

BUILDING STRONGER FAMILIES

2023



FACILITATORS' MANUAL

Engaging men and women to become better partners and parents/caregivers,
improve relationships within homes, and create stronger families.

About this manual

This manual was produced by the Children's Institute, Department of Paediatrics and Child Health (University of Cape Town) in collaboration with MOSAIC as part of an initiative to better understand how to address the intersections of violence against women (VAW) and violence against children (VAC) in South Africa. The project seeks to better understand the key challenges around integrating approaches to prevent VAC and VAW, and to facilitate dialogue between the two sectors to encourage collaboration and joint programming in South Africa and across the African region.

Through an accompaniment model, the Children's Institute and MOSAIC designed this manual to implement an adapted violence prevention intervention in a selected site in South Africa. Funding for this project is provided by the Ford Foundation. This project is implemented in South Africa under the name *Building stronger families*.

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The Children's Institute (CI) is a South African research institute based at the University of Cape Town. The CI aims to contribute to policies, laws and interventions that promote equality and realise the rights and improve the conditions of all children in South Africa, through research, advocacy, education and technical support.

MOSAIC Training Services and Healing Centre for Women is a community-based NGO with a specific focus on preventing and reducing abuse and domestic violence, particularly for women and girls living in disadvantaged communities. MOSAIC's main objectives include increased availability and accessibility to high quality, integrated services for survivors of abuse and domestic violence.

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- ★ Sonke Gender Justice, the Swatini Action Group Against Abuse (SWAGAA) and Mosaic Training, Service & Healing Centre. (2021). *Safe at homes, Safe in relationships project*.
- ★ Rwanda Men's Resource Center. (2013). *Bandebereho: Engaging Men as Fathers in Gender Equality, Maternal and Child Health, Caregiving and Violence Prevention*
- ★ CARE, RWAMREC, and Rwanda Women's Network (RWN). (2018). *Indashyikirwa*.
- ★ GBV Prevention Network/Raising Voices and Program for Appropriate Technology in Health (PATH). (2011). *In her shoes*, sub-Saharan African version
- ★ The Gender Studies and Human Rights Documentation Centre (Gender Centre). (2011). *COMBAT Violence Against Women*.
- ★ University of Cape Town and Clowns without Borders. (2012). *Parenting for Lifelong Health*.
- ★ Institute for Reproductive Health, Georgetown University and Save the Children. (2019). *Responsible Engaged and Loving (REAL) Fathers Initiative*.
- ★ Erasmus+, European Union (2018). *Breaking the Cycle*.
- ★ UNICEF and Department of Social Development, South Africa. (2008). *Parental/Primary caregiver capacity-building training package*
- ★ Mosaic Training, Service & Healing Centre. (2014). *Toolkit for men*.
- ★ The Children's Institute and Perinatal Mental Health Project. (2021). *Nyamkela4Care*.
- ★ Raising Voices. (2009). *SASA! Activist Kit for Preventing Violence against Women and HIV*.

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Introducing the programme

The *Building Stronger Families* curriculum is a 13-session programme targeted at parents or caregivers who are in an intimate partner relationship and have some responsibility for children, whether biological or not.

Objectives

The programme objectives are to improve relationships within the home and create stronger families. Research shows that there are similar risk factors and social norms that may result in both violence against women (VAW) and violence against children (VAC). It aims to promote change across a range of behaviours that are key to building caring partner and parenting relationships to reduce both intimate partner violence (IPV) and harsh parenting. Participants are recruited using a universal approach within the communities covered by the intervention.

Core components of the programme

The *Building Stronger Families* curriculum is a gender-transformative programme with core components focusing on:

1. Facilitating discussions on the effects of gender socialisation on child development and life opportunities, and promoting gender-equitable relationships between partners.
2. Building skills to foster positive communication between partners and between caregivers and children.
3. Encouraging reflection about the harmful effects of direct and indirect experiences of violence in the family.
4. Promoting nurturing and caring relationships between parent/caregivers and children and building parental skills around non-violent discipline.

Theory of Change

After conducting qualitative research on the drivers of VAC and VAW in South African homes, the curriculum content was designed to address these drivers and risk factors through four themes: Gender Norms, Understanding Violence, Healthy Relationships, and Positive Parenting. These four themes are carried across 13 modules delivered to adult men and women in parallel weekly single-sex group sessions. Anticipated outcomes for this programme include increased gender equity within families, reduced experiences of IPV, increased use of non-violent discipline towards children, and strengthened familial relationships. The curriculum content is meant to be supplemented with individual counselling support and a community campaign to reinforce the curriculum messages at community level. The programme, therefore, also aims to create a supportive environment for behaviour change at the community level. The long-term outcome is that the programme should lead to reduced experiences of VAC and VAW in the home.

Notes for the facilitator



Throughout this manual when you see this icon, facilitators should take note of the extra information or probe points in the box

The importance of the facilitator

The content of this manual by itself will not achieve the programme's objectives. As a facilitator, you will need to build a rapport and trust with participants. A facilitator who listens with compassion, praises participants, and consistently helps participants to practice the techniques covered is more likely to develop trust with – and between – participants. When participants feel comfortable enough to discuss their thoughts without fear of judgement, they are more likely to contribute to the sessions, and it is more likely that the programme will bring about the change we want to see in relationships and homes.




You are encouraged to see yourself as a role model to the participants, creating a warm and non-judgemental space, and encouraging participation and working together to discuss issues and find solutions. Aim to incorporate movement and fun into the sessions, actively praise all participants for trying and encourage those who have difficulties. By praising participants sincerely, you are modelling for them how to praise their children and partners – praise them often! Although the programme is delivered in a group, it should also have an individualised approach. Facilitators should take care to address individual needs and circumstances.¹

Structure of the sessions

The session activities vary to keep participants engaged and to provide opportunities to learn, practice and reflect in different ways. However, the structure of sessions remains consistent.

	<p>Each session begins with a short physical exercise or energiser to help participants connect to their bodies and relieve stress or tension in the body and mind. This should also help get people moving and interacting, and to bring their focus and attention to the session. This is followed by a reflection on the previous session and the week's take-home exercise.</p>
	<p>Reflections at the start of the session provide an opportunity for parent/caregivers to share successes and positive experiences or challenges experienced in the previous week(s). They may also want to share changes that they have seen in their own lives or in their children's behaviour. However, if no one volunteers to share, participants should not be forced to speak.</p>

¹ Adapted from the University of Cape Town and Clowns without Borders. (2012). *Parenting for Lifelong Health (Introduction to facilitators)*

	<p>The programme activities invite participants to practice equitable and non-violent attitudes and behaviours in a comfortable, safe space with supportive peers. The aim of practicing in the sessions is to allow participants the space to internalise these new skills, attitudes, and behaviours, making it easier to apply them in their own lives and relationships.</p>
	<p>At the end of each activity there is also an opportunity for personal reflection, where participants are given five minutes to reflect on specific questions and how the content of the session applies to their own lives. This is an important step in helping participants to apply what they have learnt, and these reflections should not be skipped.</p>
	<p>The take-home exercises are an essential part of the programme. Participants will only change their behaviour and attitudes when they practice changing them in their own lives. Parent/caregivers may have difficulty doing the take-home activities and you need to let them know that you also want to hear about this. They may face challenges or resistance from their partners, children or other family members. They may also misunderstand a building block or struggle to apply a new skill or approach. It is your job to help guide the participants to find solutions to the different challenges that they have faced during the week. You may need to role play with them conversations that they could have with their partners or family members.²</p>

Advanced preparations

Facilitators should make sure that they are adequately prepared for each weekly session. They should also read the notes to facilitator for each session before they start. At the beginning of each session, there is a list of the materials required and the advance preparation that facilitators need to do before the session. Participants should be given a notebook and pen/pencil so that they can write down their personal reflections. Facilitators should remind participants at the end of each session that they should bring these books with them the following week. Facilitators should also always have the list of referral services on hand in case participants need support.

