuss the power of the media
- Explore gender representation in the media
- Identify ways of using the media to help address gender-related issues in communities

TIME: 60 mins

MATERIALS AND ADVANCE PREPARATION

Preparation:

- **Adapt for context:** Remember to go through the whole activity before you facilitate it, and to adapt or refine the content to make it relevant to the country or context within which you are working.
- **Adapt for participants:** Decide how to accommodate those participants with low literacy levels.
- Prepare Action Chart/s.
- Photocopy the Handout: Gender representation in the media for each group (see Facilitator's Notes below).

What you need: Flipchart paper, markers, tape

STEPS

Step 1: Introduce the activity (10-15 mins)

1. Introduce this activity.
2. **Define terms / concepts:** Ask if anyone can explain the term, 'media' – what it is and what it does? Add to their explanation.



Glossary

Media: The communication channels through which news, entertainment, education, data, information, or promotional messages are disseminated to the public.

3. **Discuss:** Ask participants to mention types of media they know and what role it plays in shaping community attitudes. Add to their explanation.



Glossary

Types of media: It includes print media, the press, broadcasting, photography, advertising, cinema, broadcasting, newspapers, magazines, TV, radio, billboards, direct mail, telephone, fax, internet, publishing and social media, like Facebook, twitter Instagram, WhatsApp, etc.

Step 2: Group work (15–20 mins)

1. Divide participants into three or four small groups.
2. Give each group a set of pictures and question to discuss (see *Facilitator's Notes* below).

Step 3: Plenary

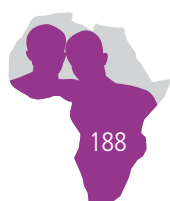
1. Give each group 5 minutes to present the key points of their discussions.
2. Allow for discussions for 20 minutes after all groups have presented.

Step 4: Role-play

1. Ask each group to prepare to role-play the character in their handout, based on the points they discussed in their groups. Give each group 5 minutes to prepare the role-play.
2. Give each group 3 minutes to present the role-play to the whole group.
3. After each role play lead a discussion using these questions as a guide:
 - *How did you feel participating in the role-play? Why?*
 - *What discourages both men and women from reading certain articles or magazines? How does the language used in the media and how information is presented, target certain groups based on gender?*
 - *Do you think media presents men and women to society in a fair way? Why or why not?*
 - *Does media help in eradicating gender inequality and discrimination? Why or why not?*
4. Now ask all participants for suggestions to the following questions:
 - *How can civil organisations work with the media to tackle gender-based violence and to promote gender equality?*
 - *What can be done to hold the media accountability for promoting gender equality?*
 - *How best can media report gender-based violence and violence against children?*
 - *What are some strategies that civil organisations can use to occupy media spaces?*

Step 5: Wrap up

1. **Take action:** Write up suggestions from the above discussion on the *Action Chart*. Encourage participants to highlight the action points they will commit to exploring. They can write these onto their own Action Chart.
2. **Sum up** the discussion, making sure that all the *Key Points* (see below) are covered. Recap on what was covered. First ask participants what they learnt. Then clarify the following:
 - We discussed the power of the media.
 - We explored gender representation in the media.
 - We identified ways of using the media to help address gender-related issues in communities.



FACILITATOR'S NOTES

- Terminology that you might need to use / explain:
 - **Heterosexual:** Men who are attracted to women; women who are attracted to men.
 - **Homosexual:** People who are attracted to others of the same sex.
 - **Lesbian:** A woman who is attracted to other women.
 - **Gay:** A man who is attracted to other men.
- Men and women are still not equal in accessing certain media spaces based on society's expectations, for example, political articles are still regarded as 'men's business' and home care articles as 'women's business'.
- The media plays a huge role in presenting women as sex objects.
- People who work in media are from the same communities who are battling with patriarchy and issues of gender inequality, gender-based violence and are homophobic to certain groups. However, in some instances engaging them in various platforms has worked.
- Civil society organisations can contribute by providing media with relevant content that will educate communities.
- There have been several different approaches to the issue of gender and the media. These include: empowering women journalists; creating alternative media for women's voices to be heard; seeking to bring about gender balance in the media as well as in its editorial content.

