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Intimate Partner Violence: The Best of Primary Prevention Strategies

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Intimate Partner Violence: The Best of

Primary Prevention Strategies

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A dissertation submitted to the faculty of
Brigham Young University
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Master of Science in Nursing

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Introduction

This workshop series is designed as a tool to help prevent the pervasive issue of Intimate Partner Violence. The individual workshops focus on the promotion of empowerment, positive communication, gender equality and on building relationship skills between men and women. They also provide opportunities for participants to examine their values and attitudes towards gender and relationships, to build on their knowledge on aspects of sexuality and to develop skills to help them communicate with others and ensure that they are communicating what they desire. The workshops are based on participatory learning approaches as research demonstrates that this method is more effective in building skills and enhancing knowledge. Each session in this workshop focuses on a vital theme in preventing intimate partner violence, it is intended that individuals attend all sessions; however, if time constraints are an issue then the most applicable sessions should be utilized. The manual may be used with any group of people, of any age and both genders, so long as they are prepared to meet together in the community for the workshops and share aspects of their lives.

Highlights

This training manual outlines a workshop series, which has been produced in response to a growing need for primary interventions to help prevent intimate partner violence. It is intended to strengthen relationships, build communication skills and promote gender equality. This program focuses on communication in relationships, and acknowledges the gendered context of our lives and the broad range of influences on our life practices.

Overall principles of this program:

- focus on skills building: This program provides knowledge and enables participants to explore and question their attitudes. The skills built during this program are: critical reflection, communication, relationship, negotiation and assertion skills.
- use of participatory learning approaches: there is no didactic teaching (classroom style) in the series. Instead, participatory activities and discussions are employed. The purpose is to explore, affirm and supplement existing knowledge of participants.
- flexibility: All programs that this manual has been adapted from have been implemented successfully in various global regions and with all age groups and genders. The key is in the participatory methods because these mean that the participants themselves determine what is the focus of the discussion in each exercise and can tailor it to their lives and culture
- focus on gender: These workshops are intended as a gender transformative intervention. It enables participants to reflect on who they are as men and women, what ideas they have about how men and women should be, how they relate to the other gender, and how fair this is. The sessions promote gender equity and help participants explore in their lives how their relations could be more fair and equitable.
- focus on communication: Communication in relationships is often difficult. If we learn to talk about sensitive subjects/issues among our peers, it's easier to do so with our partners or when advising others in our families. These modules provide skills for helping

us express what we want to say, even on difficult subjects, in a way that is assertive and should be effective but not threatening to another individual.

- **Emphasis on empowerment:** Real power doesn't come from being told what to do but by being enabled to analyze a situation and determine the best response. These modules show participants how to discuss and decide for themselves what they can do to improve their relationships and their lives. In doing so, it provides benefits for participants that can be applied in areas of life far beyond the scope of the material discussed in the program.
- **Evidence Based Practice:** the efficacy of the programs this manual is adapted from has demonstrated significant reductions of Intimate Partner Violence throughout the globe. Rigorous randomized controlled studies spanning across years have been conducted determining the validity of their use.

The Manual

The workshop series is outlined in this manual in different sessions. Each session includes multiple activities centered around a designated theme. As a general rule each session is intended to build upon earlier ones. It is strongly encouraged to follow the sequence of exercises in the sessions. The earlier exercises build up to working through some difficult issues. Missing out those earlier exercises might make it difficult for participants to cope well with the harder, later exercises. Missing the later exercises would mean that participants would miss out on key skills to help them to put their knowledge and ideas into practice. However, it may be necessary to omit certain exercises or sessions due to

various factors. In addition, if time constraints are an issue, we believe that it is better to expose individuals to at least one or two sessions if all are not able to be utilized.

The workshop aims to enable individuals, their peers and their communities to change their behavior, individually and together, through the sessions provided. The manual is based on the assumption that community-wide change is best achieved through a personal commitment to change from each of its members. This demands some effort from each participant involved in the workshop and, participants are strongly encouraged to make a commitment to attend all the sessions.

How sessions are structured & important instructions:

The rest of this manual presents the sequence of sessions and outlines each activity. Below, a few basic principles are provided upon which all the workshop sessions are designed.

Aims: The aims of each session are presented for facilitators. At the start of an exercise facilitators should not say what the aims are as they may provide constraints on discussions in the session. You can explain what the aims were when you sum up at the end of a session.

Emphasis on we and us, not they and them: Throughout the text the words “we”, “us” and “our” are utilized and words such as “they”, “them” and “their” are avoided. This is done with the intent that the sessions are more personalized to the individual and community and that individuals will benefit from listening and understanding ourselves and others. If the words “we”, “us” and “our” are used during the sessions, participants will quickly develop confidence in the instructor as someone who is willing to reflect and to share.

No note-taking: Please strongly discourage note-taking during the sessions. Note-taking can be very unsettling for other members of the group, particularly when people are talking about sensitive or private things.

Using games and exercise: Many of the sessions include games and exercises, which some participants might object to as childish. Sometimes facilitators who are unfamiliar with participatory techniques prefer to have a discussion instead and find running a game or other interactive exercise a bit daunting. As research shows, discussion is rarely as productive as an analysis of a game or an exercise. Generally, once people have observed and determined how useful these techniques can be, they feel more ready to continue with them in further sessions.

Role play: The workshops include a number of exercises in which participants are asked to participate in a role play. Role plays are an incredibly powerful learning tool because they require the actors to process their ideas and not just repeat them. Participants remember lessons they learn through role play long after they would have remembered principles and facts taught in lectures. Acting can feel daunting for people who are not used to it, but it is amazing how quickly participants can settle into different roles.

Sitting together in a circle: To encourage people to feel part of the group, as well as to participate fully, it is strongly encouraged that groups sit in a circle rather than in rows. In this way, people are able to make eye contact and everyone is placed at the same level.

Counselling and giving advice: It is recommended that facilitators avoid giving personal advice to participants of the program. If help or assistance is needed, participants should be referred to someone who has the capacity to provide professional advice in confidence. It is also important

to enable participants to decide what to do for themselves, through asking relevant questions and giving them appropriate information.

Facilitating the Workshops

These workshops are intended to be utilized by local community leaders to implement within their community. Acting as a facilitator of these workshops demands a number of skills. These include: experience in participatory learning approaches, facilitation, communication, counseling skills, gender and sexuality awareness, open-mindedness, creativity, imagination - and humor. It is vital that a facilitator is able to summarize and draw conclusions from each exercise and enable participants to identify what was learned in each session.

In addition, facilitators are strongly encouraged to challenge participants. The key to building participants' knowledge through participatory processes is being able to challenge what is said in the groups in a way that makes participants think, rather than just saying "you are wrong". It is very important to do this as a facilitator as otherwise the group environment can potentially reinforce unhelpful attitudes or popular myths. It is best to draw on ideas and principles discussed in earlier sessions, to help the group question things which are raised in later sessions. In addition, it is important for the facilitator to familiarize themselves with the material beforehand

This program is designed to challenge people's (including our own) attitudes and behavior towards themselves and others. Going through it beforehand will help you work through issues

and identify areas that might be difficult in the community. Practicing the material as facilitators will increase confidence and ability to implement with ease.

Participants and Groups

The workshops are designed for use with people in small groups (ideally 15-20 people), not for open meetings. In addition, it is recommended that the smaller groups only involve those in similar “peer groups”. Peer groups provide a safer space to express views and feelings that might be difficult to discuss around other generations or the opposite sex. It is also easier to build trust and confidentiality in a small group where participants are allowed to get to know each other and develop comfort around each other.

Furthermore, in order to create the most impact in a community, it is recommended that all individuals within the community or context of the issue are involved. This includes both men and women of all different ages. This is vital as younger people are greatly influenced by behavior of elders around them, and elders may be very influential for young people who have not attended the workshops. If all ages have been trained, they are better able to reinforce use of new skills in daily life and it is much easier to sustain the change beyond the period of the workshops. In addition, it is strongly recommended that the men of the community are involved in the workshops. The manual provides an entire session for men and another session for both genders. It is not necessary for both genders of a couple both to participate in the workshops, but it is preferable. If both partners participate it is much easier to put into practice the ideas that have come from the workshops.

MODULES FOR FEMALES

Session A: Empowerment

Exercise A.1: Introducing Ourselves

Aims: For the facilitator to learn the names of participants, and for the participants to become familiar with the other participants.

Materials: Bowl, Candy (enough for 2-3 per person)

Directions:

1. Have the group sit in a circle. Everyone should be at the same level, including the facilitator. Introduce yourself, thank everyone for coming. Ask them to make a commitment to coming to every meeting of their group. New things will be discussed at each meeting, which build on what has been discussed before. So it is very difficult for the group to have members missing meetings or only coming for one or two.
2. Explain that you would like to learn everyone's names, since you are going to be working together for several sessions. You would also like to learn something special about each participant.
3. Start by asking each participant to think of something they like about themselves. Explain that you are going to pass a bowl of sweets and each person should take one and say their name and something they like about themselves. Then pass the sweet bowl on to the next person.

4. Begin the game by introducing yourself and taking one sweet: e.g. I am (insert name) and I like (insert something you like about yourself).
5. Go around the circle, each group member in turn introducing her/ himself to the rest of the group in this way, saying something they like about themselves and taking a sweet.
6. Continue going round until the sweets are finished. It's good to make sure there are enough for about two or three sweets each.

**Facilitator's Note: If someone can't think of anything to say about herself, it may be because they are shy. Note this in mind as they may need some help in other exercises. Help now by suggesting something and encourage others to help too. Some participants may also find it embarrassing to say something they like about themselves. Give a lot of praise and encouragement to those who are more shy throughout the workshop.

**An alternative option is to have women introduce their names & the meaning behind their names. They can then give a few sentences on how that name has shaped who they are. They can also just simply say something they like, as in their favorite food or activity.

Exercise A.2: Overall Goals & Program

Aims: Inform participants about workshop goals and content. Introduce concepts of ground rules, confidentiality and participation.

Materials: Goals and Content written out legibly on poster board etc.

Directions:

1. Facilitator reads out and explains goals and content on poster.
2. Facilitator ensures that all participants understand the content by calling for questions and comments.
3. Facilitator makes links between sessions.
4. Ask for requests or suggestions of content.

Exercise A.3: Trust, Confidentiality and Being Judgmental (Optional – skip if limited on time)

Aims: To understand what we mean by the words ‘trust’ and ‘confidentiality’. To increase awareness of the value of trust, confidentiality and being non-judgmental. To think about how we can keep ourselves and others safe when we discuss personal things in the workshop and in our relationships.

Directions:

1. Ask the group to divide into four groups (assist if needed). Assign each group a health problem (i.e you are a 19 year old who wants to have an abortion. You want to seek some advice from someone, perhaps a relative or a neighbor or a health worker. Have the group discuss:
 - a. Who you are going to tell? Why it is that you would tell that person and not someone else? How would you feel if that person went and told someone else?
2. Call everyone back into the full circle and ask them to describe what they have discussed. Discuss the different responses and emphasize the similarities. Say that

we all have secrets or embarrassing feelings in life that we would like to share with someone else, whom we feel could reassure or help us. Mention that trust, confidentiality and being non-judgmental are crucial. This exercise shows that people take different problems to different people. We all have problems but may not have discussed them with someone yet. Ask the group to think about themselves: do you behave in a way which helps people trust you? (You will not have time to actually discuss this as a group).

3. Ask the group: What are the good things about telling personal stories in the group? Explain that we learn a lot from talking together about our own real life experiences. It can help us understand our lives, to solve problems, to feel better and to gain strength from one another. Place strong emphasis on this.
4. Ask the group: What are the risks from telling personal stories? Explain that we cannot be sure that none of us will talk to other people about our stories. If one of us tells someone a secret outside the group, someone might be angry or hurt; and a member of the group may get into trouble with a parent or spouse.
5. Ask the group: How can we work in the group so that we enjoy the benefits and reduce the risks? Explain that we have heard about trust, confidentiality and now understand the benefits of sharing. Be that as it may, people still feel uncomfortable sharing certain things. If that is the case you can still share your story by talking as if you read it a local magazine or book. We must care for each other and not tell private stories outside the group. We should always talk about problems in a caring way without judging or joking.

6. Ask the group what they thought the aim of the exercise was and discuss this.

Exercise A.4: Expectations & Thermometer

Aims: A chance for each participant to voice their feelings about the workshop. This enables you to gauge their understanding of explanations so far, and to adjust any misunderstandings. To determine the priority issues amongst the group. The issues will be gauged using a thermometer and content of the session will be based on the results.

Materials: Drawing of thermometer on poster board, Small pieces of paper, Markers

Directions:

1. Explain to the group that it is important as a facilitator to find out what the group is thinking and what they would like to get out of the workshop.
2. Going around the circle, ask each group member in turn to express one thing they want and one they do not want from the workshop. They should be encouraged to say “I want” and then “I don’t want...”. Finish with your own statements.
3. Do not make any comments about their wants and concerns as you go round the circle, but record them on the flip chart.
4. As they are making suggestions, come up with issues/themes for the and write each one on a small piece of paper.

5. As a group decide where on the thermometer the issue is ranked in terms of priority over the others. They can also be ranked according to how much stress it is causing in their lives.
6. Highlight the interrelations of terms listed on the thermometer.
7. Tailor workshop sessions based off of the issues ranked the highest.
8. Examples of topics include:
 - a. Marital arguments
 - b. Violence from husband
 - c. Left alone or neglected by husband
 - d. Financial stress
 - e. Husband's alcohol use
 - f. Husband partying with friends

**Facilitator's Note: An alternative option is to have women break up into smaller groups and discuss expectations and concerns within that group. The group will then choose a little to present their discussion to the larger group.