² Adapted from the University of Cape Town and Clowns without Borders. (2012). *Parenting for Lifelong Health (Introduction to facilitators)*

Session	Activities	Session objectives	Page
1. Introduction	Power walk	To reflect on different positions of power and voice in the family.	11
	What kind of partner and caregiver am I?	To reflect on what kind of partner and parent or caregiver we want to be.	14
2. Gender and socialisation	What is gender?	To identify the difference between sex and gender and reflect on gender stereotypes.	20
	Pink or blue?	To discuss the effects of gender socialisation on child development and life opportunities.	24
3. Gender, power, and patriarchy	[Men only] Who wears the pants?	To clarify our value systems about men's role in a family and as parents.	31
	Power and control	To identify the conditions when we feel we have power and when we lack power.	34
	Role models	To think about positive role models and the role that others play in our lives, as well as the role that we may play in the lives of others.	38
	The 24-hour day	To think about the social value placed on different types of work associated with being men and women, and how this leads to unequal access to opportunities and rights.	43
4. Gender and care work	My space, your space	To explore the limits placed on us by society's expectations of our gender roles, and to encourage a more equitable distribution of housework between men and women.	46
	[Men only] Caring men	To think about gender equitable care work in the home and to encourage a more equitable distribution of childcare between men and women.	49
5. Everybody's problem	What is violence?	To identify different types of violence and to discuss the types of violence that most commonly occur in families and romantic relationships.	55
	Effects of violence	To think about how gender-based violence in the home affects everyone and is not just a problem for women and children.	58
6. Understanding violence in the home	Myths about violence against women & children	To talk about myths around VAC and VAW and how some beliefs about violence can be damaging.	68
	Intimate partner violence	To identify what intimate partner violence is and what we can do to prevent this.	71
	Violence against children	To share and gain knowledge on the prevention of violence against children and to recognise the ways adults mistreat children.	75
7. Everywhere you look, there is violence	Violence across the life course	To talk about how different forms of violence are more prevalent or uniquely experienced at different stages of life.	84
	Sexual abuse and harassment	To think about sexual abuse and harassment and how taboos around discussing sex and sexuality contribute to secret-keeping.	88
	Institutions that uphold violence	To think about how beliefs around violence are supported by families and social institutions	92

Session	Activities	Session objectives	Page
8. Healthy relationships and communication	[Women] Red flags in relationships	To think about how to recognise unhealthy relationships which could result in violence.	101
	[Men] Recognising unhealthy relationships	To identify healthy and unhealthy behaviours that exist in intimate partner relationships.	104
	[Separate for men and women] Don't talk to me that way!	To think about how to improve communication with an intimate partner and how this impacts our children.	108
	The five love languages	To think about the ways others prefer to be loved, and how to meaningfully ask for support.	112
	Managing our stress	To think about the stresses we face and how to better manage stress and our emotions.	118
9. Managing stress and our emotions	Name it	To reflect on and name our feelings as a first step towards managing them better.	121
	When I am angry	To identify when we are angry and to learn how to express our anger in constructive and non-violent ways.	123
	What do we know about alcohol?	To discuss alcohol abuse and related problems and consequences.	127
	My parent/caregivers' impact	To reflect on the influence of our parents or other caregivers in our lives.	133
10. Caregivers' influence	Understanding child development	To understand how children develop and how their needs and abilities change as they grow older.	135
	Tips and tricks to being the best parent/ caregiver in town	To reflect on tips and tricks for showing love and care to our children.	138
	Punishment and discipline	To identify the difference between punishment and discipline and to reflect on our own discipline style.	144
11. Disciplining a child with love	From my child's perspective	To step into our child's shoes and to experience discipline and punishment through a child's eyes.	148
	Let's play	To remember the joy of play and playfulness and how this can strengthen family relationships.	157
	Positive parenting skills	To familiarise parents with positive parenting skills and techniques we can use at home.	159
	Things your child needs to hear you say	To practice saying things that will build children's self-esteem.	162
12. Positive parenting	A parent/caregiver's web	To reflect on the experiences we have had in the group sessions.	167
	My personal commitments	To make a commitment to be a more supportive partner and a more involved parent/caregiver.	169
	I am the brand	To reflect on our ability to be an agent of change to help create respectful schools, homes and communities.	172



Recommended time

3.5 hours

SESSION 1: Introduction

Session objectives

To introduce participants to one another and to consider their expectations of the sessions. To introduce key concepts, reflect on the kind of partners and parent/caregivers the participants want to be, and provide an overview of the programme.

Required materials:

- ★ Notebook or paper and pens or pencils for participants
- ★ File for each participant to keep their handouts/notes in
- ★ Flipchart with paper and markers
- ★ Printed illustration and overview of the programme
- ★ Stack of small blank cards/papers (enough for at least 4 per participant)
- ★ Slips of paper with characters for activity 1.2
- ★ Printed table/matrix for activity 1.3 for each participant

Support sheets: None

Session overview:

1. Activity 1.1: Getting to know each other and the programme (1 hour 20 mins)
2. Activity 1.2: Power walk – positions of power in the family (45 minutes)
3. Activity 1.3: What kind of partner and parent/caregiver am I? (45 minutes)
4. Activity 1.4: Wrap up and closing the session (15 minutes)

1.1 Getting to know each other and the programme

Objective

To get to know one another, understand the aims of the programme and become familiar with the topics of sessions to come.

Advance preparation:

- ★ Preparations for the icebreaker, if required
- ★ Print out an overview of the programme for each participant to include in their file.
- ★ Prepare two flipcharts, one with the title: "What's exciting/interesting!" and the other with the title: "What concerns us?"
- ★ Have a large stack of small blank cards/papers available, enough for at least 4 per participant. Put markers and piles of cards on the tables or floor near participants.
- ★ Set up the room so that participants are sitting in a circle.

Recommended time: 1 hour 20 minutes



A. Introducing the session (10 mins)

Warmly welcome participants to the introductory session of the programme.

Include the following points in the introduction:

- ★ The aim of this programme is to help us to grow as individuals and to build stronger families by strengthening our relationships with our partners and children.
- ★ Change starts with us and in our homes – and can have positive ripples out into the community.
- ★ The facilitators are here to guide the process, but your participation in the group is what makes the experience meaningful. Each person brings unique strengths and experiences that we can learn from.
- ★ The aim of this session is to start to get to know one another and to 'set the stage' for the sessions that are to come.

B. Introductions and icebreaker (20 mins)

1. Begin with introductions and a simple icebreaker that gets the participants moving and talking to one another. The icebreaker should help the group to get to know each other in a fun, easy way (e.g., giving them a limited time to group themselves by favourite colour or birthday month etc.).

C. Ground rules and creating a safe space (20 min)

1. Explain to participants that this is their group, and that it would be useful to set some ground rules in advance so that the group works for everyone. Also explain that to feel safe sharing our own experiences with others, we need to be purposeful about creating a safe, supportive safe within the group in which everyone feels comfortable enough to share personal experiences, feelings, and ideas.
2. Remind participants of the issues discussed in the informed consent process. Because of the nature of group discussions, the team cannot guarantee that all information shared in the group will be kept confidential. But all participants signed a non-disclosure statement and should make sure that information shared in the group is not shared with others. Participants only need to share what they feel comfortable with, and they can share more personal or sensitive information with MOSAIC social workers outside of the group. Also remind participants that the team must keep people safe, and if any information is shared that suggests a risk of harm to you as participants or someone else, including a child, we may have to report it to the appropriate agencies.
3. After these reminders, ask participants to take a moment to think about what would need to be in place to make them feel safe and comfortable to share and actively participate in a group. After a short pause, ask: What would you say are the characteristics of a safe and comfortable group space?
4. Write participants' responses on a flipchart. Encourage participants to think not only about logistics (e.g., arrive on time, cell phones off) but also about how they want to interact with one another. Ask for concrete examples of what this would look like.
5. Check with participants if there is anything missing from the list. Ask if everyone agrees with what has been suggested. Also check if there are likely to be situations where participants might find it difficult to stick to the ground rules. Encourage discussion within the group about how to deal with these situations.

D. Getting to know the programme (30 min)

1. Explain again that the aim of the programme is to build stronger families by supporting women and men to be the best partners and parents/caregivers they can be, to reduce conflict in the home and, in doing so, possibly have a ripple effect on reducing conflict in our communities.

We start by reflecting on ourselves and our behaviours, so that we can make positive changes in our relationships in our homes. At the end of the programme, we will talk about what we can do to share the lessons we have learnt in our communities, but for now the focus is on ourselves and our relationships with our partners and children.

2. Remind everyone that we know that **families take all sorts of forms** and don't all look alike. Our focus is on what happens in our homes, but parent/caregivers and children

may not live in the same home. In this programme we talk about **parents and caregivers** to cover the range of relationships that might exist between adults and children, and **partners** to talk about the intimate partner or romantic relationships that we have. Are there any other terms that the group would like to use to acknowledge our different situations?