What is to be done?

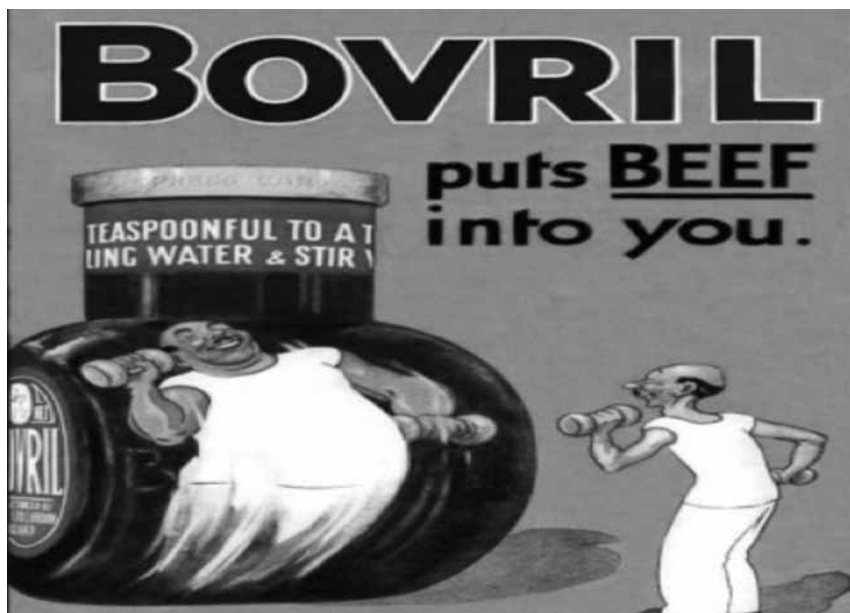
"If newspapers are serious about the representation of women, letting their voices be heard, giving them space and visibility, then they need to go a little further than they are doing now. It is not enough to have a little page filler on some woman. The challenges are more on how to present the stories, the headlines and what they reflect, the amount of space, who gets to speak and has the last word, and the kind of analysis. In summary, it is about access, representation, participation, visibility, space, language and interpretation" – Everjoyce Win, *Missed Opportunities, An Analysis of Newspapers Coverage of Gender Issues and Women in Zimbabwe, January–December 2000*.

HANDOUT: GENDER REPRESENTATION IN THE MEDIA



Questions for discussion

- How are women presented in the media?
- What effect does this have on women, on men, and how society expects them to behave?



Questions for discussion

- How are men presented in the media?
- What effect does this have on women, on men, and how society expects them to behave?

ACTIVITY 2: COMMUNITY RADIO

OBJECTIVES (NOTE: To be clarified at the end of the activity only.)

By the end of this activity, participants should be able to:

- Discuss the importance of planning and preparing in order to develop confidence as a radio guest
- Plan how to handle difficult questions from a radio interviewer and from callers
- Understand some 'Do's and Don'ts for radio guests'

Time: 60 mins

MATERIALS AND ADVANCE PREPARATION

Preparation:

- Adapt for context: Remember to go through the whole activity before you facilitate it, and to adapt or refine the content to make it relevant to the country or context within which you are working.
- Adapt for participants: Decide how to accommodate those participants with low literacy levels.
- Prepare Action Chart/s.

What you need: Flipchart, markers, handouts

STEPS

Step 1: Introduce the activity

1. Explain that it is very important to work with radio stations to strengthen your work and to reach a part of the community who do not have access to community workshops or dialogues.
2. Ask if anyone has worked with any national or community radio stations. If they have, ask them to share their experience.
3. Explain that working with any radio station as a radio guest is exciting, but it can be disastrous if you don't plan properly or if you don't have a good understanding of your content. You will have to answer difficult questions from the interviewer and from callers or listeners.