Exercise A.5: Loving Me & Loving You

Aims: To build self-esteem through helping participants understand that they are all special people and have aspects of their lives that are important to them. Some parts of their lives make them happy and it is important to remember these if we are to improve their relationships.

Materials: Pieces of paper, Pens

Directions:

1. Hand out a piece of paper and pen to each participant. Ask them to work alone at first and write down five things that they like about themselves. Mention that these can be their personality, their achievements, appearance, anything that comes to mind, but try to avoid suggesting things as it's important for participants to come up with the ideas on their own and to think of themselves positively.
2. When everyone has a list, ask a 4-5 participants to share what is on their list. Ask the others if they have similar things listed. Anything different?
3. Give everyone a second piece of paper and ask them again to make a list of 5 things that are important to them. Mention that these can be people, relationships, values, ways they are treated or things. Again do not make suggestions.
4. When everyone has a list, ask a 4-5 participants to share what is on their list. Ask the others if they have similar things listed. Anything different?
5. Give everyone a third piece of paper and ask them again to make a list of 5 things that make them feel good or happy. Again, mention that these can be people, relationships, values, ways they are treated or things. Again do not make suggestions.
6. When everyone has a list, ask a 4-5 participants to share what is on their list. Ask the others if they have similar things listed. Anything different?
7. Mention that it is very important for us to think about what is important to us and what makes us happy as we often accept situations where we are unhappy. In this program we will explore ways and develop skills for communicating that can help us change situations in which we are unhappy to happier ones. The path to happiness and having better relationships with people around us has to start with understanding that we are all

special people and recognizing what makes us happy, then we can determine the route we should follow to make our lives happier.

8. Suggest participants take their papers home and look at them from time to time to remind themselves that they are special people and about what makes them happy in life.

Exercise A.6: Goals in Life

Aim: For participants to think about what they want from life and what they will need to do to achieve these goals.

Materials: Flip chart, paper, pens

Directions:

1. Take a piece of flip chart and divide it into four quarters using a pen. Give each quarter a heading: family life, work life, education, social life.
2. Hand out a piece of paper and pen to each participant and ensure everyone has a pen. Ask them to work alone at first and write down what they want to achieve in life. Ask them to list at least one thing in each of these four areas. Again try to avoid suggesting things as it's important for participants to think of their own goals.
3. When everyone has at least 4 goals, ask each participant in turn to share what is on their list. Note what they say on the flip chart.
4. Put that flip chart on the wall and take another piece and title it 'what will enable me to achieve my goals'. Lead a group discussion that reflects on each other of the four areas in turn. Look at each goal in turn and ask the group – what will enable someone who has this goal to achieve it? Record this on the flip chart.

5. Take another piece of flipchart and divide it in two columns with a pen. Head the first ‘what may prevent achievement of the goals’ and the second ‘how can this obstacle be prevented or overcome’. Look at each goal in turn and ask the group – what might prevent someone who has this goal from achieving it? Then ‘how can this obstacle be overcome or prevented? Record the discussion on the flip chart. Put this paper on the wall.
6. Explain that it is very important for us all to have goals in life and to think about how we can achieve them and what may prevent us from doing this. This is essential if we are to work out how we can best achieve our goals. Mention that good health is important for achieving our goals. Also mention that people with poor health also have goals in life and it’s important for them also to try and achieve these. We hope that this program will provide skills that will help everyone achieve their goals.

Exercise A.7: Taking Control

Aims: To explore ways of taking control or feeling in control. To rehearse these ideas in front of the group. To increase confidence. To find more appropriate ways of presenting oneself.

Materials: None

Directions:

1. Ask participants to lie on the ground.
2. Ask them to imagine that they are feeling completely useless, with no resources, no confidence, no control. Then, slowly, they rise and start to feel better about

themselves. They move up a sliding scale from 1 (feeling completely useless, no control) to 10 (confident and totally in control). Everyone walks around the training area, slowly changing as they move up their scale. When everyone has reached their 10 you can stop.

3. You could ask a few participants to demonstrate their movement from 1 to 5, other from 10 to 5 and a third group from 5 to 10. How often do they feel they do this in everyday life? What do they feel as they move up or down the scale? How can we apply this to our daily lives?

Exercise A.8: Closing Circle & Local Song

Aims: To finish the session on a happy note.

Materials: None

Directions:

1. Sit in a circle together. Thank everyone again for coming to this session.
2. Arrange a mutually suitable time and place for the next session together. Ask everyone to remind one another again about it.
3. Ask all the participants to think of a happy song they all know, which they would like to sing together now, to finish off the session.

Session B: Communication

Exercise B.1: Muddled Messages

Aims: Energizer activity. Encourages people to participate and laugh. To help us appreciate in a funny way how easy it is to misunderstand what someone has said.

Materials: None

Directions:

1. Participants whisper the same message around the circle, one to the next. Then the finished version is compared with the original.
2. Choose one person to think of a local phrase to whisper beforehand, such as “many people round here like eating bananas” or “the sun at this time of year is very hot”.
3. Whisper this quietly to the participant on your left and ask them to whisper it quietly to the next person.
4. This should be repeated until the phrase has been whispered around the whole circle. Each person should only whisper on what they heard and they are not allowed to ask for the phrase to be repeated.
5. Finally, when the phrase has been whispered all of the way around the circle, ask the last person to say out loud what she heard.
6. Then announce to the group what you originally said. The message normally changes quite a lot as it goes round the circle!
7. Point out how easy it is for messages to be misunderstood!

Exercise B.2: Listening Pairs

Aims: To help people realize the importance of listening skills to good communication in all life situations including relationships. Participants work in pairs, taking it in turns to speak. As one speaks, the other first listens carefully to what they say, then stops listening. A group session with discussion and summary follows.

Directions:

1. Tell participants we will need to do a lot of listening to one another in this workshop and to those close to us throughout our lives. In this exercise we are going to look together at the skills of good listening.
2. Ask participants to divide into pairs, and one of them should start by describing to the other an event in their life. The listener should say nothing, but should just concentrate hard on hearing what is being said. After a couple of minutes, you will ask the listeners to stop listening. At this stage, the speaker should continue to describe their experience, but the listener should stop listening completely. The person could yawn, look elsewhere, turn round, whistle, do whatever they like: the important thing is that they should no longer listen, although the speaker should continue to tell the story.
3. After a couple of minutes again, you will call "Halt". At this stage, the speaker and listener should change roles. The two stages of the exercise should then be repeated, with the former listener now becoming the speaker and the former speaker now becoming the listener.

4. Once you are sure that everyone has understood the instructions, ask everyone to break into pairs. Then call out “Start”, and time each section of the exercise for two minutes. Thus the whole exercise should take eight minutes.
5. Finally call the group together and ask them to share examples of when bad communication has occurred in their lives.
6. Ask participants how they felt first as speakers, encouraging them to compare telling their story to a willing listener and telling it to a bad listener. Then ask participants to describe and compare how they felt as good and bad listeners.
7. Ask participants to describe some of the attributes of good listening which they experienced and then some of the attributes of bad listening. Ask participants how else we communicate with one another, apart from language alone. When someone mentions body language, explain that by being aware of our own body language, we can often change it, in order to communicate a different mood to others around us. This is what we are going to look at next.

Exercise B.3: “I” Statements

Aims: To show how it is possible to face someone with whom you have a problem without either antagonizing them or withdrawing from the problem. To practice making non-judgmental statements and using a structure which can open, rather than close, discussion of a difficulty.

Materials: Chalkboard, White board, or Flip Chart for writing

Directions:

1. Explain that we are going to practice assertive communication using what we call ‘I’ statements. Refer to the information examples in the notes below.
 - a. Information for “I” statements exercise:
 - i. An “I” statement is a way of expressing clearly your point of view about a situation. It includes an expression of how it is affecting you, and how you would like to see it change. The best “I” statement is free of specific demands and blame. It opens up the area for discussion and leaves the next move for the other person. We should aim for our “I” statements to be clear (that is, to the point) and clean (that is, free of blame and judgment).
 - ii. We should beware of “you” statements which place blame on someone else, hold them responsible, demand change from them or hold a threat. Two examples of a “you” statement: “You are such a disgrace to me, you are always getting drunk and flirting with other men. I don’t want to go to social events with you any more even if you are my wife. You must control yourself” “You are always so drunk when you crash into the house at night. And you never give me any money to buy any food. I don’t know why I ever married you. You must stop going to that bar from now on!” These statements are very judgmental and make the listener feel hemmed-in and thus defensive.

- iii. Two examples of an “I” statement: “I felt very embarrassed last night as you were so drunk and you were letting that woman kiss you and letting him dance with you in a very sexy way. If you are unhappy about aspects of our marriage and your mind is straying to thoughts of other men I would like us to discuss it rather than you showing everyone that we have problems” “When you come home at night after the bar, I feel disappointed, because I would like to see more of you, and I would like some money for food for the children. I would like us to discuss how we can arrange things better together.”
- iv. These statements carry no blame and are phrased not to annoy the listener. The expectations within them are presented in a non-judgmental manner (there is no “you must...”) and are not accusing the listener. They state the speaker’s expectations or hopes, but they do not demand that they be met.
- v. “I” statement formula:
 - 1. The action: “When....” Make it as specific and non-judgmental as possible, e.g. “When you come home at night...”
 - 2. My response: “I feel...” Say “I feel...” rather than “I think...” and keep it to your own feelings: “I feel

hurt/sad/happy/disappointed/ignored...”, for instance. Not: “I feel that you are being mean!”

3. Reason: “...because...” If you think an explanation helps, you can add one here. But make sure it is still not blaming the other person. e.g. “... because I like to spend time with you.”
 4. Suggestions: “What I’d like is...” A statement of the change you would like. It is OK to say what you want, but not to demand it of the other person, e.g. “What I’d like is for us to discuss this” or “What I’d like is to make arrangements that we can both keep”, not “You must stop being so lazy!”
 5. This is a structured format and may seem strange to start with. It takes time to absorb new skills and begin to use them unconsciously. Adapt the language to suit your situation.
2. With the participants working in pairs, ask them to prepare one “I” statement each, relating to a current or recurring difficulty they are facing in their lives. Partners can help each other to make their statements clear and clean.
 3. Call the group back together again and ask for a few examples from the participants, giving people an opportunity to comment on them and to offer suggestions as to how they might be improved.
 4. In what ways could the “I” statement formula be useful to participants? What do they think about it?

5. Ask all participants to commit themselves to making one “I” statement to somebody before the next session. This is a useful way of separating feelings and facts in order to clarify what a problem really is. The formula may seem strange and unfamiliar, but with practice it can become an unconscious reaction rather than a labored response. It is a tough discipline and needs practice. It is worth pointing out that it can be used at work, at the market or the shops, with friends, on public transport or at any time when you feel that your needs are not being met. It is not just for use with a partner!
6. Ask them to return to their pairs and think of an easy problem they could help with an ‘I’ statement. Begin just by saying “I feel happy when...” finish the sentence.
7. Then ask them to practice preparing an ‘I’ statement for a harder situation. Suggest they start to try out “I feel unhappy when...” and finish the sentence.
8. Finally suggest they try out “I feel happy when...” with their partner before the next session.

Exercise B.4: Attack, Avoid, and Manipulate

Aims: To gain an understanding of assertive and unassertive behavior. To recognize the kinds of behavior which we commonly express. To remind ourselves of verbal and body language clues which warn us of an attitude or type of behavior in others. To notice these signs in ourselves and use them as an opportunity to recognize what kind of response we are likely to get and check that it is what we want.

Materials: None

Directions:

1. Sit in a circle with the participants. Explain that when people want to influence the behavior of others they sometimes communicate in ways that are not very helpful. In this session we are going to look deeper at how we try to influence the behavior of others and at ways we respond when others try to influence us. In particular, we are going to think of ways we communicate that are assertive, attacking, passive or manipulative. All of us use some of these strategies at some point. We are going to start with an exercise in which we think of types of behavior which are attacking, avoiding or manipulative.

2. Ask the group to suggest things which people may say or types of behavior they may show and suggest which group they fit in. If you find it helpful, write these on the flip chart. It may be good to test the meaning of the group by asking them to volunteer one example of each type of behavior, they may even want to act this out. When the meaning of each term is understood, ask them to brainstorm different types of behavior.

a. Examples of behaviors:

- | | |
|---|-----------------------------|
| i. Nagging | iv. Shouting |
| ii. Withdrawal | v. Sulking in
silence |
| iii. Threatening to
leave or to kill
yourself | vi. Begging and
pleading |

- | | |
|---|---|
| vii. Interrupting | xvi. Persisting that
you are right |
| viii. Being angry | |
| ix. Making others
feel guilty | xvii. Not saying what
you really think |
| x. Exploding | xviii. Offering food
or gifts in
apology |
| xi. Avoiding
conflicts at all
costs | xix. Dishonesty |
| xii. Emotional
blackmail | xx. Sarcastic |
| xiii. Talking behind
someone's back | xxi. Insulting |
| xiv. Crying | xxii. Lying in order
not to hurt the
other person |
| xv. Correcting | xxiii. Revenge |

3. Remind the group that we all use some of these approaches at times. Often they may be the easiest way of dealing with a situation in the short term but in the long term there can be problems, for example if you are usually passive, people tend to take you for granted, if you are usually manipulative, people may come to dislike and avoid you.