3. Give the group a few minutes to discuss this and raise any questions they may have.
4. Hand out a copy of the programme overview to everyone. Explain that each of the modules is another step in our journey. Spend 10 minutes going through the programme overview, explaining each of the components and how they build on one another.
5. Then explain the structure of each session, covering the points below:
 - a. Each session will start with a **brief check-in and energiser**, to help shift our focus from our daily lives to the content of the programme. We will reflect on highlights and learnings from the previous session, and on how the 'homework' we do during the week went.
 - b. Most of the session will consist of **activities** based on a theme. These will be interactive and practical.
 - c. There will be 5 minutes set aside after most activities for **personal reflection**. This is an opportunity to think through, on our own, how what we have talked about applies to our own lives. It's an opportunity to get in touch with our own emotions and thoughts, without feeling pressure from others. We will jot down a few notes each time to remind ourselves of these reflections, and afterwards we may decide to share our ideas with others if we feel comfortable to do so.
 - d. This curriculum includes take home exercises or '**homework**'. At the end of each session, we will be given a task or activity as a way of putting what we are learning into practice. This helps us to apply what we are learning in a practical way and gives us a chance to talk about what worked and what did not.
6. Ask if there are any questions on either the content or the structure of the sessions. Answer any questions that may arise.
7. Have the group divide into pairs. Ask them to spend a few minutes talking about (a) what they are looking forward to about the programme, and (b) any concerns they might have, or anything that is unclear.
8. Have them write their answers on a piece of paper/card, with one idea per card. Give them a few minutes to do this, then have the pairs combine with another pair. Have them share their thoughts on the programme with each other.
9. Bring everyone together and ask the groups to talk about (a) what they are looking forward to and (b) what they are concerned or unclear about. Address any outstanding concerns or confusion, asking the group for suggestions.
10. Invite participants to take a short break before moving onto the next two activities.

Programme overview



1.2 Power walk – positions in the family

Objective

To allow participants to reflect on different positions of power and voice in the family.

Learning outcomes

To gain an understanding of age and gender-based power dynamics within a family

Advance preparation

Prepare the slips of paper with family-related characters for the power walk activity.

Recommended time: 45 minutes



A. Introducing the activity



Explain to the participants that:

"In the programme we will be talking about relationships in the home. So now we are going to do an activity that shows how different members of a family may have more or less power or say in what happens to them or to the family. The aim of the activity is for us to put ourselves in other people's shoes."

B. Facilitating the activity

1. Have the participants line up in a straight line in the middle of the room with space to move forwards and backwards during the activity.
2. Give each participant a piece of paper with one 'character' or family member described on it (see list below). Explain that participants should answer the questions that follow as if they were that character. They should not tell others who they are until after the activity.
 - a. A five-year-old girl who stays home all day, not attending any school
 - b. A five-year-old boy who stays home all day, not attending any school
 - c. A fourteen-year-old girl who looks after three younger siblings.
 - d. A seventeen-year-old boy who wants to be a doctor.
 - e. A 45-year-old father who recently lost his job.
 - f. A 40-year-old mother of five who stays home to care for the children.
 - g. A 21-year-old woman who is in a wheelchair and dependent on her family.
 - h. A 65-year-old mother-in-law
 - i. A thirty-year old uncle who lives with the family, has a job

- j. A 25-year-old son who does odd jobs and lives with his parent/caregivers at home.
 - k. An elderly aunt who lives with the family, has no formal education
3. The facilitator should create family characters more are needed, bearing in mind age, gender, ability to earn an income etc.
 4. Ask participants to spend a couple of minutes imagining the daily life of a person like their character in their own community.
 5. Explain the activity: *"I will read some statements aloud. Take a step FORWARD if a statement applies to your character. Take a step BACKWARDS if it does not."* Encourage those who do not know how to answer to ask you for advice. Begin reading out the statements below, pausing after each one to allow participants to move.
 6. Statements:
 - ★ I am not expected to do household work (cooking, cleaning, child care) every day.
 - ★ I can decide when to see my friends or visit relatives without asking for permission.
 - ★ I make decisions about major purchases in my household.
 - ★ I can decide when and whom I date.
 - ★ I can decide when and whom I marry.
 - ★ I can speak freely in family discussions about important issues impacting the family.
 - ★ I can move about freely in our neighbourhood without permission or supervision.
 - ★ I am comfortable talking in public and expressing my views.
 - ★ I feel safe at home and in my community.
 - ★ I do not worry about being sexually harassed or abused.
 - ★ When there is a pile of dishes to be washed, I am not expected to wash them.
 - ★ My opinion is taken seriously and given weight in my family.
 - ★ I know I will not be physically punished for mistakes I make.
 - ★ I have always assumed that I will go to university.
 7. When you have finished reading out the statements, ask participants to take note of where they are in the room in relation to others. Have the participants introduce their character to the group.
 8. Ask participants if they think the characters are correctly placed in relation to others. Allow time for discussion.
 9. When every role has been revealed (and discussed where needed), have everyone gather into a circle for debriefing and discussion.

C. Leading the discussion

Ask participants what struck them about where family members were placed at the end of this exercise.

End the discussion by reminding participants of the following key messages:

- In society, some people have more power than others. Power can be used responsibly, or it can be abused.
- An imbalance of power is not always negative. For example, when parents/caregivers tell young children what to do to keep them safe. But even young child should have the opportunity to make choices or take part in decisions that affect them in ways that make sense for their age.
- Where people are unable to influence events or make their own choices and are kept powerless, this imbalance has the potential to cause harm.
- Sometimes boys and men have more power than women and girls. This can mean that women and girls are excluded and denied certain opportunities or are at risk of experiencing violence.

End the discussion by reminding participants of the following key messages:

- ★ Power can be defined as the ability to act or to direct or have influence over the behaviour of other people or the course of events. Usually, some people have more power in relationships than others. This imbalance of power is not always negative, such as when parent/caregivers tell young children what to do to keep them safe.
- ★ But where people are unable to influence events or make their own choices and are kept powerless, or when a person abuses the power they have, this imbalance has the potential to cause harm.
- ★ Sometimes boys and men have more power than women and girls. This can mean that women and girls are excluded and denied certain opportunities or are at risk of experiencing violence.
- ★ Children, because of their age, often have less say in decisions than their parent/caregivers. But as they become older, this power balance should shift as children mature and are able to participate in decisions that affect them in ways that make sense for their age.
- ★ When people are kept powerless in any situation, they are unable to make their own choices and can experience distress.

Ask the participants if they have any questions and answer these if you can. If you do not have an answer, make a note of the question so you can answer it at the next session.

D. Encouraging personal reflection



Ask the participants to spend five minutes thinking about what they learnt during this activity. Ask them to think about their own families and their position of power within them. Ask them to think about how to ensure the power dynamics in their own relationships do not become unbalanced or unhealthy.

If they have a pen and paper, they can write this down. Explain that they can keep this to themselves and do not need to share their thoughts, but if they want to, they can share now.

1.3 What kind of partner and parent/caregiver am I?³

Objective

To encourage participants to reflect on what kind of partner and parent/caregiver they have been in the past and what kind of partner and parent/caregiver they want to be going forward.

Learning outcomes

To recognise past behaviours and clarify values relating to the kind of partner and parent/caregiver each participant wants to be.

Advance preparation

Prepare/print a copy of the matrix (below) for each participant.

Recommended time: 45 minutes



A. Introducing the activity

Explain to the participants:



"Now we are going to do something that can be difficult: we are going to think about our own behaviour as partners and parents/caregivers. The aim is not for us to feel bad about how we may have behaved in the past, but rather to be able to think about how we behave and how we can redefine how we want to behave as partners and parent/caregivers going forward. We all face challenges, and we are not here to judge each other."

B. Facilitating the activity

1. Start by having the participants join up in pairs with the person sitting next to them. Explain that you will read the statements with a pause in between for them to discuss their responses with their partner and decide if they agree or disagree with the two statements. If a statement is too personal, they can choose not to share and wait for the next one. Read out both the parent and caregiver statement in each row, then pause.

³ Activity was adapted from 'What kind of husband and father am I' from the Institute for Reproductive Health, Georgetown University and Save the Children. (2019). *Responsible Engaged and Loving (REAL) Fathers Initiative*.

As a partner, I...	As a parent/caregiver, I...
Listen to my partner's point of view and opinion	Listen to my children's point of view
Give my own point of view and feel it is heard	Feel my children respect my point of view
Am clearly in charge	Am clearly in charge
Expect my partner to follow the rules I set down	Expect my children to follow the rules I set down
Demand respect from my partner	Demand respect from my children
Show respect to my partner	Show respect to my children
Share with my partner what I think and feel often	Tell my children what I think and feel often
Am willing to change my mind after listening to my partner	Am willing to change my mind after listening to my children
Show love to my partner	Show love to my children
Like being in control	Like being in control
Enjoy spending time with my partner	Enjoy spending quality time with my children
Am caring and supportive of my partner	Am caring and giving to my children
Can have fun and laugh with my partner	Can have fun and laugh with my children

C. Leading the discussion

Have the participants to return to the bigger circle and ask the following:

- What surprised you during this exercise?
- Was there a time when you agreed or disagreed but were embarrassed to say so to the person you were paired up with?
- If you feel comfortable to share, is there one thing you want to do or change as a partner or parent/caregiver, based on your reflections during this exercise?