Step 2: Role-play

1. Ask for three (3) volunteers – presenter, guest and caller, to do a role-play of a radio show interview. The interviewer will ask the guest questions about her/ his organisation; and then the caller will ask questions when the presenter allows callers to call in.
2. In the first role-play do an example of a bad radio interview, for example, the guest arrives late for the interview; mumbles; calls the presenter the wrong name; talks off the topic; gives incorrect information; is rude to the interviewer and the caller.



3. Ask the other participants to observe and give feedback about the performance of the radio guest.
4. Repeat the role play with another three (3) volunteers. This time they do an example of a good radio interview: the guest arrives on time; speaks clearly; calls the presenter the correct name; sticks to the topic; gives accurate information; is polite to both the interviewer and the caller.
5. Ask the other participants to observe and give feedback about the performance of the radio guest.
6. Ask the group to draw out a list of 'Do's' and 'Don'ts' of radio interviews. Write up their ideas on newsprint under two columns like this:

DO	DON'T

7. Add to their list from the 'Do's and Don'ts for radio guests' (see the Key Points below).

Step 3: Give input

2. Ask: How would you prepare for a radio interview? What research would you do?
3. Add to their ideas by giving input on **How to prepare properly for a radio interview** (see the *Key Points* below).
4. Ask: How would you handle difficult questions or callers?
5. Add to their ideas by giving input on **How to handle difficult questions and callers** (see the *Key Points* below).
6. Finally take feedback on confident they would now feel if they were invited to participate in a radio interview. Would they know how to prepare for it properly, how to handle difficult questions and callers, and the do's and don'ts for radio guests?
7. Give input on the steps to using community radio as a mobilisation tool (see *Facilitator's Notes* below).

Step 4: Wrap up

8. **Sum up.** First ask participants what they learnt. Then recap on and clarify the following:
 - We discussed the importance of planning and preparing in order to develop confidence as a radio guest.
 - We planned how to handle difficult questions from a radio interviewer and from callers.
 - We learnt about some 'Do's and Don'ts for radio guests.

FACILITATOR'S NOTES

- Much of our organisational work focuses on community workshops, dialogues or campaigns and misses a lot of community members who can't access these gatherings. So it is important to use radio to target this group.



- However, it is important to identify the relevant radio station that your target group or audience actually listens to, to ensure that your message reaches them.
- Do research into who your target audience is – what are their issues, problems, needs and wants.
- Develop catchy, exciting messages that will attract your target audience and get them wanting to tune in for more.

STEPS TO USING COMMUNITY RADIO AS A MOBILISATION TOOL:

- **Step 1:** Identify community radio stations to target – those with 60% talk and 40% music.
- **Step 2:** Provide radio stations and radio presenters with gender training.
- **Step 3:** Help community radio stations with content – design and develop specific radio materials for them.
- **Step 4:** Develop radio materials in local language/s.
- **Step 5:** Provide organisations with basic information on how to participate in radio shows.

KEY POINTS

DO'S AND DON'TS FOR RADIO GUEST(S):

DO	DON'T
• Be on time • Be prepared • Be organised • Be confident • Manage your time on air • Stick to the question • Have the information you need • Understand the content you are discussing • Stick to facts • Be a good listener • Obey the studio rules (not drinking, not swearing etc.) • Know your host / interviewer	• Leave your phone on • Mumble • Be disorganised • Cough or sneeze • Slouch away from the microphone • Enter the studio while live on air • Make inappropriate jokes • Fool the listeners • Have noisy bags, papers or jewellery • Ruin your organisation's image • Disrespect the listeners

HOW TO PREPARE PROPERLY FOR A RADIO SHOW:

- Speak to the presenters / producers beforehand to find out more about the show, e.g. what format it will take, who the audience is, what the tone of the show is, how much time you will have, and so on. Prepare and tailor your responses, include local information, for example about services.
- Do your research. Take notes with you if you want to have facts and figures, or contact details available.