4. Demonstrate to the group different ways of responding when confronted with a situation and ask them to identify which way you are behaving. It is good to use this opportunity to see if they can identify assertive behavior.
 - a. Example: Do the following as a role play with one participant acting the part of your mother. If there is one who can read English, ask her to read out a part of a conversation (otherwise tell it to her and ask her to remember it). Repeat three times and ask the group to identify the type of behavior.
 - i. Participant: “ I don’t want you to go to college in Johannesburg, you need to stay at home and help me look after your sisters. I need the money you make from selling smilies at the Shebeen to help me buy food”
 - ii. Aggressive response: “You are just jealous because you never had the chance to get an education. Do you want me end up a useless poor woman like you? You can forget it if you think I’m staying here one day longer” Passive response: ”Well that’s it then. You are my mother and I must obey you”
 - iii. Manipulative response: “Ok I won’t go but you will see I will end up pregnant within a few months like all my friends and then you can bring up the child as it wouldn’t have happened if I had been able to get more education”
 - iv. Assertive response: “I understand that it will be difficult for you but I think I should go. Its only for two years and then I will be able to

earn a lot of money as a secretary. I may even be able to build a new house for you. Thobeka is old enough to take over selling at the Shebeen if you help her at first, so you should be able to get by”

5. Ask the group to split up into pairs for similar role play. Ask them to think of a time when they used attacking, avoiding and manipulative behavior. Act a short role play to show an example of the aggressive, passive and manipulative behaviors.
6. Reassemble the whole group and show a few role plays to the whole group (you probably will not have time for them all). Discuss for each: Why did the person behave in an attacking/avoiding/manipulative way? How did they show that they were attacking/avoiding/being manipulative with their words and body language? What was the effect of their behavior on the situation? Can you suggest a different way of behaving? Ask the actors to repeat the role play scenario with a different type of behavior. How does this change the interaction and its effects?
7. Feedback and Discussion: What signs can help us to recognize and even predict others' behavior? What signs can we learn to recognize in ourselves which warn us that we are embarking on an unassertive approach? How can we alter our pattern of reacting and begin to learn a new response? How does it feel to change our body position?
8. Assertiveness involves telling someone exactly what you want in a way that does not seem rude or threatening to them - you are standing up for your rights without endangering the rights of others. Assertiveness has as much to do with body

language as with what we say. And what we say is often unconsciously influenced by our own body language. If we adopt defensive physical postures, such as looking down, hunching our shoulders, we are unlikely to speak assertively. On the other hand, if we adopt assertive body language, this can make it easier for us to speak assertively. An assertive response is a centered response. We are balanced - not leaning forward in an attack mode, not falling backwards in an avoiding mode. Although most of our confrontations are verbal rather than physical, there are often visual signs, even if they are tiny, of our body going on the attack or defense.

9. This exercise is a step towards using the signs we get and building up a desired response rather than an immediate reaction.
 - a. Assertiveness : Use 'I' statements, look the person in the eye, don't whine or be sarcastic, use your body.
 - b. Aggressiveness: Expressing your feelings, opinions and desires in a way that threatens or punishes the other person - you are insisting on your rights whilst denying the rights of others. Aggressive behavior includes: shouting, demanding, not listening to others, saying others are wrong, leaning forward, looking down on others, wagging a finger or pointing, threatening or fighting.
 - c. Passiveness/avoidance: Giving in to the will of others - hoping to get what you want without actually having to say it - leaving it to others to guess or letting them decide for you. Passive behavior includes: talking quietly,

giggling nervously, looking down or looking away, sagging shoulders, avoiding disagreement, hiding face in hands.

- d. Manipulative: Whining, looking as if you are about to cry but trying to stop yourself, sometimes people who are being manipulative pretend at first to be passive and then manipulate through their speech e.g. “of course I cannot stop you going to Johannesburg to work, although I expect I shall be raped and murdered here without your protection”.

Exercise B.5: Oh Sipho

Aims: Energizer activity, to make people laugh. To help people realize the power of the way in which we express language to communicate our feelings to others.

Materials: None

Directions:

1. Stand in a circle. Explain that, as we learned together, there are many different ways of communicating with our bodies.
2. Explain how this game will illustrate how different uses of our voices combined with our bodies can also communicate a lot to others.
3. Take a common name in the community. Using this name, and saying “O Sipho” show how you can say it with anger, with fear, with sexiness, with laughter. You give an example of these first!
4. Ask each participant in turn in the circle to say “O Sipho”. Ask each one to try to say it in a different way, expressing a different feeling.

5. When everyone has had a go, ask participants to analyze what they have learned from this. Points they may raise may include loud or soft voices, confident or unconfident voices, emphasis, facial expressions, eye contact, body language and so on.
6. Encourage everyone again to repeat the phrase. This time they should use it to give a different message from before

Exercise B.6: Closing Circle

Aims: To close the session

Directions:

1. Thank everyone again for coming.
2. Ask if there are any more questions about today's session that anyone would like to ask.
3. Remind everyone to think about an 'I' statement and encourage them to make use of it at least once before the next session.
4. Remind everyone of the time and place for the next meeting and say you look forward to seeing them all again there.

Session C: Intimate Partner Violence

*Important Note: This session deals with very sensitive material. Remind the women that you will not disclose anything that the women say during these group sessions. Ask that everyone in the group verbally agree to this. Assure the group that this is meant to be a safe space where

women can learn about various issues. It is also necessary to identify local resources and organizations with the purpose of supporting abused women in case referral is necessary.

Exercise C.1: What is Intimate Partner Violence?

Aims: To identify different types of violence that may occur in intimate relationships.

Materials: Flipchart, Marker pens

Directions:

- 1.** Thank everyone for coming to the session and introduce the topic for the day.
- 2.** Ask the group to sit in a circle and to think silently for a few moments about what violence means to them.
- 3.** Invite each participant to share with the group what violence means to them. Write the responses on flipchart paper.
- 4.** Discuss some of the common points in their responses, as well as some of the unique points. Review the definitions of violence below and tell the participants that there is not always a clear or simple definition of violence.
 - a. Physical violence: Using physical force such as hitting, slapping, or pushing.
 - b. Emotional/psychological violence: Often the most difficult form of violence to identify. It may include humiliating, threatening, insulting, pressuring, and expressing jealousy or possessiveness (e.g., by controlling decisions and activities).
 - c. Sexual violence: pressuring or forcing someone to perform sexual acts (from kissing to sex) against their will, or making sexual comments that make

someone feel humiliated or uncomfortable. It does not matter if there has been prior consenting sexual behavior.

Exercise C.2: Abuse in Relationships

Aims: To enable participants to think about abuse in relationships and to distinguish between the use of physical force and other forms of abuse.

Materials: Flip Chart, Marker Pens

Directions:

1. In this session we are going to think about abuse in relationships. We have all seen this happening in our families and neighborhoods. We are going to start this exercise as a whole group thinking of all the different forms of abuse in relationships. Encourage the group to suggest non-physical and physical forms and make sure that at least one example of each of the categories of abuse listed below has been suggested. Record these on a flip chart.
 - a. Emotional and psychological abuse may include: insults “You’re so ugly” or “You’re so useless”; being put down in front of others; forbidding a partner to leave the yard or house, or from seeing family and friends; wanting to know everything a partner does; offering no help with work in the home; preventing a woman partner from speaking with other men; hurting something or someone she loves to punish and scare her; not caring about a partner’s health and well-being; making a partner know you have

other partners; making a partner know you don't love her; yelling, throwing things and threatening violence.

- b. Financial abuse may include: refusing to give to support your child; taking a partner's earnings; not sharing the money in the home fairly.
 - c. Physical and sexual violence may include: slapping, beating, pinching, hair pulling, threatening or attacking with a weapon, locking a partner in a room, or forcing a partner to have sex or do something sexual they do not want to do. Many men say its abuse when their partners do not do domestic work at home, such as cooking, ironing and cleaning. It is very important that you challenge this and say that when we talk about emotional abuse and hurt we are referring to unfair treatment. Is it fair that women should be expected to cook and clean when men eat at home?
2. Divide participants into groups of four or five people and ask them to develop a very short role play showing ways in which partners may hurt each other.
 3. Present these role plays to the whole group. After the role play has finished ask the characters to stay in role for a few minutes while you invite the rest of the group to ask the characters questions. The characters should answer these in role. The sorts of questions which they might ask are:
 - a. How does she feel when he does this? What does she fear?
 - b. Why does he do this? How does he feel?
 - c. Is there anyone else present? Who? How do they feel?

- d. What does the woman do next? Why?
 - e. What can a person do to help him/herself why they experience such problems?
4. Replay the role play showing some of these strategies? Many women find it particularly difficult to talk about the ways in which their partner abuses them as they feel that they are to blame or responsible as they 'chose' this man. Men who are hurt by their partner's behavior may also find it very difficult to talk about as they may feel it makes them feel like they are not men. Encourage people to think about the situations of others if it is easier than personalizing it.
5. Following the role play presentations and discussion, ask the group to name all the community resources they know for women who are in an abusive relationship. You can pose the question: "If you think your friend is in an abusive relationship, who or where would you suggest she or he turn to for help?" As participants offer names of resources, write them on the board. The facilitator should also mention places where a young woman can go for help and distribute the handout listing these locations.
6. Use the questions below to facilitate a discussion about the difficulties in speaking out about violence and possible solutions. Discussion Questions:
- a. Why, at times, do women not want to speak about the violence in their lives?

- b. Why would someone remain in an abusive relationship? Are these reasons different for younger women and adult women? Does economic dependence influence whether a woman might remain in an abusive relationship? How?
- c. In general, when you are violent or when you suffer violence, do you talk about it? Do you report it? Do you talk about how you feel? If you do not, why not?
- d. Do you think men in abusive relationships face similar challenges? Why or why not?
- e. How does it feel to know that a friend or someone you know is suffering from violence? How can you bring up the topic of violence with a friend you are worried about?
- f. How can you support a friend who has suffered from violence or aggression?
- g. What steps could someone in a violent relationship take to keep herself or himself safe?
- h. What steps can a friend or someone else take to be helpful to someone who is in a violent relationship? What can men in particular do to stand up against violence against women? What influence might they have on other men?
- i. What have you learned in this activity? Have you learned anything that can be applied in your own life and relationships?

****Facilitator's Note:** It can be very difficult for women who suffer violence to speak out and seek help. Some women may fear that their partner will take revenge if they seek help or try to leave. Others may feel obliged to stay in an abusive relationship if they are married and/ or if there are children involved. For some women, the economic consequences of leaving an intimate male partner outweigh the emotional or physical suffering. All in all, there are various factors that influence a woman's response to violence. It is important not to judge women who do not leave relationships in which they are experiencing violence, but to think about how we can support these women, and men as well, to understand the consequences of violence and the importance of creating communities where women can live their lives free of violence. Discussion should also include acknowledgment that men, even if at lower rates, also can be victims of intimate partner and family violence.

Exercise C.3: When Men Get Violent

Aims: To encourage the group to identify and discuss experiences of violence with their intimate partners that they have all gone through.

Materials: Pre-printed figures of human body silhouette, Markers

Directions:

1. Ask the women to indicate on a drawing (of a human body) the scars and wounds they have from violence both physical and emotional.
2. Facilitator demonstrates their drawing first and discuss own experience utilizing their drawing.

3. Ask participants to share their drawings with the group highlighting the pain and violence they have experienced or witnessed.
4. Keep the presentation brief and select only 2-3 people to share.
5. Thank the women who have shared their personal stories. Discuss how and why abused women stay in abusive relationships (financial dependence, emotional dependence, lack of confidence, stigma of leaving, children, etc.).

****Facilitator's Note:** Emphasize that although it is difficult and scary, it is important for women to talk about their experiences of domestic violence in order to break the silence and realize that they are not alone. Women need to involve their communities (including men) in fighting violence. Women should try to build a supportive environment to speak about violence even though there a lot of shame associated with it. For those who have experienced abuse, sharing your experiences with someone you trust can be an important.

Exercise C.4: Consequences of Intimate Partner Violence

Aims: To encourage the group to think about the consequences of intimate partner violence.

Materials: Flipchart, Marker Pens

Directions:

1. Explain that although you recognize that men and women both can hurt each other, men are much more powerful than women in our society and so the impact of men's abuse of women is very much greater.

2. In this exercise, we are going to reflect on the consequences that may follow physical and sexual violence for victims and perpetrators. Ask participants to divide into four groups and give each a flip chart and pen. Explain that we want to start by considering physical violence by men against women. Ask them to divide the page into two and on one side record all the consequences for women victims of physical violence and on the other side the possible consequences men may face if they physically harm women.

3. Ask the group to come together and for the small groups to report back their discussions. If the law on domestic violence is not raised, ask whether anyone knows whether there is a law against hitting your wife or girlfriend. Ask if anyone can tell you what it says? Provide information on the law if no one knows about it. In facilitating this exercise it is important to make sure participants consider the immediate consequences in terms of their feelings, and for the relationship, as well as help-seeking actions, possible punishments, and the long term implications of those punishments.
 - a. Consequences that may follow for women may include: physical injuries, depression, anxiety, fear, difficulty sleeping, being frightened of it happening again, hating him, divorce or leaving the relationship, death, taking another boyfriend who loves her, reporting abuse to the police and getting a protection order, moving to a shelter, reporting to the family

 - b. Consequences that may follow for men may include: feeling guilty, feeling bad about himself, fear he will get punished, being arrested and possibly jailed with implications for school completion and working life, divorce /

relationship splitting up, losing her love, becoming more jealous, embarrassment caused by the family becoming involved, being shunned by friends or family.