D. Deepening the discussion

To deepen the discussion, ask these questions and write the responses on the flipchart:

- What are some of the characteristics that define a loving, supportive partner today?
- What are some of the characteristics that define a loving, supportive parent/caregiver today?

End the discussion by reminding participants of the following key messages:

- ★ As partners and parents/caregivers, we want to communicate better with our partners and our children, and to share the responsibilities of raising our children.
- ★ To do this, we want to communicate with our partners about family decisions and for our opinions to be heard, while also listening to our partner's wishes for the family. In a partnership, we do not make decisions for our partners. We realise the importance of making decisions together.
- ★ As parents/caregivers we do not need to discipline our children using force or fear; rather, a loving and supporting parent/caregiver disciplines her or his child using respect and love.
- ★ He or she is involved in the daily life of the child, engaging with them beyond just providing basic care. Although it can be difficult and is not always possible, raising children is easier when parents or partners work together.
- ★ We share some of the characteristics on the flipchart, while others we are still working towards. These sessions will give us a chance to develop new skills and grow closer to the kind of partners and parents/caregivers we want to be.

Ask the participants if they have any questions and answer these if you can. If you do not have an answer, make a note of the question so you can answer it at the next session.

E. Encouraging personal reflection



Ask the participants to spend two or three minutes in silence, thinking about what they have learnt during this activity. Ask them to identify one thing from this activity that they will apply at home to strengthen their relationship with (a) their partner and (b) their child(ren). If they have a pen and paper, they can write this down. Explain that they can keep this to themselves, and nobody needs to share their thoughts, but that if they want to, they can share now.

1.4 Wrap up and closing the session⁴

Recommended time: 15 minutes



1. Wrap up the session by explaining that the programme aims to provide us with knowledge and skills that we can use in our daily lives. So, every week we will get a take home exercise designed to help us apply the ideas we have learnt during the session.
2. Emphasise that:
 - a. The take home exercises are an important part of the curriculum because they help us to practice skills or behaviour to see what works and what does not.
 - b. The exercises might feel uncomfortable at first, but we will start to become more comfortable with them as we do more of them.
 - c. All participants should commit to doing the take home exercise every week.
 - d. The next session will start with a reflection on how the take home exercise went.
3. Introduce the take home exercise for this week by explaining that:
 - a. These exercises or tasks will be new for many of us and might feel uncomfortable at first. That's okay! As we complete the exercises each week, we will become more comfortable doing them and reflecting on them in the group.
 - b. Take home exercises can be done as individuals or as a couple. Try to work together as a couple, as it is important through this process for couples to get comfortable spending time together talking through personal issues.
 - c. To get started, the take home exercise for this week focuses on scheduling time together as a couple and practicing talking about your reflections on this process so far.
4. Explain the take home exercise: "**scheduling 'couple's time'**". Schedule a time during the week to talk to your partner about this programme. For some, your partner may also be taking part in the programme - you can discuss your reflections so far and what your expectations or concerns are. For others, your partner is not part of the programme, and this could be a way to talk to him/her about what it involves.
5. Allow participants to ask any questions about the take home exercise or the next session. Confirm logistics such as date, time, and venue.
6. Thank everyone for their active participation and their commitment to undertaking this journey together.

⁴ Text adapted from Introduction of the CARE, RWAMREC, and Rwanda Women's Network (RWN). (2018). *Indashyikirwa*.



Recommended time

3 hours

SESSION 2: Gender and socialisation

Session objective:

To facilitate discussions on gender roles, gender stereotypes, and the effects of gender socialisation on child development and life opportunities.

Required materials:

- ★ Flipchart, markers
- ★ Notebook or paper and pens or pencils for participants
- ★ Prepared flipchart and sheets of paper for activity 2.2b
- ★ Prestik or tape for activity 2.2b
- ★ Prepared flipchart and sheets of paper for activity 2.3a
- ★ Printed/handwritten scenarios for activity 2.3b.

Support sheets: None

Session overview:

1. Activity 2.1: Check-in activity (15 minutes)
2. Activity 2.2: What is gender? (1 hour 10 minutes)
3. Activity 2.3: Pink or blue? (1 hour 20 minutes)
4. Activity 2.4: Wrap up and closing the session (15 minutes)

2.1 Check-in activity

Recommended time: 15 minutes



Welcome everyone and start with an energiser that gets people moving and interacting.

F. Facilitating the activity

1. Remind participants that in the last session, we talked about power dynamics in the home, and the kinds of parents/caregivers and partners we would like to be.
2. Sitting in a circle, ask the participants to recall one thing they learnt or something that was new or surprising or that stuck with them from the last session. Give participants a moment to recall. Ask for volunteers to respond.
3. After a few volunteers have had a chance to reflect on the previous session, remind participants of their homework to schedule couple time to reflect on the programme.
4. Ask for volunteers who feel comfortable to reflect on their observations of what it was like to schedule time together as a couple, and the conversation that they had. How did it go? How did it feel to reflect together?
5. Discuss participants' reflections, drawing out commonalities and addressing concerns. Clarify any myths or misconceptions that they might have.

2.2 What is gender?

Objective

To enable participants to identify the difference between sex and gender and reflect on gender stereotypes.

Learning outcomes

- ★ Participants understand the concepts of sex, gender, gender roles and gender stereotypes.
- ★ Participants can reflect on the ways in which men and women are valued differently in society.

Advance preparation:

- ★ Prepare the 'AGREE' and 'DISAGREE' flipcharts.

Activity timing: 1 hour 10 minutes



Activity 2.2a

A. Introducing the activity (20 mins)



Explain that this activity allows us to talk about the concepts of sex and gender and how we relate to these concepts.

B. Facilitating the activity

1. Ask the participants to sit in a circle to listen to a story about a couple you know and explain that you will ask questions as you tell the story.

Say: Five years ago, Wilson married his wife Sibongile, who is now pregnant.

Ask: Can Wilson also get pregnant? Why not?

Say: Wilson and Sibongile also have a baby boy who is 1 year old. Sibongile feeds their son breastmilk.

Ask: Can Wilson also give their son breastmilk? Why/why not?

Say: Wilson goes to work every day and comes home at 7pm.

Ask: Can Sibongile also go to work? Why do we say this?

Say: *Actually, Sibongile does go to work, two days a week in an office. When she goes to work, a family member looks after the baby.*

Ask: Is the family member male or female? Does it matter?

Say: *Sibongile cooks dinner for the family. Their favourite thing to eat is chicken and rice.*

Ask: Can Wilson also cook? Why do we say this?

Say: *Wilson actually does cook. On the days that Sibongile goes to work, Wilson always prepares dinner because Sibongile cooks dinner on the other days. But with a small child and both parent/caregivers working, it is difficult to keep the house tidy.*

Ask: Who does the cleaning? Why do we say this?

Say: *Actually, Sibongile and Wilson split the chores between them. This way, it takes less time to do.*

2. Ask the following questions:

★ Did you notice that there were some things only Sibongile could do, and Wilson couldn't, and there were other things they were both able to do?

★ What were these things?

3. When you have finished, clarify that:

"There are some physical differences between women and men that are based on our different bodies, which have different organs and different hormones. These physical differences relate to our sex of being male or female. The things that only males and females can do are related to their sex but the things that they can both do are related to their gender. There are social and cultural expectations of what boys and girls or men and women can do, also known as gender norms or gender roles. These gender norms are not based solely on biology but on societal beliefs of how the different sexes should act. The way people define gender can vary from society to society and can change over time."

Activity 2.2b (20 mins)

4. Have the participants stand for the second activity. Explain that this activity allows us to talk about how men and boys are expected to behave differently from women and girls.
5. Put two flipcharts on opposite sides of the room, one marked AGREE and one marked DISAGREE. Explain that you will be calling out some statements. If they agree with what you have said, they should move to the 'agree' side of the room. If they disagree, they should move to the other side. If they are not sure, they can stand in the middle of the room.

6. Call out a statement and ask the participants to move. When they have chosen their side of the room, ask some to share their opinions and why they agree or disagree. After each statement ask whether this behaviour was related to men and women's bodies and what they can do physically, or is it related to how society expects us to behave? The statements are:
 - ★ Being tough is acting like a man
 - ★ Being emotional is acting like a woman.
 - ★ Shouting is acting like a man.
 - ★ Crying is acting like a woman.
 - ★ Comforting the children is acting like a woman
 - ★ Being kind is acting like a woman.
 - ★ Complaining is acting like a woman.
 - ★ Being competitive is acting like a man.
 - ★ Making decisions is acting like a man.
 - ★ Being funny is acting like a man.
 - ★ Being the provider is acting like a man.
 - ★ Listening is acting like a woman.
7. When you have finished discussing the statements, you can stand in a circle or ask the participants to sit down for the remainder of the discussion.