- Be very clear on your purpose and your key message/s. Prepare a few sound bites beforehand, especially to end the show on.

HOW TO HANDLE DIFFICULT QUESTIONS AND CALLERS:

• Vague or difficult questions / callers

- Ask the caller to repeat themselves and then say: "If I understand you correctly, the question is ..." and then answer your own question.
- Stick to the topic – don't get drawn into irrelevant conversations.
- If the presenter understood the question, they can rephrase it for the guest.

• Technical questions

- NEVER make up an answer.
- If you don't know something, just say, "I'm not sure, but I'll get back to you."
- Have a plan for how to pass on more information (e.g. by giving it to the presenter later).

• Angry or abusive callers

- Remain calm.
- Don't get drawn into conflict.
- If necessary, cut-off or interrupt the caller when he / she has had their say.

• Upset callers

- Don't get drawn into the details of their problem on air. Answer the general question.
- Make an arrangement to get them help or to speak to them more yourself after the show.

• Personal Questions

- Try to avoid inappropriate personal comments (e.g. about your own sex life).
- Bring it back to the organisation's position.



ACTIVITY 3: DEVELOP KEY MESSAGES FOR A CAMPAIGN

OBJECTIVES (NOTE: To be clarified at the end of the activity only.)

By the end of this activity, participants should be able to:

- Prepare a key message for a campaign
- Understand how different media cater for different target groups.

Time: 60 mins

MATERIALS AND ADVANCE PREPARATION

Preparation:

- **Adapt for context:** Remember to go through the whole activity before you facilitate it, and to adapt or refine the content to make it relevant to the country or context within which you are working.
- **Adapt for participants:** Decide how to accommodate those participants with low literacy levels.
- Prepare Action Chart/s.
- Prepare Flipchart 1 with the following questions:
 1. *Who is the target group for your campaign?*
 2. *What is the one key message you want to give this target group?*
 3. *What media will you use?*
 4. *What material will you develop for your chosen media, to communicate this key message?*
- Prepare Flipchart 2 with the **Tips for developing key messages** (See *Key Points* below).

What you need: Flipchart paper and markers, PSA recording, overhead projector with speakers, brochures, newspapers, posters

Before the activity: Put up Flipchart 1, and any posters, brochures, newspaper articles and other material used in campaigns

STEPS

Step 1: Introduce the activity

1. **Define terms / concepts:** Ask participants what they understand by the words, 'campaign', 'key messages' and 'target group'. Ask for examples of campaigns, key messages and the target audience. Add to their understanding, making sure that they include points from the box below.



Glossary

Campaign: A series of key messages with clear objectives with a theme that binds them together.

Key messages: What you choose to say about an issue, its solution, and who you are.

Target group: The group of people (audience) you want to reach through your campaign and your key messages – the people who care or could be persuaded to care and take action around the theme of your campaign.

2. Explain that in a campaign you may communicate your key messages using different strategies and media, including billboards, brochures, newspaper, magazines, TV or radio. The most important thing is that the message is short, sharp and easy to remember.
3. Ask participants to do a gallery walk around the room to view the campaign materials you have displayed.
4. Come back together and explain that in this session participants will learn about developing a key message and material for a campaign.

Step 2: Group work

1. Divide into small groups. Ask each group to identify a campaign they will use as an example for this session or you assign them a campaign theme, for example: No to gender-based violence; Stop HIV in its tracks; Equal pay for equal work; etc.
2. Ask participants to follow the instructions on Flipchart 1. Read it out loud to everyone and give the examples below.



Facilitator tip

Walk around and visit each group as they prepare their key message. Ensure that each group has a clear message for their campaign.