Exercise C.5: Supporting Abused Women

Aims: To encourage the group to think about sources of help for women who are abused physically, problems which they may encounter seeking help from these sources and ways of strengthening help for abused women

Directions:

1. Explain that in this exercise we are going to consider how people like us can help when we see a person being mistreated. Ask for four volunteers to do a role play of a situation of abuse (or where it looks as if abuse will occur) that one of them has witnessed, where you have characters being the perpetrator, the victim, and two by-standers, male and female. Ask them to act the scene to the group.
2. Then ask the by-standers: “how do you feel witnessing this scene?” Then ask them in turn “what could you do to stop it or help the situation?” Then ask for the role play to be run again and this time get the by-standers to act to help the situation or stop the abuse. Ask the other participants to comment – did this seem real for their community? Any other ideas? Could they do the same?
3. Now, Lead facilitator & Co-facilitator do role play, emphasizing a negative response from the mother-in-law: Your daughter-in-law appears with a bruised eye. When you ask her how it happened she tells you that she was beaten by your son.

When you ask why, she tells you it is because she was complaining about his coming home late at night, and that she thinks he is having other girlfriends.

Respond by saying he would never do such a thing and ignoring the daughter-in-law.

- a. Ask the following key questions to the larger group:
 - i. Why do we think this happens to women?
 - ii. Why did the mother-in-law respond in this way? Is there another way she could have responded?
 - iii. Why do women stay/go back to abusive relationships?
 - iv. Do abused women tell someone, if yes, whom? If not, why?
 - v. What are people's experiences with mothers-in-laws? Daughter-in-laws? Are they supportive?
4. Ask two participants to do the role play again emphasizing a supportive response from the mother-in-law.

****Facilitator's Notes:** Take time to elicit responses to the role play. Emphasize opportunities for women to support other women in the discussion in order to address violence in the community.

Exercise C.6: Bushveld

Aim: To lighten the mood. To energize everyone with laughter and movement.

Materials: None

Directions:

1. Have everyone sit in a circle. Stand in the middle of the sitting circle. Everyone but you needs to have an established place to sit. For instance, if participants are sitting on mats, agree how many should be sharing each mat before the game begins.
2. Ask the participants to choose three different animal names. Then go round the circle, naming each participant in turn with these animals. For instance, the first person could be a hippo, the next a leopard, the third an elephant. The fourth would then be another hippo. Go round the whole circle until everyone, including yourself, has one of the three animal names.
3. Next explain that you are going to call out one of the animal names. Everyone with that name has to jump up and find somewhere else to sit. You are also going to find a place to sit. The person who doesn't find a new place will be left in the middle and will have to call out the next animal.
4. Add that if someone calls out "bushveld!", then everyone has to jump up and find another place to sit!

Exercise C.7: Closing Circle

Aims: Winding down exercise.

Directions:

1. Explain that this has been a session which has discussed a lot of areas which people find very difficult to discuss.
2. Say that you would now like to bring the session to a close with a reminder of how much knowledge and experience we already have to share among ourselves.
3. Finish by thanking everyone once more for coming to this session. Arrange a mutually convenient time and place for the final session.

Session D: Taking Control

Exercise D.1: Hand Push

Aims: To energize the group, to introduce the idea of conflict. Two lines of participants push against each other, followed by analysis.

Materials: None

Directions:

1. Ask participants to form two lines facing each other.
2. Each participant touches palms with the participant facing her/him in the other line. Call one line "Line 1" and the other "Line 2".
3. Ask all the participants in Line 1 to start pushing against the person in Line 2, only using their palms. People in Line 2 can respond in any way they like.
4. After 30 seconds or so, ask everyone to stop and then to change roles. This time Line 2 members should push against Line 1 members, and Line 1 members can respond as they choose.

5. After another 30 seconds or so, ask everyone to sit down in a big circle.
6. Ask people how they felt doing this exercise. Did they respond by pushing back or by giving in, or what? How did this relate to their real life experience of conflict for example in your relationship? When someone pushes you do you give up or fight back? There are no right or wrong answers but sometimes our relationships are influenced by how we respond.

Exercise D.2: Testing The Water

Aims: To encourage participants to reflect on their own most common patterns of behavior. To look at how our behavior varies according to changes in circumstances. An individual exercise in personal reflection.

Materials: None

Directions:

1. Explain to participants that we have been looking a lot at things which happen around us in our communities, and which shape our lives. We are now going to start to look at things which happen inside us. Ask participants this question: “If you went to the river or dam or sea or swimming pool, and you really wanted to get cool in the water, which is the most likely way for you to get into the water? Would you:
 - a. Just run towards the sea and dive in?
 - b. Walk in slowly, wetting your body bit-by-bit and getting used to the temperature?
 - c. Dip your toe in the water, then decide if you’ll go in?

- d. Stand on the bank contemplating the view and surroundings, and considering what you will do next? (You could act out these actions as you are saying them, to help people laugh a bit!)
- e. Point to four different corners of the room, one for each action described above. Ask participants to move to a certain corner depending on the action which each of them thinks is most likely for themselves.
- f. Once everyone in the group has moved to a corner, give each type of response a title, such as “plunger”, “wader”, “tester”, “delayer”.
- g. Ask participants the good and bad things about each of these types of behavior.
- h. Now ask each participant to consider whether the type of behavior they chose is their most common way of behaving in life and relationships. If they find that they behave differently in different circumstances, get them to think of a particular situation and a response.
- i. Once they have thought about this, they could share their thoughts in groups of three or so.
- j. Now ask the group:
 - i. In what ways does our behavior change in different circumstances?
 - ii. What sorts of conflicts could arise when a “plunger” has to work or live alongside a “tester”?
 - iii. In what ways could the two actually benefit from each other?
 - iv. What are the positive aspects of each approach? For what reasons do people adopt these different approaches?

****Facilitator's note:** The assumption behind this exercise is that a greater awareness of how we respond in different situations increases our understanding of how we might behave in a situation in which there is conflict. It also encourages us to pay attention to other people's behavior, and try to understand why they act the way they act.

Exercise D.3: Assertive Responses

Aims: To practice finding assertive responses. To apply skills from the previous exercises. An interactive group exercise exploring how to give assertive responses in difficult situations.

Materials: None

Directions:

1. Explain that we often find ourselves in situations where we have to think very quickly about what we want to say and we often don't think of a good response until it is too late. This exercise will give us a chance to practice thinking fast. We are going to start off by reviewing the four types of behavior: aggressive, passive, manipulative and assertive. Run through each behavior type asking participants to say the kinds of things that people say or do when they are behaving aggressively, passively, manipulatively or assertively. Many of us are used to behaving in unassertive ways when we are faced with a difficult situation this exercise is about building our assertiveness skills!
2. Divide participants into groups of three. Each group will be told about a different situation in which they have to pretend to be a person who is trying to get someone else into doing something they don't want to do. Each group member should decide entirely

by themselves what their opening line will be. For instance, if I am a drunk husband I say to my wife “Get me food now or I will hit you”.

3. Participants return to the circle, and one by one turn to the person on their left and state very briefly the relationship and the situation - such as “I am a husband just getting home from work and I say to you my wife I am going out to the bar with my friend.” They then state the opening line that they have just thought up and the person on their left has to make an immediate response, trying to state their position without getting upset.
 - a. For example, in response to the statement above: “Honey, I know you want to spend time with your friends but I have been working all day with the kids. Can you please stay home and help?” .
4. Give everyone the chance to use their own line and to respond to someone else’s.
5. Ask participants which responses are most effective and why. How did people deal with the situations they were offered? How do they usually respond to similar situations? What could they do differently?

**Facilitator’s Note: The response people are aiming for is one which does not compromise them and which allows them to state their position without resentment or inappropriate anger. They should face the problem, but without aggressiveness and without giving in and shying away from it. It is hard to start off with, but gets easier with practice, as participants gain confidence

Exercise D.4: Saying No

Aims: To help participants find effective ways of saying ‘No’ to unwanted situations.

Directions:

1. Start by explaining that it is often difficult for us to say clearly what we want sexually. Sometimes we agree to having sex even if we do not want it because the other person has begged and pleaded with us and saying 'No means no!' is just too difficult. In this activity we are going to share our experiences of saying 'no' and practice saying 'no' in different ways to make it clear how we feel and what we want to say without hurting the other person.
2. Explain that we are going to do role plays of three different kinds of situations: in the first, one person is proposing love and the other person wants to agree but is first saying 'no'. In the second, the other person wants to say 'No not now' in a way that doesn't hurt or offend the other person, but helps them to listen to and understand their needs. In the third situation, the person saying 'no' really means 'no'.
3. Divide the group into pairs and suggest that they take turns in being the man and the woman. First they should role play a situation in which one person is proposing love and the other person wants to agree but is first saying 'no'.
4. Then ask the pairs to role play situations where you want to say "No not now" in a way that doesn't hurt or offend the other person, but helps them to listen to and understand your needs.
5. Finally, role play situations in which you are really saying 'no'. Invite everyone to have a go at saying 'No!' so the other person knows that they mean it.
6. Call everyone together and ask some pairs to demonstrate their examples of saying 'no' when they don't really mean it. Discuss:
 - a. How do you know whether the person means 'no' or not?

7. Ask some other pairs to demonstrate saying 'No not now'. Discuss:
 - a. What are the more effective ways in which they do this? Why are they so effective?
8. Then ask the remaining pairs to demonstrate their role plays of 'No!' Discuss:
 - a. What are the more effective ways in which they do this? Why are they so effective?
9. Ask the last pair who does this to repeat the role play but have the person refusing to take any notice of the 'no!' and continuing to demand sex even more aggressively. Ask the partner to respond.
10. Ask the group to split up in their pairs again and develop and practice responses to this situation.
11. Call everyone back to the big group and discuss:
 - a. How does it feel when your partner refuses to listen to your 'no!'?
 - b. How would it feel if your partner carried on having sex with you anyway?
 - c. Why do some people force others to have sex even though they do not want it?
 - d. How does this affect sexual relationships?

****Facilitator's Note:** This is an immensely powerful exercise. Women should use all their bodies to say "no". Each woman should be standing tall and firmly, she should "stand her ground" and feel that her weight is centered and not unbalanced; she should look at the "man" right in his eyes and she should look forthright, not scared. She should use her voice as a weapon and should shout, not whisper, "no!". Participants may find this very difficult to begin with. There may be a lot of giggles and women saying they can't do it. You need to give them a lot of praise and encouragement. In your area the problem may not be so much for a woman to say "no" fiercely,

but that she may actually want to say “yes” at times. If so, how can she react so that she feels in control of the situation? Could she say “yes, with a condom!” safely? You may want to discuss this with your participants, then encourage them to try out which alternative answers best meet their needs, through further role-play.

Exercise D.5: Applying communication to Your Relationship

Aims: To apply the skills we have learned to communicating within our relationships.

Materials: None

Directions:

1. An important means of preventing intimate partner violence and fostering healthy relationships is to talk to your husband about your worries and how you both can work together to improve your situation. In this session, we will be learning how to engage in positive types of relationship communication. Sometimes, this can be directly talking to your husband, and sometimes this can be through indirect ways of letting your husband know your recommendations.
2. Present this Example:
 - a. Vika and Jaya have been married for 10 years. Recently their lives have become very busy and stressful. Vika began drinking alcohol and continues to drink more and more every day. As soon as he gets home from work he leaves to the bar with his friends. Before he does, he demands food and if it is not ready he beats Vika. Jaya is very depressed and sad. She is doing all that she can to make him happy but she still gets beat and he still goes out to drink every night.

3. Discuss:
 - a. What can Jaya do?
 - b. Ask for examples of what Jaya should say to Vika.
4. Present this model for communicating and resolving conflict.
 - a. I CAN SEE... This concerns expressing the conduct that we see in another person.
For example, I can see that you never greet me when you arrive.
 - b. I IMAGINE ... Through this phrase we say what we imagine when observing the other person's conduct. For example, I imagine that you are annoyed. It is important to note that when we imagine the possibility exists that we are wrong in our interpretation and if we actually express it, we provide the opportunity to clarify it.
 - c. I FEEL... Here we say what we feel to the person about what we can see and imagine. For example, I feel sad and what happened really upset me because your friendship is important to me.
 - d. I WANT... We make a proposal to improve things. For example, I want you to tell me if something is bothering you.
5. Now, Ask the participants to form pairs and think about a conflict with their intimate partner - that they can talk about - and describe the situation to the other person.
6. After the two have commented on the conflict, tell both that: "Your partner will play the role of the person with whom you have the conflict. How would you face him?"
7. Allow some time for each one to develop the conflict with their partner and when they have finished present the model for resolving conflicts based on four phrases:

8. Ask them to go back to work in the same pairs, now seeking to resolve the conflict based on the above scheme and discuss how they felt doing this exercise.
9. Discuss:
 - a. How did they feel in this exercise?
 - b. Did they note any difference following the model? What did they discover about themselves?
 - c. Does the way we view conflict (as something negative or positive) have something to do with the way we face it?
 - d. When we deal with conflicts, positive confrontation is vital. Stimulate confidence and group respect and stress that each person must be responsible for himself. This means talking in the first person and not speaking for others. Emphasize the importance of giving feedback with positive criticism, without making judgments and/or attaching labels which disrespect the other person. Remind them that we should not question what the other person feels, but rather we must respect it. In the case of ideas, we can disagree but not with feelings

Exercise D.6: Workshop Expectations Review & Closing

Aims: Review of participants' original expectations.