C. Leading discussion (30 minutes)

Lead the discussion by asking participants:

- ★ What have you learned about the difference between sex and gender?
- ★ Where does the idea that women should only do some tasks and men can only do others come from?
- ★ What happens when we are put into boxes and expected to behave in certain ways?
- ★ What can people do to challenge these stereotyped roles?
- ★ Do you think that expectations for how men and women should look and act are different today than when your parents or grandparents grew up?⁵
 - ☆ How?
 - ☆ Why?

End the discussion by reminding participants of the following key messages:

- ★ Gender roles are what we are expected to do; not because of biological differences but because of what society associates with being a woman or being a man.
- ★ We are not born knowing about gender roles, but we learn them as we grow up.

5 Question taken from Rwanda Men's Resource Center. (2013). *Bandebereho*, pg 12.

- ★ Gender roles are influenced by society, they are different in each community, and can change over time.
- ★ When we say that certain thoughts or behaviours are typical of being male or female, this is called stereotyping.
- ★ Stereotyping can limit people from expressing themselves in the way they feel most comfortable, or from achieving what they want to in life.

Ask the participants if they have any last questions and answer these if you can. If you do not have an answer, make a note of the question so you can answer next week. Clarify any myths or misconceptions that they might still have.

D. Encouraging personal reflection



Ask the participants to take five minutes to think about one belief they have about how they are 'supposed' to be based on their gender that might limit how they think and act. Ask them if they can see a way to change this belief so that they can live more freely. They should write or draw their reflections, opinions, and experiences in their journals. They do not have to show this to anyone else.

2.3. Pink or blue?

Objective

To facilitate discussions on the effects of gender socialisation on child development and life opportunities.

Learning outcomes

- ★ Participants can reflect on the different treatment of girls and boys and understand how using gender-distinct toys and chores socialises children to conform to gender-related norms and stereotypes.
- ★ Participants can reflect on the impact of gender socialisation on the development of children and how this influences their life decisions and opportunities.
- ★ Participants can reflect on ways to challenge sexist jokes.

Advance preparation:

- ★ Prepare the 'AGREE' and 'DISAGREE' flipcharts.
- ★ Print/write out the three scenarios for activity 2.3b.

Activity timing: hour 20 minutes



Activity 2.3a: (20 mins)

A. Introducing the activity



Explain to participants:

"In the previous activity, we learned that many of the characteristics that we associate with males or females are actually gender stereotypes. This next activity allows us to talk about how, from an early age, girls and boys are expected to behave differently, and different characteristics are encouraged or discouraged."

B. Facilitating the activity

1. Put two flipcharts on opposite sides of the room, one marked AGREE and one marked DISAGREE. Explain that you will be calling out some statements. If they agree with what you have said, they should move to the 'agree' side of the room. If they disagree, they should move to the other side. If they are not sure, they can stand in the middle of the room.


2. Call out a statement and ask the participants to move. When they have chosen their side of the room, ask some to share their opinions and why they agree or disagree. After each statement, ask whether this behaviour was related to girls' and boys' bodies and what they can do physically, or is it related to how society expects them to behave? The statements are:

- | | |
|---------------------------|-----------------------------------|
| ★ Dancing is for girls. | ★ Building blocks are for boys. |
| ★ Soccer is for boys. | ★ Maths is for boys. |
| ★ Driving is for boys. | ★ Doing the laundry is for girls. |
| ★ Cooking is for girls. | ★ Pulling out weeds is for boys. |
| ★ Blue is for boys. | ★ Babysitting is for girls. |
| ★ Toy cars are for boys. | ★ Washing the car is for boys. |
| ★ Tea sets are for girls. | ★ Drawing is for girls. |
| ★ Dolls are for girls. | ★ Singing is for girls. |

3. When you have finished, clarify that:

"There are few psychological differences between boys and girls. However, gender stereotypes influence how others react to us, how we act, and the roles that we are expected to perform. Young children are often told that they cannot do certain things or like certain things because of their gender. This is called gender socialisation. Gender socialisation places limits on children and can influence a child's development and life opportunities."

Activity 2.3b (30 mins)

4.  Inform participants that we are now going to do a role-play. Ask for six volunteers to role-play certain scenarios in pairs. Each pair should get 5 minutes to prepare and 1 minute to perform their skit.

Scenario 1:

The son is asking the mother to buy him a barbie doll because he wants to play with his sister, who loves dolls. His mother laughs and makes fun of him. At least one of the ways she makes fun of him is when she tells him to **'stop being a sissy'**.

Scenario 2:

The daughter asks her father for help with her maths homework. He says it doesn't matter because **'women belong in the kitchen'**. She should rather focus on learning to cook and helping to look after her younger siblings. She keeps pleading, but the father is firm and keeps insisting that girls don't need maths.

Scenario 3:

The son wants to help his mother with the laundry, but his father says it is his sister's job. He tells the son to come and help him in the yard, but when the son says he doesn't like it because it always makes him sneeze, the father yells at him and says his son must **'be a man and stop complaining'**.

5. When each of the pairs have performed their role-play, have the participants remain seated for the remainder of the discussion.

C. Leading discussion (20 mins)

Lead the discussion by asking the participants:

- ★ What have you learnt about the different expectations facing boys and girls and about the different ways that society values boys and girls?
- ★ Why do boys and girls get different chores in the household?
- ★ What are we teaching children when we value them differently?
- ★ How does gender socialisation impact children and their dreams for the future?
- ★ How can we ensure that we don't pass on gender stereotypes to our children?

D. Deepening the discussion

To deepen the discussion on this topic, you may ask the following questions:

- ★ Are people harder on boys for breaking gender norms? (For example, when a boy wants to play with a doll compared to when a girl wants to play soccer?)
 - ☆ Why is this?

End the discussion by reminding participants of the following key messages:

- ★ Gender roles have been drilled into us since childhood.
- ★ Sometimes we pass these beliefs on to our children without questioning where they came from.
- ★ Children are often rewarded for gender-appropriate behaviour and punished for gender-inappropriate behaviour.
- ★ Boys receive the most negative reaction when they overstep their gender boundaries. Girls will often be considered tomboys, but boys who prefer to play with dolls rather than blocks will sometimes be ridiculed and even rejected.⁶
- ★ Interests and skills, not gender, should determine a person's occupation and activities.

⁶ Louw D.A. & Louw A.E. (2014). *Child and Adolescent development* (2nd ed.). Bloemfontein: Psychology Publications.'

- ★ We should be careful not to limit our children by their gender, because it can lead to them limiting their own behaviour and opportunities in adulthood.

Ask the participants if they have any questions and answer these if you can. If you do not have an answer, make a note of the question so you can answer it the following week. Clarify any myths or misconceptions that they might still have.

E. Encouraging personal reflection



Ask the participants to take 5 minutes to think about sayings or jokes that they have used or that were used against them to limit their behaviour or opportunities based on their gender (for example: women belong in the kitchen or boys don't cry). Ask them to think about where these sayings or jokes came from? Ask them to think about what they can do or say when someone makes sexist jokes that reinforce gender stereotypes? They should write or draw their reflections, opinions, and experiences in their journals. They do not have to show this to anyone else.

2.4 Wrap up and closing the session.



Recommended time: 15 minutes

Facilitating the activity



1. Thank the participants for taking part in the activities in this session and ask them how they felt about it.
2. Remind participants of the self-reflection they did after each activity, including thinking about what might limit their behaviour and the sayings and jokes that others used against them (or they may use themselves) to limit their behaviour.
3. Explain the **take home exercise**, which builds on the personal reflection.
Participants should:
 - ★ Identify at least one way that they socialise their children according to gender (e.g., expect girls to speak softly or allow boys to play while girls help with housework). They can do this as individuals or as a couple.
 - ★ Think of at least one thing that they can do to treat boys and girls equally (these changes apply whether you only have girls or boys or both sexes).⁷
4. Explain to participants that the next session will start with a reflection on how this 'homework' went.
5. Confirm logistics for the next session such as date, time and venue. Thank everyone for their active participation today and their commitment to undertaking this journey together.

⁷ Take home exercise taken from CARE, RWAMREC, and Rwanda Women's Network (RWN). (2018). *Indashyikirwa*, pg 39.

SESSION 3: Gender, power, and patriarchy



Recommended time

3 ½ hours for men
2 ½ hours for women

Session objective

To promote critical reflections on gender inequality, the impact of patriarchy, and power imbalances in relationships and family wellbeing.