- *Who is the target group for your campaign? For example, are they adults, men, women, girls, boys, youth, unemployed youth, politicians, community leaders, etc.?*
- *What is the one key message you want to give this target group? (See the Key Points below: Tips for developing key messages.)*
- *What media will you use? (Give input from the Key Points below on how different media cater for different target groups.)*
- *What material will you develop for your chosen media to communicate the key message? For example, poster, brochure, newspaper article, radio interview, radio drama, press release (see below), etc.*



Glossary

Press release: A short news story that is sent to the media to provoke interest in an issue or event. It is usually one or two pages long:

- **Paragraph 1:** contains key information about the issue which answers the 5W and 1H questions: what, when, who, where, when and how.
- **Paragraphs 2 and 3:** contain background information on the issue, details and a few short quotes.
- **Final paragraph:** contains contact details.

3. Give the groups time to work on their material.



Step 3: Gallery walk

1. Each group display their material with the key messages of their campaign on the wall.
2. Invite participants to walk around and read each other's material. As they walk around ask them to make notes about the following:
 - *Who is the target group for this key message?*
 - *Is the message short and simple? How can it be improved?*
 - *Does it use clear, powerful language and active verbs? How can it be improved?*
 - *Does it use facts and numbers creatively? How can it be improved?*
 - *Does it give possible solutions? How can it be improved?*
 - *Does it encourage the target group to take action? How can it be improved?*

Step 4: Feedback

2. Ask two groups to join. Ask each group to give the other feedback on their campaign material, using the above questions. Explain that the group must provide suggestions for improvement so that the feedback is constructive.
3. Encourage all participants to be open to constructive criticism.
4. Come back together as a group to discuss how everyone felt about the constructive feedback. Does it help to better communicate the key campaign message to the target audience?

Step 5: Wrap up

4. **Sum up** the activity. First ask participants what they learnt. Then recap and clarify the following:
 - We prepared key messages for different campaigns.
 - We learnt how different media cater for different target groups.
5. **Closing the circle:** See notes in the *Introduction*.

KEY POINTS**TIPS FOR DEVELOPING KEY MESSAGES:**

- Know your target group or audience.
- Keep your messages simple and short.
- Use clear, powerful language and active verbs like, ACT, DO, STOP, NO!
- Use clear facts and numbers creatively.
- Present a possible solution.
- Encourage the target group to take action.
- Adapt the key message for different media, for example, for radio create a short drama around the key message; for a poster develop a short sentence.

DIFFERENT MEDIA CATER FOR DIFFERENT TARGET GROUPS

- Different media cater for different target groups or audiences, for example, some target groups listen to community radio, while others to national radio stations. Each type of radio station will have criteria and their own priorities for accepting different campaign messages.
- The same is true for other media, such as newspapers and magazines.
- You need to identify the media those is most suited to their audience and issue.

GET YOUR KEY MESSAGE INTO THE MEDIA BY:

- Contacting someone you know at the newspaper or radio station.
- Contacting the editor or a specific journalist / presenter.
- Contacting the news desk.
- Sending out a press release.

Make the journalist's job as easy as possible:

- Provide correct information.
- Only provide information when there is a real story.



RECAP ON MODULE 4

1. **Discussion:** Facilitate a summing up discussion, using these questions:
 - *What did you learn in Module 4?*
 - *What were the main take-away messages?*
 - *What do you now know, think, feel, or can do, which you did not know, think, feel or could do before?*
 - *Do you have a better understanding of the following:*
 - *How the media represents gender?*
 - *How you can use the media to help address gender-related issues?*
 - *How to prepare key campaign messages for specific target groups, using different media?*
2. **Closing the circle:** See notes in the *Introduction*



• LEADERSHIP

CHILDREN'S RIGHTS

YOUTH EMPLOYMENT

M TRANSPARENCY

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ACTIVISM