Materials: Goals and expectations from first session

Directions:

1. Ask participants to sing a song they all know, preferably one to which they can dance also

2. Explain to participants that you are now at the end of the workshop and it is always helpful to a facilitator to learn from participants what they think of his or her guidance and of the program.
 - a. Do they have suggestions for next time it is run?
3. Say that you would like to begin this process by reviewing the expectations which everyone had of the workshop when they first began it. Remind participants of the aims at the beginning.
4. Go round the circle now, asking each participant to be honest and open and:
 - a. to comment on whether they got out of the program what they needed
 - b. and to make one overall comment about what they thought of the workshop.
5. Discuss any negative points which are raised by the participants, so that you understand clearly why they felt disappointed or let down. Make sure that you take note of this, so that you can modify the way in which you run future workshops. Make sure that you accept criticism of yourself without being defensive. We often find it very hard as facilitators to listen to and accept criticism!
6. Finally, you may want to open a discussion on whether participants want to carry on meeting after the end of the workshops. How can they ensure that what has been learned is sustained? Are there any resolutions or pledges they want to make as a group to commit themselves to living and thinking about themselves and their lives differently from now on?
7. Do they want to reflect together for a while on this?

8. After this discussion, close the workshop and thank everyone for being brave enough to share their lives here with each other and being open to new learning. Remind everyone of the confidentiality pledge at the start of the workshop.

MODULES FOR MEN

Session A: Gender Equality

Exercise A.1: Introduction

Aims: To introduce participants and to increase awareness by the participants on the individual nature of gender roles – e.g. desires, wishes, etc. – and to promote self-awareness, group communication and integration.

Materials: None

Directions:

- 1.** Ask the participants, individually, to choose a character they like from a movie or TV show. Then ask them, in pairs, to explain to each other why they have chosen that character, the things that they admire or not about the person's actions, attitudes and values.
- 2.** After about 5 minutes, each participant will present to the group the name of and character chosen by the other person (in the pair) until everyone is introduced.
- 3.** Then discuss:
 - a. Why do we like certain TV or movie characters more than others? Is there any trait of this character that we identify with? Which one? What are the most highly valued "male" characteristics? And what are the least admired traits in men? What expectations does society have about men? What are men supposed to be? What about these expectations would you like to see changed?

- b. Clarify the myths that will probably come up when the young men describe the characters, such as: strength, looks, virility and male omnipotence.
- c. Stress that certain attributes, among them men's impulsiveness and the idea that men have to be ready to have sex all the time, are often used to dominate others.

Exercise A.2: Overall Goals & Program

Aims: Inform participants about workshop goals and content. Introduce concepts of ground rules, confidentiality and participation.

Materials: Goals and Content written out legibly on poster board etc.

Directions:

1. Facilitator reads out and explains goals and content on poster.
2. Facilitator ensures that all participants understand the content by calling for questions and comments.
3. Facilitator makes links between sessions.
4. Ask for requests or suggestions of content.

Exercise A.3: Agree or Disagree

Aims: To explore attitudes about gender differences, roles, and inequalities

Materials: Four signs ("Strongly Agree," "Strongly Disagree," "Agree," and "Disagree"),

Markers, Tape

Directions:

1. Before the activity begins, place the four signs around the room. Leave enough space between them to allow a group of participants to stand near each one.
2. Review the statements provided below. Choose five or six that you think will help the discussion most.
 - a. It is easier to be a man than a woman.
 - b. A man is more of a “man” if he has many sexual partners.
 - c. Sex is more important to men than to women.
 - d. It is okay for a man to have sex outside of relationship, if his partner does not know about it.
 - e. Men are more intelligent than women.
 - f. It is okay to strike your wife if she does not obey.
3. Explain to the participants that this activity is designed to give them a general understanding of their own and each other’s values and attitudes about gender. It is designed to challenge some of their current thinking about gender issues and help them clarify how they feel about certain issues. Remind the participants that everyone has a right to his or her own opinion, and everyone’s opinions should be respected.
4. Read aloud the first statement you have chosen. Ask participants to stand near the sign that says what they think about the statement. After the participants have moved to their sign, ask for one or two participants beside each sign to explain why they are standing there. Ask them to say why they feel this way about the statement.

5. After a few participants have talked about their attitudes towards the statement, ask if anyone wants to change their mind and move to another sign. Then bring everyone back together to the middle of the room and read the next statement.
6. Repeat Steps 2 and 3. Continue with each of the statements you have chosen.
7. After reading all of the statements, lead a discussion by asking the following questions:
 - a. What statements, if any, did you have strong opinions and not very strong opinions about? Why?
 - b. What benefits does gender equality bring to men's lives?
 - c. How did it feel to talk about an opinion that was different from that of some of the other participants?
 - d. How do you think people's attitudes about the statements might affect the way they deal with men and women in their lives?
8. End the activity by reminding participants about the importance of thinking about their own attitudes towards gender. Encourage people to continue to challenge their own personal values and beliefs about gender throughout this workshop, and beyond.

Everyone has their own attitudes about gender. Often, our attitudes may be in conflict with others. It is important to respect other people's attitudes about gender, but to also challenge them if their attitudes and values can be harmful to them and to others.

**Facilitator's notes: If all the participants agree about any of the statements, play the role of "devil's advocate" by walking over to the opposite side of the room and asking, "Why would someone be standing on this side of the room?" (i.e., what values would they have that would put them here?) Some participants may say that they don't know whether they agree or disagree and don't want to stand beside any of the four signs. If this happens, ask these participants to say

more about their reactions to the statement. Then encourage them to choose a sign to stand beside. If they still don't want to, let these participants stand in the middle of the room as a "don't know" group.

Exercise A.4: Men & Women – Ideal and Reality

Aims: To explore people's perceptions of the ideal man and woman and how different men and women can be in reality.

Materials: Flip charts, Pens, Paper

Directions:

1. Explain that we are now moving on to explore how different people in our society are expected to behave.
2. Ask them to break into groups of three or four and to take some flip chart paper and discuss how people of their own age and gender are expected to behave in their families, among peers, in the community and in relationships. Divide the paper into two columns. In the first column note how people expect you to behave in the family and community, and in the second to note what they are expected to say and do, or not say and not do, in relationships. After a few minutes of small group discussion, give them another flip chart and ask them to think about how people of their age, but the other gender, are expected to behave in their families, among peers, in the community and in relationships. Again, divide the paper into two columns. In the first column note how people expect them to behave in the

family and community, and in the second to note what they are expected to say and do, or not say and not do in relationships.

3. After a few minutes of small group discussion, ask the participants to form a large circle and share with the large group their ideas. First discuss the situation for people of their gender and then the other gender. Ask participants:
 - a. Is it easier to live as a man or women in our community? Are the differences fair?
 - b. Do we all want to live as men and women are expected to by others?
 - c. Do these ideas and expectations make us happy or unhappy?
 - d. Do these differences influence our ability to achieve our life goals?

*Feedback and Discussion: The idea of this exercise is to help people to appreciate that there are expectations in our families, by peers, in the community and in relationships of how we should behave. These are different for men and women. They place different pressures on us, as well as providing us with different opportunities. Sometimes we are under pressure to behave in ways that we do not want to behave, that don't make us happy and may undermine our ability to achieve our goals in life.

Generally, men are privileged and have control over their relationships with women, but they may have other disadvantages. Men may be expected to be strong and tough and, for example drink a lot and settle arguments with a fight, but some men do not want to behave like that and would rather help their mothers or grandmothers at home and may be called names for doing this.

Women may be expected to be submissive and help most at home. This can make them feel happy because they receive appreciation for their help or very unhappy because they feel they have little control over their life

Exercise A.5: Gender Roles

Aims: To allow men to voice their opinions about roles of their gender versus roles of women in their community.

Directions:

1. Ask the men to identify what men have been conditioned to believe regarding gender roles
 - a. Men's conditioning:
 - i. Violence is OK
 - ii. Strength: power shown in violence
 - iii. Must have multiple partners to fulfill sexual desires.
 - b. Women's conditioning:
 - i. Violence isn't OK
 - ii. Strength: bear suffering without complaining
 - iii. Must be faithful
 - c. Ask the men when society says it's OK to beat wife:
 - i. Infidelity/suspicion of
 - ii. Refusal to have sex because it is their duty
 - iii. Talking back or breaking rules.

- iv. Not taking care of house/ children
- d. Ask them if they are beaten if they do the same thing. Is this fair?
- e. Emphasize that **IT IS NEVER OK TO BEAT YOUR WIFE**
 - i. What are excuses given for beating your wife? Are women allowed to use same excuses? (Ex. Beat husband if suspicion of other partners)
 - ii. Discuss the excuse of Alcohol or poverty.
 - iii. What happens to men who abuse? How are they viewed by society

Exercise A.6: Are we the Same? Are we Different?

Aims: To understand the different meanings and discourses that are associated with gender, sexuality and reproduction.

Materials: Chalkboard or wall; colored markers.

Directions:

1. Divide the chalkboard or wall into three columns and, in a group discussion, ask all the participants what immediately comes to mind when they hear the word man.
2. Write the word man in the first column on the board and make a list of the responses one by one.
3. Repeat this process one by one with the words, sexuality and woman.
4. At the end, read all the definitions that appear for each of the words and ask the group to comment on the replies and produce a group definition for each of the words.
 - a. What does it mean to be a man?
 - b. What does it mean to be a woman?

- c. How does a man deal with his sexuality? And a woman?
 - d. Is it the same or is it different? In which way?
 - e. How does a man deal with his affections and feelings? And a woman? Are there differences? Why?
 - f. Are men and women different? In what ways? Why do these differences exist?
Do you think that men and women are raised in the same way? Why?
5. Make a summary of what it means to be a man and a woman in our society, based on the replies given by the participants. Emphasize the group that sexuality is a component of human life and, therefore, is not determined only by biological factors.
6. Focus on the affective aspects of sexuality and the different ways affection is learned by men and women. Discuss the cultural aspects of sexuality, that is, that the sexual act for reproduction is common in nearly all living creatures, but that only humans attribute values, customs and meanings to sex that are not related solely to procreation. Explain that sexuality is socially and historically constructed, with moral values ranging from highly rigid/puritanical to liberal or less restricted.

**Facilitator's Note: When discussing the concepts and definitions of man/woman, sexuality and reproduction, it is important to start with the words that were used by the participants themselves. If the group is shy, the facilitator should offer suggestions.

Exercise A.7: Closing Circle

Aims: To close the session.

Materials: None

Directions:

1. Sit in a circle together. Thank everyone again for coming to this session.
2. Arrange a mutually suitable time and place for the next session together. Ask everyone to remind one another again about it.

Session B: Men & Violence

Exercise B.1: Persons & Things

Aims: To increase awareness about the existence of power in relationships and reflect on how we communicate about and demonstrate power in relationships, and to analyze how power influences communication.

Materials: None

Directions:

1. Divide the group in two with an imaginary line. Each side should have the same number of participants.
2. Tell the participants that the name of this activity is: Persons and Things. Choose, at random, one group to be the “things” and the other the “persons” or people.
3. Explain the rules for each group:
 - a. THINGS: The “things” cannot think, feel, make decisions, have no sexuality, have to do what the “persons” tell them to do. If a thing wants to move or do something, it has to ask the person for permission.

- b. PERSONS: The “persons” think, can make decisions, have sexuality, feel, and furthermore, can take the things they want.
4. Ask the group of “persons” to take “things” and do what they want with them. They can order them to do any kind of activity.
5. Give the group 10-15 minutes for the “things” to carry out the designated roles (in the room itself).
6. Finally, ask the groups to go back to their places in the room.
7. Discussion questions:
 - a. What was the experience like? For the “things,” how did your “person” treat you? What did you feel? Why?
 - b. In our daily life, do we treat others like this? Who? Why?
 - c. How can we change this kind of treatment?

**Facilitator’s Note: Generally, when power roles are inverted and those who hold power are forced to be submissive, the person repeats the same power relationships, despite having undergone experiences that were considered unjust. It is important, as facilitators and educators, to emphasize power in relationships and in our lives. Discuss how people who use and abuse power often do not even respect or accept themselves, are generally dissatisfied with themselves, and often feel they have to exercise power over others to feel that they are in control. In sum, emphasize that the way some men (and women) use power over others is harmful to others, but usually has a cost for men as well.

Exercise B.2: Violence Clothesline

Aims: Identify the forms of violence that we perpetrate or that are committed against us.

Materials: String for the clothesline. Tape. Three sheets of paper for each participant. Clothes pins.

Directions:

1. Explain that the purpose of this activity is to talk about the violence we practice and the violence practiced against us, and talk about our feelings in relation to this.
2. Explain that we will set up 4 clotheslines and that all the participants should write a few words on the sheets of paper and hang them up on the line.
3. Give each participant 4 sheets of paper.
4. Place on each clothesline the following titles: Violence practiced against me, Violence that I practice, How I feel when I practice violence, How I feel when violence is practiced against me
5. Ask each participant to think for a while and write a short reply for each item. Each person should write at least one reply for each clothesline (or category). Allow about 10 minutes for this task. Explain to them that they should not write much, just a few words or a phrase, and place it on the corresponding clothesline.
6. Ask the participants, one by one, to read out their replies to the group. They can give other explanations which become necessary, and the other participants can question them about their reply.
7. After each person has placed their replies on the clothesline, the following questions are discussed:
 - a. Ask the group what it was like for them to talk about the violence they have experienced

- b. What is the most common type of violence practiced against us? How do we feel about being a victim of this type of violence?
- c. What is the most common type of violence we commit against others? How do we know if we are really committing violence against someone?
- d. Is there any connection between the violence we practice and the violence we are victims of?
- e. How do we feel when we practice violence?
- f. Is any kind of violence worse than another?
- g. In general, when we are violent or when we suffer violence, do we talk about it? Do we report it?
- h. Do we talk about how we feel? If we do not, why not?
- i. Some researchers say that violence is like a cycle, that is to say, someone who is a victim of violence is more likely to commit acts of violence later. If this is true, how can we interrupt this cycle of violence?