Required materials:

- ★ Flipchart, markers
- ★ Notebook or paper and pens or pencils for participants
- ★ Prepared flipchart for activity 3.2
- ★ Printed/handwritten scenarios for activity 3.3.
- ★ Prepared flipchart for activity 3.4
- ★ Copies of one support sheet (see below)

Support sheets:

- ★ Support sheet 1: Types of power

Session overview:

1. Activity 3.1: Check-in activity (15 minutes)
2. Activity 3.2: **[Men only]** Who wears the pants? (1 hour)
3. Activity 3.3: Power and control (1 hour)
4. Activity 3.4: Role-models (1 hour)
5. Activity 3.5: Wrap up and closing the session (15 minutes)

3.1 Check in-activity.

Recommended time: 15 minutes.



Welcome everyone to the session. Start with an energiser or icebreaker that gets people moving and interacting.

A. Facilitating the activity

1. Remind participants that in the last session, you talked about gender and gender roles. Ask participants if someone can remind the group what we mean by 'gender', 'gender roles, and 'gender socialisation'. Listen to responses from 1-2 participants.
2. Remind the participants that gender refers to the characteristics, behaviours, and roles that society assigns to men and women, girls and boys on the basis of their sex. Gender socialisation and expectations about gender roles and work has created a system of power dynamics between men and women where men generally have greater advantages, opportunities, rights, and privileges than women in all spheres of life, including the personal, family, social, economic, sexual, and political spheres.
3. Sitting in a circle, ask the participants to recall one thing they learnt or something that was new or surprising or that stuck with them from the last session. Give participants a moment to recall. Ask for volunteers to respond.
4. Invite participants to share their reflections about the take home exercise in which they were asked to reflect on the ways they socialise their own children. You can use the following questions to guide the discussion:
 - a) What did you notice about how you socialise your children according to their sex?
 - i. How do you think this affects your children?
 - ii. What ideas did you come up with for changing this?
 - b) What did you learn from this experience?⁸
5. Discuss participants' reflections, drawing out commonalities and addressing concerns. Clarify any myths or misconceptions that they might have.

⁸ Check-in questions taken from CARE, RWAMREC, and Rwanda Women's Network (RWN). (2018). *Indashyikirwa*. pg 39.

3.2 [Men only] Who wears the pants? ⁹

Objective

To clarify participants' own value systems about men's role in a family and with parenting.

Learning outcomes

- ★ Participants can reflect on the impact that patriarchy can have on how men and women behave in the home.
- ★ Participants can reflect on the harmful impact of patriarchal norms on both men and women.

Advance preparation: Prepare the 'AGREE' and 'DISAGREE' flipcharts.

Activity timing: 1 hour



A. Introducing the activity



Explain that this activity allows us to explore our own values and attitudes about what it means to be a man or a woman.

B. Facilitating the activity (30 mins)

1. Put two flipcharts on opposite sides of the room, one marked AGREE and one marked DISAGREE. Explain that you will be calling out some statements. If they agree with what you have said, they should move to the 'agree' side of the room. If they disagree, they should move to the other side. If they are not sure, they can stand in the middle of the room.
2. Call out a statement and ask the participants to move. This activity asks that participants share their opinions. Ensure that they feel comfortable to act upon their own feelings and not those of the entire group. Remind them that everyone has a right to their own opinion. Once the participants have made their decision, ask them to share the reasons why they feel the way they do. If all participants seem to agree with one another on a particular statement, you can play 'devil's advocate' by offering a different perspective. The statements are:
 - ★ Men must make all decisions in the household.
 - ★ It's the woman's duty to make sure there is food for dinner.

⁹ Activity was adapted from Institute for Reproductive Health, Georgetown University and Save the Children. (2019). *Responsible Engaged and Loving (REAL) Fathers Initiative*.

- ★ It's the man's responsibility to earn all the money needed for the home.
 - ★ It's the women's responsibility to take the lead in providing care for the children.
 - ★ When a child does something wrong, the man is responsible for hitting them to quickly teach them not to do it again.
 - ★ Men can cook dinner for the family.
 - ★ Men do not know how to take care of a toddler without a woman.
 - ★ When a wife does something wrong, the best way to let her know you are upset is by sitting down and discussing the issue.
 - ★ Men do not like to use violence, but alcohol is what makes men hit women and children.
 - ★ A wife who works should give the money to her husband.
 - ★ It is considered disrespectful for a woman to beat her husband, no matter what he does.
 - ★ Men who are seen playing, dancing, singing with their children are seen as behaving like women.
 - ★ Men who are actively involved in their families and children's lives are admired by their male friends and neighbours.
 - ★ It is shameful to be found by friends and neighbours washing your wives' clothes.
3. When you have finished, have the participants sit down for the remainder of the discussion.

C. Leading discussion (20 mins)

Lead the discussion by asking the participants:

- ★ What happens when men don't behave the way their friends and neighbours think 'a real man' should act?
- ★ Have you ever stopped doing something you liked because you knew your friends would tease you for doing it? Why is this?
- ★ Some things, like getting involved in childcare or cooking, that may not be seen as the role of 'a real man' can be beneficial to our families. What do you think some of the benefits would be?
- ★ How can we create an environment in which men can be more actively involved in their household and family's lives?

End the session by explaining to participants that:

- ★ Patriarchy is a social system in which men claim to have greater moral authority and a right to exercise more power than women.
- ★ Beliefs about masculinity and gender roles lead some men to believe that they have the right to control and direct women.

- ★ When women are denied opportunities which are reserved for men, this creates further inequality and limits women's ability to claim their own power. But patriarchy can be harmful to men as well.
- ★ Patriarchy gives some privilege to men, but it also creates pressure on men to follow the beliefs of what makes a 'real man', and these beliefs are often based on discrimination.¹⁰
- ★ In reality, husbands and fathers who care, show love and are involved in their families are admired by their neighbours and report being happier in life.
- ★ There is no one way to be a man. Only you [men] can write the rules about what kind of man, father, and husband you [they] want to be.

Ask the participants if they have any questions and answer these if you can. If you do not have an answer, make a note of the question so you can answer next week. Clarify any myths or misconceptions that they might still have.

D. Encouraging personal reflection



Ask the participants to think about what they learnt during this activity. Ask them to take five minutes to start thinking about how their own households are organised and whether men and women handle different responsibilities in their homes. They should write or draw their reflections, opinions, and experiences in their journals. They do not have to show this to anyone else.

10 Text taken from Erasmus+, European Union (2018). *Breaking the Cycle*, pg 27

3.3 Power and control

Objective

To allow participants to identify the conditions when we feel we have power and when we lack power.

Learning outcome

- ★ Participants should be able to reflect on how they use their power negatively and positively in their own lives.
- ★ Participants understand that power imbalances in relationships can lead to negative behaviour patterns which can end in abuse and violence.

Advance preparation:

Print or write out the five scenarios in the table below.

Activity timing: 1 hour



A. Introducing the activity



Explain that this role-play activity allows us to talk about how people have power over others in the home.

B. Facilitating the activity (30 mins)

1.



Ask for ten participants to volunteer to pair up and act out one of the scenarios below. Give each group one of these scenarios to act out. If there are not enough participants, the facilitators should role-play to ensure all scenarios are played out. Give them five minutes to prepare and two minutes to act out each scenario.

Scenario 1:

One participant plays a primary school boy who tries to talk to his father about his fear of walking such far distances to school all by himself. He is afraid of gangsters and asks his father for taxi money. His father refuses to give him the money, telling him that he must be a man and stop being such a scaredy cat. The boy continues pleading. The father mocks him for his fear and calls him names (e.g., moffie/sissy).

Scenario 2:

One participant plays a man who has a good job and pays for everything at home. The other participant plays his wife, who doesn't work but is very active in the church. She is asked to run a leadership weekend for women in the church, which means being away from Friday until Monday. The man refuses to let her go because last time his friends made fun of him for letting his wife gallivant around without him.

Scenario 3:

A woman finds out that her ex has a new girlfriend. She doesn't like the new woman and refuses to let the father see his child unless he breaks up with his girlfriend. The father has always paid child support and has always been there for his child. The father doesn't have enough money to pay lawyer's fees and tries to reason with the mother, who refuses to listen.

Scenario 4:

One participant plays a teenage girl who asks her mother if she can go to her Matric ball. The mother refuses, saying that they don't have money to buy a dress. The girl argues, claiming that she has a friend who can make her dress. But the mother still refuses. She says that Matric balls are just excuses for young girls to dress like "sluts" and behave poorly. She believes that her daughter will come home pregnant and refuses to let her go.

Scenario 5:

One participant plays an older brother who bullies and threatens any boys who try to get close to his teenage sister. His father told him to spy on his sister and keep her from losing her virginity until she is married. He takes his sister's phone to make sure she is not texting with boys. The younger sister insists that she is not talking to boys and asks for her phone back. He refuses. When she threatens to tell their mother, he threatens to tell their father that she has a boyfriend.

2. After each scenario is presented ask the group two quick questions (do not lead to discussion at this point):
 - ★ Who has the power in this scenario?
 - ★ Which strategy is the more powerful person using to control the less powerful person?
 - ★ How do you think the person who lacked power felt?

Note to facilitator

The strategies being used in each scenario to control the other person are bullying (challenging masculinity); making the wife feel guilty and controlling her movements; withholding the child; withholding money and shaming; and threats and lies.

In scenario 5, although the older boy has power over the girl, the father also has power, and he is using the brother to control the sister.



3. Ask the participants to come back and sit in a circle and stay seated for the remainder of the discussion.

C. Leading discussion (20 mins)

Lead the discussion by asking the participants the following questions:

- ★ When there is an imbalance in power in our relationships with others, what is likely to happen?
- ★ How can we make sure our relationships with others are not characterised by power imbalances?
- ★ How can we be mindful of reducing the power imbalance between adults and children?
- ★ Can power be used in a positive way?

D. Deepening the discussion

To deepen the discussion on this topic, you may also ask the following questions:

- ★ Is there a pattern to how power is structured in the family and who tends to have the power?

Note to facilitator

If scenario 3 brought up the topic of withholding children from cheating fathers, probe whether this is fair to the child?



End the discussion by reminding participants of the following key messages:

- ★ When one person has more power in a relationship than the other, this can lead to negative behaviour patterns which can end in abuse and violence.
- ★ We often feel positive and in control when we are feeling powerful and have negative feelings when we are feeling less powerful. This affects our choices and our ability to

influence and act in any situation.

- ★ Often, when we ourselves are lacking power, we tend to use our power over those within our power (e.g., lashing out at children, employees, animals etc.).
- ★ Men can also feel powerless, but they are generally in a more powerful position over women and children in all spheres of life.
- ★ Power is not in limited supply. People often fear that someone else gaining power means they must lose power. Instead, in relationships with our partners, we want to 'balance' power.¹¹
- ★ We can empower children by supporting them to make their voices heard, even when they are young. We can do this by giving children choices, listening to their opinions, and including them in decisions that affect them in age-appropriate ways (e.g., they decide which clothes to wear).
- ★ Power can be used responsibly. By discovering the positive power within us, we may be able to address the negative uses of power that create injustice in our communities.¹²

Ask the participants if they have any questions and answer these if you can. If you do not have an answer, make a note of the question so you can answer it at the next workshop. Clarify any myths or misconceptions that they might still have.

E. Encouraging personal reflection



Ask the participants to think about what they learnt during this activity. Ask them to take five minutes to think about a time when they felt powerful and a time when they felt powerless. They can keep this to themselves and write their reflections in their journals. Explain that nobody needs to share their thoughts, but that if they want to, they can share now.

¹¹ Text taken from CARE, RWAMREC, and Rwanda Women's Network (RWN). (2018). *Indashyikirwa*, pg 26

¹² Ibid, pg 22

3.4 Role models

Objective

To allow participants to think about positive role models and the role that others play in their lives, as well as the role that they may play in the lives of others.

Learning outcomes

- ★ Participants understand the impact of strong role models on children and adolescents.
- ★ Participants can reflect on the way their actions may be socialising their children.

Activity timing: 1 hour



A. Introducing the activity



Explain that this activity allows us to talk about role models and who we look up to.

B. Facilitating the activity (25 mins)

1. Ask the participants to define what a role model is. A role-model is somebody who serves as a good example to others, whose actions other people might want to copy.
2. Ask the participants to find a partner. In their pairs, they should talk about a person they look up to as a role model. This could be a real person in their lives, a celebrity, or a character in a book or movie. They should explain who that person is and why they look up to them. Allow 10 minutes for these partner discussions.
3. Then ask those same pairs whether they know of any younger person who looks up to them as a role model. Ask them what example they think they are setting and which of their behaviours younger people have tried to copy. If they can't think of a younger person who admires them, they should consider which of their behaviours they would like a younger person to copy. Allow a further 10 minutes for this.
4. Ask the participants to come to stand together in a circle. Ask a few participants to share the main qualities of their role model, and why they admire them.
5. Ask a few participants to report back on their discussions about themselves as role models.

C. Leading discussion (20 mins)

Lead the discussion by asking the participants the following questions:

- Have you learned anything new about role models?
- Are positive role models hard to find? Why?
- What is the impact of strong role models on children and adolescents?
- Can role models be harmful?
- How can we be better role models to others?

End the session by explaining to participants that:

- ★ Sometimes it is difficult to identify strong and positive role models in our lives.
- ★ Nobody is perfect, and sometimes role models behave in ways that can be unhealthy or harmful to others.
- ★ You don't have to stop having a role model when you reach a certain age.
- ★ The qualities that we respect in others are usually the qualities that we have or would like to see in ourselves.
- ★ Positive role-models usually have a clear set of values and a passion for life and inspiring others.
- ★ Children often do as you do, not as you say, and sometimes they copy the behaviour that you don't want them to copy. Being a role model comes with the responsibility to set a positive example.

Ask the participants if they have any questions and answer these if you can. If you do not have an answer, make a note of the question so you can answer it at the next workshop. Clarify any myths or misconceptions that they might still have.

D. Encouraging personal reflection



Ask the participants to take five minutes to think about what they learnt during this activity. Ask them to think about what kind of example they are setting for their children by the way they treat their partners and the way they divide up responsibilities in the home. They should write or draw their reflections, opinions, and experiences in their journals. They do not have to show this to anyone else.

3.5 Wrap up and closing the session ¹³

Recommended time: 15 minutes



Facilitating the activity



1. Thank the participants for taking part in the activities in this session and ask them how they felt about it.
2. Remind participants of the self-reflection they did after each activity, where they thought about how their own households are organised, the example they are setting for their children about who handles different responsibilities in their homes, and about times when they felt powerless and powerful.
3. Explain the **take home exercise**, which builds on the personal reflection.

Participants should:

- ★ Observe their own interactions over the course of the next week (with their partners, children, relatives, friends, neighbours, etc.).
 - ★ Identify at least two instances when they used their power positively and two instances when they used their power negatively.
 - ★ Think of at least one way that they can actively take steps to better balance the power in their relationships. They can do this as individuals or with their partners.
4. Explain to participants that the next session will start with a reflection on how this 'homework' went.
 5. Allow participants to ask any questions. Give the participants Support sheet 1: Types of power for their files. Ask them to read through the tips to help with their 'homework'.
 6. Confirm logistics for the next session such as date, time, and venue. Thank everyone for their active participation today and their commitment to undertaking this journey together.

¹³ Take home exercise taken from CARE, RWAMREC, and Rwanda Women's Network (RWN). (2018). *Indashyikirwa*, pg 29.

SESSION 4: Gender and care work



Recommended time

3 ½ hours for men
2 ½ hours for women

Session objective

To explore gender roles in the household, encourage equitable relationships, and promote the gender equitable sharing of caregiving and household chores.

Required materials:

- ★ Flipchart, markers
- ★ Notebook or paper and pens or pencils for participants
- ★ Prepared flipchart for activity 4.2
- ★ Printed/handwritten scenarios for activity 4.4
- ★ Copies of one support sheet (see below)

Support sheet

- ★ Support sheet 2: The benefits of being an involved father

Session overview:

1. Activity 4.1: Check-in activity (15 minutes)
2. Activity 4.2: 24-hour day (1 hour)
3. Activity 4.3: My space, your space (1 hour)
4. Activity 4.4: **[Men only]** Caring men (1 hour)
5. Activity 4.5: Closing and take-home exercise (15 minutes)

4.1 Check in Activity¹⁴



Recommended time: 15 minutes

Welcome everyone to the session. Start with an energiser or icebreaker if needed.

Facilitating the activity

1. Remind participants that in the last session, you talked about our experiences of power. Everyone was asked to observe their interactions and note situations in which they used their power positively and situations in which they used their power negatively.
2. Sitting in a circle, ask the participants to recall one thing they learnt or something that was new or surprising or that stuck with them from the last session. Give participants a moment to recall. Ask for volunteers to respond.
3. Invite participants to share their reflections about the Take-Home Exercise. You can use the following questions to guide the discussion:
 - a. How did it feel to start thinking about how you use your power?
 - b. Did anything surprise you about what you observed?
 - c. What were some examples of positive uses of power?
 - d. What were some examples of negative uses of power?
 - e. If you worked with your partner, how did it feel to talk about power with your partner?
 - f. What ways did you come up with to balance the power in your relationships?
4. Discuss participants' reflections, drawing out commonalities and addressing concerns. Clarify any myths or misconceptions that they might have.