Facilitator's Note: When we talk about violence, we think mainly of physical aggression. It is important to discuss other forms of violence besides physical violence. It is also important to help people think about the acts of violence that they perpetrate, because very often we think that it is the other persons who are violent but never ourselves. Talking about violence which we commit is hard. First, because they always wanted to justify themselves, blaming the other person for being the aggressor. Remind them that it is not necessarily their fault. A victim of interpersonal violence is associated with committing acts of violence later. Helping men grasp this connection and think about the pain that violence has caused them is a potential way of interrupting the victim- to aggressor cycle of violence

Exercise B.3: What is Violence?

Aims: To identify different types of violence that may occur in intimate relationships and communities

Materials: Flipchart, Marker pens,

Directions:

5. Ask the group to sit in a circle and to think silently for a few moments about what violence means to them.
6. Invite each participant to share with the group what violence means to them. Write the responses on flipchart paper.
7. Discuss some of the common points in their responses, as well as some of the unique points. Review the definitions of violence below and tell the participants that there is not always a clear or simple definition of violence and that during the second part of the exercise, you will read a series of case studies to help them think about the different meanings and types of violence.
 - a. Physical violence: Using physical force such as hitting, slapping, or pushing.
 - b. Emotional/psychological violence: Often the most difficult form of violence to identify. It may include humiliating, threatening, insulting, pressuring, and expressing jealousy or possessiveness (e.g., by controlling decisions and activities).
 - c. Sexual violence: pressuring or forcing someone to perform sexual acts (from kissing to sex) against their will, or making sexual comments that make

someone feel humiliated or uncomfortable. It does not matter if there has been prior consenting sexual behavior.

- 8.** Read the case studies on violence and follow up each one with the following questions.
- 9.** What kinds of violence most often occurs in intimate relationships between men and women? What causes this violence? (Examples may include physical, emotional, and/or sexual violence that men use against girlfriends or wives, as well as violence women use against their boyfriends or husbands.)
- 10.** What kinds of violence most often occur in families? What causes this violence? (Examples may include parents' use of physical, emotional, or sexual violence against children or other types of violence between family members.)
- 11.** What kinds of violence most often occur outside relationships and families? What causes this violence? (Examples may include physical violence between men, gang or war-related violence, stranger rape, and emotional violence or stigmatizing certain individuals or groups in the community).
- 12.** Are some acts of violence related to a person's sex? What is the most common type of violence practiced against women? Against men?
- 13.** Are only men violent, or are women also violent?
- 14.** What is the most common type of violence men use against others? What is the most common type of violence that women use against others?
- 15.** Does a man or woman ever "deserve" to be hit or suffer violence?
- 16.** What are the consequences of violence on individuals? On relationships? On communities?

17. What can you and other men do to stop violence in your community?

18. Discuss:

- a. Violence can be defined as the use of force (or the threat of force) by one individual against another. Violence is often used as a way to control another person, to have power over them. It happens all around the world and often stems from the way individuals, especially men, are raised to deal with anger and conflict. It is commonly assumed that violence is a “natural” or “normal” part of being a man. However, violence is a learned behavior, and in that sense, it can be unlearned and prevented. As discussed in other sessions, men are often socialized to repress their emotions, and anger is sometimes one of the few socially acceptable ways for men to express their feelings. Moreover, men are sometimes raised to believe that they have the “right” to expect certain things from women (domestic tasks or sex, for example), and the right to use physical or verbal abuse if women do not provide these things. Men may also resort to violence to assert their views or decisions, thereby making communication among partners about condom-usage, sex, and HIV almost impossible. It is important to think about how these rigid gender roles regarding how men should express their emotions and how they should interact with women are harmful both to men and their relationships. In your daily lives, it is essential that you, as men, think about what you can do to speak out against other men’s use of violence. Links: This activity can also be linked to the earlier one on “Expressing My Emotions” and to a discussion about how to handle anger.

19. Case Studies on Violence

a. Case Study #1: Mtitu and Latifa are married. Mtitu's family is coming over to their home for dinner. He is very anxious that they should have a good time, and he wants to show them that his wife is a great cook. But when he gets home that night, nothing is prepared. Latifa has not been feeling well, and she has not started making the dinner yet. Mtitu is very upset. He does not want his family to think that he cannot control his wife. They begin to argue and yell at each other. The fight quickly escalates, and Mtitu hits her.

i. Do you think that Mtitu was right to hit Latifa?

ii. How should Latifa react?

iii. Could Mtitu have reacted differently in this situation?

b. Case Study #2: You are dancing with a group of friends at the disco. When you are about to leave, you see a couple (presumably a boyfriend and girlfriend) arguing at the entrance. He calls her a bitch and asks her why she was flirting with another guy. She says, "I was not looking at him... and even if I was, aren't I with you?" He shouts at her again. Finally, she says, "You don't have the right to treat me like that." He calls her worthless and tells her to get out of his face, that he can't stand to look at her. He then hits her, and she falls down. She screams at him, saying that he has no right to do that.

i. What would you do? Would you leave? Would you say anything?

Why or why not?

ii. Would it be different if it were a guy hitting another guy?

iii. What can you do in situations like this one? What are your options?

- iv. What is our responsibility to prevent others from using violence?
- c. Case Study #3: Michael is an older boy who comes from a wealthy family. He meets Pili one day on her way home from school and they chat a little. The next day, he meets up with her again. This continues until one day he tells Pili how much he likes her. They start to kiss, and Michael starts touching Pili under her blouse. But then Pili stops and says that she doesn't want to go any further. Michael is furious. He tells her that he has spent lots of time with her and says, "What are my friends going to say?" He pressures her to change her mind. First, he tries to be seductive, then he yells at her in frustration. He begins pulling at her forcefully, pushing her down. He then forces her to have sex, even though she keeps saying, "No, stop!"
 - i. Is this a kind of violence? Why or why not?
 - ii. What do you think Michael should have done?
 - iii. What do you think Pili should have done?

**Facilitator's notes: Prior to the sessions on violence, it is important to research locally-relevant information concerning violence, including existing laws and social supports for those who inflict and/ or suffer from violence. It is also important to be prepared to refer a participant to the appropriate services if he/she reveals that he is a victim of violence or abuse. As the facilitator, you can assist the group in this discussion by: Explaining that this is not a support group, but that you can talk to anyone afterwards to tell them about any support services you know about. Being aware of people's reactions and body language and reminding the group of the importance of people taking care of themselves (e.g., it is okay to take a break). Explaining that keeping full confidentiality is usually very difficult and that participants who want to talk about their own

experience, but who do not want others outside the group to know about it, can choose to talk about the violence that “people like them” experience. Challenging participants who try to deny or reduce the significance of violence, in particular violence against women and children. The case studies included in Resource Sheet 27 depict diverse examples of violence, including men’s use of physical, sexual, and emotional violence against women in intimate relationships (case studies #1, 2, and 3).

Exercise B.4: Understanding the Cycle of Violence

Aims: To discuss the relationship between the violence that men suffer and the violence they use against others

Materials: Flipchart, Markers, Pens/pencils. Five small pieces of paper for each participant, Before the session, tape five pieces of flipchart paper to a wall. On each paper, write one of the five categories below: Violence used against me, Violence that I use against others, Violence that I have witnessed, How I feel when I use violence, How I feel when violence is used against me

Directions:

1. At the beginning of the session, explain to the participants that the purpose of this activity is to talk about the violence in our lives and our communities. Review the flipchart with the meanings of violence from the previous activity.
2. Give each participant five sheets of paper.
3. Ask the participants to think for a while about the five categories from above and then to write a short reply to each on the pieces of paper that they have received. They should write one response on each paper, and they should not put their names on the paper.

4. Allow about a few minutes for this task. Explain to them that they should not write much, just a few words or a phrase, and then tape it to the corresponding flipchart paper.
5. After taping their papers to the flipchart, read out loud some responses from each category.
6. Open up the discussion with the following questions.
 - a. What is the most common type of violence used against us? How do we feel about being a victim of this type of violence?
 - b. What is the most common type of violence we use against others?
 - c. How do we feel when we use violence against others?
 - d. Is there any connection between the violence we use and the violence that is used against us?
 - e. Where do we learn violence?
 - f. Is any kind of violence worse than another?
 - g. Is there a link between violence and power? Explain.
 - h. In general, when we are violent or when we suffer violence, do we talk about it? Do we report it? Do we talk about how we feel? If we do not, why not?
 - i. What is the link between violence in our families and relationships and other violence that we see in our communities?
 - j. Some researchers say that violence is like a cycle, that is to say, someone who is a victim of violence is more likely to commit acts of violence later. If this is true, how can we interrupt the cycle of violence?
7. After the discussion, ask the group what it was like for them to talk about the violence they have experienced. If anyone in the group shows a need for special attention due to

an act of violence they have suffered, you should consider referring the individual to appropriate services and discuss the issue with other staff at your organization.

8. Discuss: When people talk about violence, they think mainly of physical aggression. It is important to think of other forms of violence besides the physical. It is also important to think about the acts of violence that you, as men, might perpetrate, because very often men think it is only other people who are violent, not themselves. It is important to also remember that violence is not about natural aggression and that it has many causes. All forms of violence share the same fundamental causes: the use of violence to maintain or claim power and control. Current social and economic problems are also an important context for understanding why violence happens, who suffers from it, and who commits it. However, as much as context may help to explain violence, it should not be used to excuse it. People, men mostly, still make a choice when they use violence. People need to be held accountable for the decision to use violence and for the suffering that they cause. The purpose of this session is to help you think about how you learn and express violence differently and how you can stop the cycle of violence in your lives and communities.

**Facilitator's notes: During this activity, you might notice that it is easier for participants to talk about the violence they have suffered outside their homes than the violence they have suffered inside their homes, or the violence they have used against others. They might not want to go into detail about these experiences, and it is important you do not insist they do. Being a victim of interpersonal violence is associated with committing acts of violence later in life. Moreover, in talking about violence they've committed, the participants might seek to justify themselves, blaming the other person for being the aggressor. Helping men grasp this connection and think about the pain that violence has caused them is a potential way of

interrupting the victim-to-aggressor cycle of violence. If necessary, this activity can be extended to two sessions. Prior to the session, consult local and national laws regarding mandatory reporting procedures in the case that a minor (or individual under a certain age) reveals that he is suffering violence or abuse. It is also important to clarify with your organization any ethical and legal aspects related to dealing with situations that might come up during the discussions on violence.

Exercise B.5: Closing Circle

Aims: Winding down exercise.

Materials: None

Directions:

1. Explain that this has been a session which has discussed a lot of areas which people find very difficult to discuss.
2. Say that you would now like to bring the session to a close with a reminder of how much knowledge and experience we already have to share among ourselves.
3. Finish by thanking everyone once more for coming to this session. Arrange a mutually convenient time and place for the final session.

Session C: Communication

Exercise C.1: Muddled Messages

Aims: Energizer activity. Encourages people to participate and laugh. To help us appreciate in a funny way how easy it is to misunderstand what someone has said.

Materials: None

Directions:

1. Participants whisper the same message around the circle, one to the next. Then the finished version is compared with the original.
2. Choose one person to think of a local phrase to whisper beforehand, such as “many people round here like eating bananas” or “the sun at this time of year is very hot”.
3. Whisper this quietly to the participant on your left and ask them to whisper it quietly to the next person.
4. This should be repeated until the phrase has been whispered around the whole circle. Each person should only whisper on what they heard and they are not allowed to ask for the phrase to be repeated.
5. Finally, when the phrase has been whispered all of the way around the circle, ask the last person to say out loud what she heard.
6. Then announce to the group what you originally said. The message normally changes quite a lot as it goes round the circle!
7. Point out how easy it is for messages to be misunderstood!

Exercise C.2: From Violence to Respect in Intimate Relationships

Aims: To discuss how we use violence in our intimate relationships and envision and identify intimate relationships based on respect.

Materials: Flip-chart. Felt-tip pens. Tape.

Directions:

1. Explain to the group that the objective of this activity is to discuss and analyze the various types of violence that we sometimes use in our intimate relationships and discuss ways of demonstrating and experiencing intimate relationships based on respect.
2. Divide the participants into 4 groups (or less, depending on the total number of participants in the group), with 5 or 6.
3. Ask them to invent a short role play or skit.
4. Ask two groups to present an intimate relationship - boyfriend/girlfriend, husband/ wife or boyfriend/boyfriend - which shows scenes of violence. Explain that the violence can be physical but does not necessarily have to be. Ask them to try to be realistic, using examples of persons and incidents that they may have experienced
5. Ask the other groups to also present an intimate relationship but based on mutual respect. There may be conflicts or differences of opinion, but the presentation should show respect in the relationship and should not include violence.
6. Allow 10 minutes to develop the story or the scenes and then ask them to present it to the group. Each group should have around 5 to 10 minutes to present their skits, with the other groups being allowed to ask questions at the end.

7. When all the groups have had their turn, using the flip-chart, make a list:
 - a. what are the characteristics of a violent relationship? Encourage the participants to reflect on the different forms of violence in intimate relationships (control, coercion, shouting ...) as well as physical violence.
 - b. Use the stories as an example and ask: what are the characteristics of the individual or of the relationship itself, in the cases that were presented, which demonstrate violence?
 - c. Placing the list on the wall, begin to list the following: what characteristics make a relationship healthy?
 - d. Ask the group to think about what is necessary to achieve a relationship based on respect.

8. Discuss the following questions. Were the examples used in the skits realistic? Do we see these things in our daily life? What for you are the causes of the domestic violence or the violence in the relationship? Do only men use physical violence against women, or are women also violent toward men? When you see this type of violence, what do you normally do? What could you do? Are the examples of a healthy relationship that were shown in the stories realistic? Is it possible to construct an intimate relationship based on respect? Do we see it in our daily lives? What can we do individually to construct healthy intimate relationships?

**Facilitator's Note: This activity uses role plays with female characters. If you are working with a male only group, some of them may be reluctant to interpret a female character.

Encourage the group to be flexible. If none of the men want to interpret a female character, you can ask them to describe the scenes using the flip-chart, for example. Also it is important to note

the impotence that young men feel in responding to the violence that they see other men perpetrating. Many are afraid to talk about domestic violence. Through this activity the facilitator should try to talk about the silence and impotence which we feel in witnessing domestic violence. Consider these questions throughout the activity. How can we form relationships between men and women based on respect? What does a healthy intimate relationship look like?

This activity seeks to encourage young men to discuss the realities of domestic violence, using examples from their own setting. Depending on the group, you can encourage the participants to look for additional information on domestic violence in their communities. The facilitator can also invite someone who works with women that has been the victim of domestic violence or who works with perpetrators of violence against women

Exercise C.3: What do I do When I'm Angry

Aims: To help the participants to think about how to identify when they are angry and how to express their anger in a constructive and non-destructive way.

Materials: Flip-chart. A4 paper. Felt-tip pens. Tape. Copies of the Resource Sheet for each participant.

Directions:

1. Begin the activity with a short introduction to the theme, as for example: Many adolescents and men confuse anger and violence, thinking they are the same things. It should be stressed that anger is an emotion, a natural and normal emotion that every human being feels at some point in life. Violence is a way of expressing anger, that is to

say, it is a form of behavior that can express anger. But there are many other ways of expressing anger - better and more positive ways - than violence. If we learn to express our anger when we feel it, it can be better than allowing it to bottle up inside us, as many times when we allow our anger to build up, we tend to explode.

2. Explain to the group that in this activity we are going to talk about how we react to anger.
3. Hand out a Resource Sheet (which follows) to each participant. Read out each question and ask the participants to answer the questions individually, giving them 2 or 3 minutes for each question.
4. After filling in the sheet, divide the group into small groups of 4 or 5 participants at the most. Ask them to comment, giving a short time for each one to say what he wrote to the others in the group.
5. With the participants still in the small groups, hand out a flip-chart and ask them to make a list of:
 - a. Negative ways of reacting when we are angry.
 - b. Positive ways of reacting when we are angry
6. Allow the groups a few minutes to write out their lists and then ask each group to present their answers to the whole group.
7. Positive Ways
 - a. take a breath of fresh air, or count to 10
 - b. Use words to express what we feel without offending. It is important to stress that to “take a breath of fresh air” does not mean going out and jumping into the car (if that is the case) and driving around at high speed exposing oneself to risk or going to a bar and tanking up on alcohol.

- c. If these two tactics proposed here are not on any of the lists presented, explain them to the group. In short: To take a breath of fresh air is simply to get out of the situation of conflict and anger, to get away from the person toward whom one is feeling angry. One can count to 10, breathe deeply, walk around a bit or do some other kind of physical activity, trying to cool down and keep calm. Generally, it is important for the person who is angry to explain to the other that he is going to take a breath of fresh air because he is feeling angry, something like: "I'm really fed up with you and I need to take a breath of fresh air. I need to do something like go for a walk so as not to feel violent or start shouting. When I've cooled down and I'm calmer, we can talk things over."
 - d. Use words without offending is to learn to express two things:
 - i. To say to the other person why you are so upset
 - ii. to say what you want from the other person, without offending or insulting.
8. Discussion questions:
- a. Generally speaking, is it difficult for men to express their anger, without using violence? Why?
 - b. Very often we know how to avoid a conflict or a fight, without using violence, but we don't do so. Why?
 - c. Is it possible "to take a breath of fresh air" to reduce conflicts?
 - d. Do we have experience with this activity? How did it work out?
 - e. Is it possible "to use words without offending?"

- i. I am angry with you because: Give an example for the group: If your girlfriend arrives late for a date, you could react by shouting: “You’re a bitch, it’s always the same, me standing here waiting for you.” Or then, looking for words that do not offend, you could say: Look, I’m angry with you because you’re late. I would like you to be on time, if not, let me know that you’re going to be late

**Facilitator’s Note: In general, boys and men are socialized not to talk about what they feel. When we feel frustrated or sad, we are encouraged not to talk about it. Very often by not talking, the frustration or anger builds up until it is expressed through physical aggression or shouting. This activity can be useful and can be a reference for the rest of the process, since there will always be conflicts in the group. In the event of conflicts, the facilitator should remind them: “Use words, but don’t offend.”

Exercise C.4: Assertive Communication

Aims: To recognize the different forms of expressing ourselves and develop mechanisms for assertive communication.

Material: Paper, pencil, felt-tip pens, large sheets of paper, flip chart

Directions:

1. Addressing the full group, ask participants what comes into their heads when they hear the word communication. As they are talking, note what they say on the flip chart.

2. Ask them to choose a partner and think of a situation where they felt that communication had been positive communication. Then ask to relate the situation to the other.
3. Working in pairs, ask the participants to analyze the common elements of satisfactory or positive communication and write these down.
4. When they have finished, ask each pair to join another pair and share their examples.
5. When the two groups have finished, ask them to present their conclusions about the elements of good communication to the full group.
6. Explain the different types of communication:
 - a. Aggressive: Using violent behavior to communicate —something that can hurt other people.
 - b. Passive: Refers to communication which we do not take responsibility for, by avoiding the truth and allowing others to decide for us.
 - c. Assertive: Is when we take into account our needs and answer clearly what we think or feel, and, at the same time, respecting others.
 - d. Ask the participants to form three groups. Ask each group to role play one of the following situations. In the role play, each group should illustrate the three forms of communication: aggressive, passive and assertive.
 - e. The situations are: a) "You are invited to go to a party tonight, but you don't want to go." b) "Someone asks you to have sexual relations without protection." c) "Your friends are trying to pressure you to drink." 10- Tell each group that they should work on these situations or invent another which is more appropriate to their own circumstances. It is important that they think about the three possible kinds of communication.

7. Give the group about 15 minutes to discuss and develop the role play and then present it to the other groups.
8. For the final discussion, reflect with them on how they felt doing the exercise and the importance of establishing relations by using assertive communication. This activity promotes a discussion about different kinds of communication.
9. Discuss:
 - a. Clear and effective communication is characterized by simple, clear and concrete words and expressions, and is expressed with honesty in a positive, constructive and responsible way. It is important not to manipulate affections or emotions, which means it is necessary to have a clear idea of what we want to communicate, to know and identify our own personal resources, and to listen to our feelings about the issue, that is, apply our emotional intelligence. The need to respect diversity of opinion should be emphasized. It is important in communicating to be brief and not speak about everything at the same time. It is useful to cover one concrete point before moving on to the next, without mixing up issues, such as confusing past complaints with present ones. We must always be open to listening, and listening first, and replying openly and honestly. When communicating, it is best not to establish power relations and to avoid the idea that one person has to “win” the argument. Assertive communication is a balance between expressing ourselves and our wishes assertively and expressing ourselves without insulting ourselves or third parties. It means defending our own rights and respecting the rights of others.

Exercise C.5: Resolving Conflicts

Aims: To propose and rehearse a model for the creative resolution of conflicts.

Materials: None

Directions:

1. In a brainstorming session, ask the participants: "What is a conflict?". Note the ideas on a flip-chart and keep it on hand, as we will return to it again in the full debate.
2. Ask the participants to form pairs and think about a conflict with their intimate partner - that they can talk about - and describe the situation to the other person.
3. After the two have commented on the conflict, tell both that: "Your partner will play the role of the person with whom you have the conflict. How would you face him?"
4. Allow some time for each one to develop the conflict with their partner and when they have finished present the model for resolving conflicts based on four phrases:
 - a. I CAN SEE... This concerns expressing the conduct that we see in another person.
For example, I can see that you never greet me when you arrive.
 - b. I IMAGINE ... Through this phrase we say what we imagine when observing the other person's conduct. For example, I imagine that you are annoyed. It is important to note that when we imagine the possibility exists that we are wrong in our interpretation and if we actually express it, we provide the opportunity to clarify it.

- c. I FEEL... Here we say what we feel to the person about what we can see and imagine. For example, I feel sad and what happened really upset me because your friendship is important to me.
 - d. I WANT... We make a proposal to improve things. For example, I want you to tell me if something is bothering you.
5. Ask them to go back to work in the same pairs, now seeking to resolve the conflict based on the above scheme and discuss how they felt doing this exercise.
6. Finish off by going back to the flip-chart and analyzing the negative values that were given to the conflict during the brainstorming. Remind them that conflict always exists and can be an opportunity for personal growth and development.
7. Discuss:
 - a. How did they feel in this exercise?
 - b. Did they note any difference following the model? What did they discover about themselves?
 - c. Does the way we view conflict (as something negative or positive) have something to do with the way we face it?
 - d. When we deal with conflicts, positive confrontation is vital. Stimulate confidence and group respect and stress that each person must be responsible for himself. This means talking in the first person and not speaking for others. Emphasize the importance of giving feedback with positive criticism, without making judgments and/or attaching labels which disrespect the other person. Remind them that we should not question what the other person feels, but rather we must respect it. In the case of ideas, we can disagree but not with feelings

Exercise C.6: Workshop Expectations Review & Closing

Aims: Review of participants' original expectations.

Materials: Goals and expectations from first session

Directions:

1. Explain to participants that you are now at the end of the workshop and it is always helpful to a facilitator to learn from participants what they think of his or her guidance and of the program.
 - a. Do they have suggestions for next time it is run?
2. Say that you would like to begin this process by reviewing the expectations which everyone had of the workshop when they first began it. Remind participants of the aims at the beginning.
3. Go round the circle now, asking each participant to be honest and open and:
 - a. to comment on whether they got out of the program what they needed
 - b. and to make one overall comment about what they thought of the workshop.
4. Discuss any negative points which are raised by the participants, so that you understand clearly why they felt disappointed or let down. Make sure that you take note of this, so that you can modify the way in which you run future workshops. Make sure that you accept criticism of yourself without being defensive. We often find it very hard as facilitators to listen to and accept criticism!
5. Finally, you may want to open a discussion on whether participants want to carry on meeting after the end of the workshops. How can they ensure that what has been learned

is sustained? Are there any resolutions or pledges they want to make as a group to commit themselves to living and thinking about themselves and their lives differently from now on?

6. Do they want to reflect together for a while on this?
7. After this discussion, close the workshop and thank everyone for being brave enough to share their lives here with each other and being open to new learning. Remind everyone of the confidentiality pledge at the start of the workshop.

MODULES FOR MIXED GENDERS

Session A: Fostering Healthy Relationships

Exercise A.1: Overall Goals & Program

Aims: Inform participants about workshop goals and content. Introduce concepts of ground rules, confidentiality and participation.

Materials: Goals and Content written out legibly on poster board etc.

Directions:

1. Facilitator reads out and explains goals and content on poster.
2. Facilitator ensures that all participants understand the content by calling for questions and comments.
3. Ask for requests or suggestions of content.

Exercise A.2: 24 Hours

Aims: To identify the tasks of men and women in society. To create awareness of men and women's workloads. To compare how much time men and women spend caring for themselves and for others.

Materials: A prepared flip chart of the activity partially completed (to use for giving instructions), Prepared flip charts with the 24 hours of the day listed already – one for each group to use. (Facilitator only writes times), Markers

Directions:

1. Ask the women and men to work as a couple or two separate groups.
2. Explain that this activity is going to look at what men and women in their communities do on a typical day. Use the prepared flip chart as an example of how to complete their own flip charts.
3. They should each come up with a “typical” family, giving the husband and wife names, and decide how many children they have.
4. Starting with 12 am (midnight) and ending with 11 pm, should list what the husband and wife are each doing each hour:
5. Divide the groups so that half address Scenario 1 and half address Scenario 2:
 - a. Scenario 1: A family in the community with both the husband and wife working, the woman is a SEF client and as a result she is running a small business. They have children
 - b. Scenario 2: Same as above (wife is a SEF client), they have children) but here the husband is unemployed
6. After they have worked on their flipcharts, ask a group that has finished to present.
7. Have a participant read off the activities on his/her chart, for each one ask the group which activities the wife is doing for herself, and which ones for others?
8. Have participant mark these in separate colors next to each activity. Do the wife first, then the husband.
9. Now add up the number of hours a woman spends on herself vs. others.
10. Ask the group if they think that it is fair, summarize the session.

*Facilitator's Notes: Facilitator should walk around and help out groups. Remind them (if there is a baby) to include time for breastfeeding, changing the babies diapers etc. Notice if they have not included "sex" as one of the activities, ask them (in a playful way) to include it. Ask the group: Is this 24 hours real? Does your day look anything like this? What do you notice about the man's day and the woman's day? Ask the group: Who gets paid for the work that they do? Why is housework not considered "real" work? Is it because it is not valuable? Or because it is not valued?

Although it's possible to go further with this discussion, just try to raise these issues this time. We are laying the foundation for a deeper discussion of the issues in the next session. It is not necessary to write all activities in the example. · Emphasize the women's workload compared with men's.

Exercise A.3: Act Like a Man, Act Like a Woman

Aims: To identify the differences between rules of behavior for men and for women. To understand how these gender rules affect the lives of women and men

Materials: Flipchart, Markers, Tape, Resource

Directions:

1. Ask the male participants if they have ever been told to "Act like a Man." Ask them to share some experiences of someone saying this or something similar to them. Ask: "Why do you think they said this?" "How did it make you feel?"

2. Now ask the female participants if they have ever been told to “Act like a woman.” Ask them to share some experiences of someone saying this or something similar. Ask: “Why do you think they said this?” “How did it make you feel?”
3. Tell the participants that you want to look more closely at these two phrases. Explain that by looking at them, we can begin to see how society creates very different rules for how men and women are supposed to behave. Explain that these rules are sometimes called “gender norms” because they define what is “normal” for men and women to think, feel, and act. Explain that these rules restrict the lives of both women and men by keeping men in their “Act like a Man” box and women in their “Act like a Woman” box.
4. In large letters, print on one sheet of flipchart paper the phrase “Act Like a Man.” Ask participants what men are told in their community about how they should behave. Write these on the sheet. Check the examples in below to see the kinds of messages that are often listed and introduce them into the discussion if they have not been mentioned.
5. When the group has no more to add to the list, ask the discussion questions listed below.
 - a. Which of these messages can be potentially harmful? Why? (Place a star next to each message and discuss one by one.)
 - b. How does living in the box limit men’s lives and the lives of those around them?
 - c. What happens to men who try not to follow the gender rules (e.g. “living outside the box”)? What do people say about them? How are they treated?
6. Print on another sheet of flipchart paper the phrase “Act Like a Woman.” Ask participants what women are told in their community about how they should behave. Write these messages on the sheet. Check the examples to see the kinds of messages that are often listed. Feed these in to the discussion if they have not been mentioned.

7. When the group has no more to add to the list, ask the discussion questions listed below.
 - a. Which of these messages can be potentially harmful? Why? (Place a star next to each message and discuss one by one).
 - b. How does living in the box impact a woman's health and the health of others?
 - c. How does living in the box limit women's lives and the lives of those around them?
 - d. What happens to women who try not to follow the gender rules? What do people say about them? How are they treated?
8. Next, draw another table that has both a column for men and women. Label it "Transformed Men/Women." Ask the participants to list characteristics of men who are "living outside the box." Record their answers. Once you get seven or so responses, ask the same about women who are "living outside the box."
9. Help the participants recognize that, in the end, characteristics of gender equitable men and women are actually similar.
10. Ask participants the following questions:
 - a. Are your perceptions about the roles of men and women affected by what your family and friends think? How?
 - b. Does the media have an effect on gender norms? If so, in what way(s)? How does the media portray women? How does the media portray men?
 - c. How can you, in your own lives, challenge some of the nonequitable ways men are expected to act? How can you challenge some of the nonequitable ways that women are expected to act?

11. Discuss: Throughout their lives, men and women receive messages from family, media, and society about how they should act as men and how they should relate to women and to other men. As we have seen, many of these differences are constructed by society and are not part of our nature or biological make-up. Many of these expectations are completely fine, and help us enjoy our identities as either a man or a woman. However, we all have the ability to identify unhealthy messages as well as the right to keep them from limiting our full potential as human beings. As we become more aware of how some gender stereotypes can negatively impact our lives and communities, we can think constructively about how to challenge them and promote more positive gender roles and relations in our lives and communities. Therefore, we are all free to create our own gender boxes and how we choose to live our lives as men and women.

**Facilitator's notes: This activity is a good way to understand perceptions of gender norms. Remember that these perceptions may also be affected by class, race, ethnicity, and other differences. It is also important to remember that gender norms are changing in many countries. It is getting easier, in some places, for men and women to step outside of their "boxes." If there is time, discuss with the group what makes it easier in some places for women and men to step outside of the box

Exercise A.4: I'm Glad I am....If I were....

Aims: To develop a better understanding of the enjoyable and difficult aspects of being male or female

Materials: Flipchart, Markers, Tape

Directions:

1. Separate the participants into same-sex groups of no more than eight. If the participants are all men, simply divide them into smaller groups. Tell the participants to pick one person to serve as the recorder, who will write for the group.
2. Give each group a sheet of flipchart paper and a marker. Ask the participants to write down as many endings as they can for the following sentences:
 - a. Male group: I'm glad I'm a man because...
 - b. Female group: I'm glad I'm a woman because... (If the group is all male, do not worry about this question.)
 - c. Give an example of each to help the groups get started. Allow a few minutes for completion.
 - d. Note: Make sure that the responses from the participants are positive aspects of their own gender rather than responses that center on not having to experience something the other sex experiences. For example, instead of men in the group making statements like, "I'm glad I'm a man because I don't have a period," they should concentrate on statements like "I'm glad I'm a man because I'm strong."
3. Give the groups another sheet of flipchart paper and ask the participants to come up with as many endings as they can to the following sentences:
 - a. Male group: If I were a woman, I could...
 - b. Female group: If I were a man, I could... (If the group is all male, do not worry about this question.)
 - c. Male group: I envy women because....

- d. Female group: I envy men because...(If the group is all male, do not worry about this question.)
4. Tape the sheets on the wall and discuss the responses by asking the following questions:
 - a. Questions for a mixed-sex group:
 - i. Were any of the responses the same for both sexes?
 - ii. Was it easier for the men or for women to come up with reasons they are glad about their gender? Why do you think this is?
 - iii. How does the first set of responses from one gender compare to the second set from the other gender? (Do the items the women list as things they are glad about overlap with what the men list as things they could do if they were women?)
 5. Next, for either group, ask the following questions:
 - a. What did you find challenging about discussing the advantages of being the other sex?
 - b. Are any of the responses stereotyped? Which ones?
 - c. Why do these stereotypes exist? Are they fair?
 - d. What else did you learn from this activity?

Discuss: There are major differences in gender that affect livelihood, as well as sexual and reproductive health. These differences should be discussed and celebrated, rather than debated or challenged. No one gender is better than the other. These differences 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 health outcomes for individuals, families, and communities.

Exercise A.5: Limiting Effects of Violence

Aims: To better understand the many ways in which women's (and men's) lives are limited by male violence, especially sexual violence

Materials: Flipchart, Markers

Directions:

1. Draw a line down the middle of a flipchart paper from top to bottom. On one side, draw a picture of a man and on the other, a woman. Let the participants know that you want them to reflect on a question in silence for a moment. Tell them that you will give them plenty of time to share their answers once they have thought it over in silence. Ask the question: "What do you do on a daily basis to protect yourself from sexual violence?"
2. Ask the men in the group to share their answers to the question. Most likely, none of the men will identify doing anything to protect themselves. If a man does identify something, make sure it is a serious answer before writing it down. Leave the column blank unless there is a convincing answer from a man. Point out that the column is empty or nearly empty because men don't usually even think about having to protect themselves from sexual violence.
3. If there are women in the group, ask the same question. If there are no women, ask the men to think of their wives, girlfriends, sisters, nieces, and mothers and imagine what these women do on a daily basis to protect themselves from sexual violence.

4. Once you have captured ALL the ways in which women limit their lives to protect themselves from sexual violence, break the group into pairs and tell each pair to ask each other the following question. Each person has five minutes to answer:
 - a. What does it feel like to see all the ways that women limit their lives because of their fear and experience of men's violence?
5. Bring the pairs back together after 10 minutes and ask people to share their answers and their feelings. Allow plenty of time for this discussion, as it can often be emotional. Then ask each pair to find two other pairs (to form groups of six people) and discuss the following questions for 15 minutes:
 - a. How much did you already know about the impact of men's violence on women's lives?
 - b. What does it feel like to have not known much about it before? How do you think you were able to not notice this, given its significant impact on women?
 - c. How does men's violence damage men's lives as well?
 - d. What do you think you can do to change this trend and to create a world in which women don't live in fear of men's violence?
6. Bring the small groups back together after 15 minutes and ask each group to report back on its discussion. Sum up the discussion, making sure all points in the closing are covered.
7. Discuss: Sexual violence and the threat of violence is an everyday fact for women. Because men do not live with the daily threat of sexual violence, they do not realize the extent of the problem women face. Men usually do not understand how sexual violence—actual and threatened—is such a regular feature of women's daily lives. However, men's

lives are damaged too by sexual violence against women. It is men's sisters, mothers, daughters, cousins, and colleagues who are targeted—women that men care about are being harmed by sexual violence everyday. Social acceptance of this violence against women gives men permission to treat women as unequal and makes it harder for men to be vulnerable with their partners, wives, and female friends. Sexual violence makes it impossible for a woman to negotiate condom use and eliminates any element of choice regarding the decision to have sex or not. Also, as mentioned in other activities, the tearing of tissue during rape dramatically increases the risk for HIV transmission. Therefore, the prevention of sexual violence is key to reducing HIV.

**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! This 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. If men are defensive, make sure to look more closely at their reactions. Make it clear that you're not accusing anyone in the room of having created such a climate of fear. Remind the group that you are trying to show how common and how devastating violence against women is. Some people have strong emotional reactions to this activity. These reactions can include anger, outrage, astonishment, shame, embarrassment, and defensiveness. As workshop participants show their feelings, let them know that their reaction is normal and appropriate. Many people are shocked and become angry when they learn the extent and impact of violence against women. Remind them that anger can be a powerful motivating force for change. Encourage them to identify ways to use their anger and outrage usefully to prevent violence and to promote gender equity. Be aware that some men may think that they need to protect women from violence. If some men in the group say this, remind the group that it

is important for each of us to be working to create a world of 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.

Exercise A.6: Gender Fishbowl

Aims: To share experiences related to gender issues. To develop a better understanding of and empathy for the experience of the other sex

Directions:

1. Divide the male and female participants.
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.
3. Begin a discussion by asking the women the questions listed in the questions below. The men's job is to observe and listen to what is being said. They are not allowed to speak.
4. After questions have been answered, close the discussion and have the men and women switch places. Lead a discussion with the men, while the women listen. The questions for the men are also below.
5. Questions for Women
 - a. What is the most difficult thing about being a woman in Namibia?
 - b. What do you want to tell men that will help them better understand women?
 - c. What do you find difficult to understand about men?
 - d. How can men support and empower women?

- e. Who typically makes decisions in your household? If men, how does it feel to have them making all the decisions?
- f. What is something that you never want to hear again about women?
- g. What rights are hardest for women to achieve in Namibia?
- h. What do you remember about growing up as a girl in Namibia? What did you like about being a girl? What did you not like?
- i. What was difficult about being a teenage girl?
- j. Who are some of the positive male influences in your life? Why are they positive?
- k. Who are some of the positive female influences in your life? Why are they positive?

6. Questions for Men

- a. What is the most difficult thing about being a man in Namibia?
- b. What do you want to tell women to help them better understand men?
- c. What do you find difficult to understand about women?
- d. How can men support and empower women?
- e. What do you remember about growing up as a boy in Namibia? What did you like about being a boy? What did you not like?
- f. What was difficult about being a teenage boy?
- g. Who are some of the positive male influences in your life? Why are they positive?
- h. Who are some of the positive female influences in your life? Why are they positive?

7. Discuss the activity after both groups have taken a turn. Use the following questions:

- a. What surprised you about this activity?

- b. How did it feel to talk about these things with others listening?
- c. What did you learn?
- d. Often, our opinions and perspectives about the other sex are informed by stereotypes and gender and social norms that are reinforced over time by many sources, such as the media or our peers. This often makes it difficult for us to understand the other sex and their needs and concerns. By having a better understanding of the opposite sex and their needs and experiences, we are able to have greater empathy of how they experience gender and how it affects them.

Exercise A.7: Workshop Expectations Review & Closing

Aims: Review of participants' original expectations.

Materials: Goals and expectations from first session

Directions:

1. Explain to participants that you are now at the end of the workshop and it is always helpful to a facilitator to learn from participants what they think of his or her guidance and of the program.
 - a. Do they have suggestions for next time it is run?
2. Say that you would like to begin this process by reviewing the expectations which everyone had of the workshop when they first began it. Remind participants of the aims at the beginning.
3. Go round the circle now, asking each participant to be honest and open and:
 - a. to comment on whether they got out of the program what they needed

- b. and to make one overall comment about what they thought of the workshop.
4. Discuss any negative points which are raised by the participants, so that you understand clearly why they felt disappointed or let down. Make sure that you take note of this, so that you can modify the way in which you run future workshops. Make sure that you accept criticism of yourself without being defensive. We often find it very hard as facilitators to listen to and accept criticism!
5. Finally, you may want to open a discussion on whether participants want to carry on meeting after the end of the workshops. How can they ensure that what has been learned is sustained? Are there any resolutions or pledges they want to make as a group to commit themselves to living and thinking about themselves and their lives differently from now on?
6. Do they want to reflect together for a while on this?
7. After this discussion, close the workshop and thank everyone for being brave enough to share their lives here with each other and being open to new learning. Remind everyone of the confidentiality pledge at the start of the workshop.

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