¹⁴ Check-in questions taken from CARE, RWAMREC, and Rwanda Women's Network (RWN). (2018). *Indashyikirwa*, pg 33.'

4.2 The 24-hour day

Objective

To allow participants to think about the social value placed on different types of work associated with being men and women, and how this leads to unequal access to opportunities and rights.

Learning outcome

- ★ Participants recognize the important contributions that women make to households and communities.
- ★ Participants can reflect on how women and men are both capable of doing tasks/activities traditionally done by the other.

Advance preparation:

Prepare the flipchart with the times of the day.

Activity timing: 1 hour



A. Introducing the activity



Explain that this activity allows us to talk about how what we see as men's work or women's work is valued differently in our society.

B. Facilitating the activity (30 minutes)

1. Ask the participants to sit in a circle. Show them the flipchart you have prepared, which has a timeline of a 24-hour day, hour per hour, from midnight to midnight on it.

Midnight | 01.00 | 02.00 | 03.00 | 04.00 | 05.00 | 06.00 | 07.00 | 08.00 | 09.00 | 10.00 (etc.)

2. Call out a time and ask them to respond saying what they are usually doing at that time on a normal weekday. Repeat this across different hours of the day and night. You can write some of these activities on the flip chart above the timeline.
3. Call out different times and ask the participants to respond saying what their partner is usually doing at that time on a normal weekday. You can write some of these activities on the flip chart above the timeline.

4. Ask the participants the following questions:
 - ★ What difference do you see between what men and women are doing?
 - ★ Who decides how these tasks are allocated?
 - ★ Is there any choice in this allocation of tasks?
 - ★ If somebody is doing chores at home, is this still work?
 - ★ Who works more hours?
 - ★ Who works harder?
 - ★ Whose work is paid better?
 - ★ Whose work is appreciated more highly?
5. When you have finished, stay seated for the remainder of the discussion.

C. Leading the discussion (20 minutes)

Lead the discussing by asking the participants the following questions?

- ★ Why is work outside of the home valued more highly than work inside the home?
- ★ What is the impact of these beliefs around work?
- ★ What happens when the roles are reversed? How do families (men and women) cope when women are the breadwinners in the family?
- ★ How can we think about work differently to create a more equal society?

End the session by explaining to participants that:

- ★ Gender roles mean that often women work longer hours and men have more leisure time.
- ★ Work that is done by women in the home is often unpaid and undervalued.
- ★ Remember the 'pink or blue' activity? The idea that certain household tasks should be done by women and others by men is based on gender socialisation (what we believe they should do), not biology (what they are naturally capable of doing).
- ★ Women and men are both capable of doing work inside the home and outside the home.
- ★ It is important that we recognise the important contributions that women make to households and communities.
- ★ We can all take small steps to change things where we can, which means starting at home.

Ask the participants if they have any questions and answer these if you can. If you do not have an answer, make a note of the question so you can answer it at the next workshop. Clarify any myths or misconceptions that they might still have.

D. Encouraging personal reflection



Ask the participants to think about what they learnt during this activity. Ask them to take five minutes to think about ways in which they think differently about men's work and women's work. They should write or draw their reflections, opinions, and experiences in their journals. They do not have to show this to anyone else.

4.3 My space, your space¹⁵

Objectives

To allow participants to explore the limits placed on them by society's expectations of their gender roles, and to encourage a more equitable distribution of housework between men and women.

Learning outcome

- ★ Participants should be able to reflect on how gender roles influence the distribution of housework.
- ★ Participants should be able to reflect on the obstacles that prevent men and women entering spaces traditionally meant for the opposite gender.

Activity timing: 1 hour



A. Introducing the activity


Explain to the participants that this activity will help them to reflect on how gender roles influence the distribution of household tasks within the home.

B. Facilitating the activity (30 minutes)

1. Ask for five volunteers. Explain that each of the volunteers will represent a member of a household doing housework or childcare activities. Assign each participant a role:

- ★ 1st person is caring for a child.
- ★ 2nd person is cooking the dinner.
- ★ 3rd person is washing the clothes.
- ★ 4th person is sweeping the house.
- ★ 5th person is working from home on a laptop.

Give the volunteers one minute to prepare their character. Tell them they should not stop doing their household task until you tell them.

2.  Begin the role-play. After one minute, ask the person who is caring for the child to stop. Tell them to give the task of caring for the child to one of the four remaining people in the household. Explain that the person must care for the child in addition to their other task.

¹⁵ Activity adapted from Rwanda Men's Resource Center. (2013). *Bandebereho* activity 14.1

Let the role-play continue for one minute. After one minute, ask the person who is cooking the dinner to stop and give his or her task to another member of the household. Explain that that person now must perform all the duties assigned to him or her. Continue this way until the last household member is now responsible for all 4 duties while trying to work from home.

3. After 30 seconds, ask the last person to stop working and sit down. Ask the following questions:
 - ★ How did the people who were still working feel when the others stopped?
 - ★ How did the last worker feel?
 - ★ How reasonable is it for the last person to be responsible for all the tasks?
 - ★ Who generally performs these activities? Why?
 - ★ Is it realistic for men to do this work? Why or why not?

Note to facilitator

Probe to ask about scenarios where both partners are working full time



4. When you have finished, you can stand or ask the participants to sit down for the remainder of the discussion.

C. Leading discussion (20 minutes)

Lead the discussion by asking the participants the following questions:

- ★ Are there spaces in the home that we think belong to men and spaces that belong to women?

Note to facilitator

Probe by asking what about the baby's room, the kitchen, the office, the garden, the garage etc.? Possibly probe about what happens at a braai: do the men stand around the fire while women are making salads in the kitchen?



- ★ Why is it sometimes difficult for women to enter spaces that have usually been dominated by men?
- ★ What obstacles do they face?
- ★ Why is it sometimes difficult for men to enter spaces that have usually been dominated by women?
 - ☆ What obstacles do they face?

Note to facilitator

Bear in mind that society often sees wives as failures for letting their husbands do care work; men can be accused of being bewitched; and women often scold men for trying to help because they have been socialised to believe that certain spaces are gendered.



- ★ In what ways can men participate more fairly in the home, even when they work full time?
- ★ How can we stop our children from limiting themselves to these spaces?

End the discussion by reminding participants of the following key messages:

- ★ Women and men are raised to perform different caregiving roles, with women usually bearing a significant proportion of the childcare and domestic work.
- ★ When only women do the housework and cooking, children will assume that brooms, mops, pots, and pans are for women. When only men go out to work, work in the garden, and fix the car, children will regard this as men's work.
- ★ When parent/caregivers share these activities, children form less stereotypical ideas. Balancing gender roles would help to create healthier and more efficient household.
- ★ Women and men can share the care work – the key is discussing and communicating a fair distribution of tasks that is right for each family.

Ask the participants if they have any questions and answer these if you can. If you do not have an answer, make a note of the question so you can answer it at the next workshop. Clarify any myths or misconceptions that they might still have.

D. Encouraging personal reflection



Ask the participants to think about what they learnt during this activity. Ask them to think about the way household tasks are divided in their own homes, and how they could possibly make the division more equal to better support one another. They should write or draw their reflections, opinions, and experiences in their journals. They do not have to show this to anyone else.

4.4 [Men only] Caring men

Objective

To allow participants to think about gender equitable care work in the home and to encourage a more equitable distribution of childcare between men and women.

Learning outcomes

Participants can reflect on the benefits of men being involved in care work, including benefits for the child, the mother, the man himself, and others in the home.

Advance preparation:

Print or write out the scenarios for the role-play.

Activity timing: One hour



A. Introducing the activity



Explain to the participants that:

"Caring is a skill that is learned in the course of one's life. Girls often have more opportunities to learn and practice these skills because their communities believe it is their role. On the contrary, boys are taught early on not to show emotion. As they grow up, this can cause problems in their lives.¹⁶ This activity will allow us to think about the caring roles that we play in our own homes."

B. Facilitating the activity (30 minutes)

1. Ask the participants to sit where they are and ask for one volunteer to read out the following problem:

A **woman and her son** are in a car accident. The woman dies but the son is taken to the hospital to have surgery. Before the surgery begins, the nurse looks at the boy and says, "I cannot prep this boy for surgery, he is my son!" How is this possible?
2. Ask the participants to answer the question. If the participants have not worked it out, give them the answer, that the nurse is the boy's father. Ask them if it is common to find male nurses in their community. Ask them why this is or is not the case. Remind participants that men can also take on caring roles. Explain that the choice to take on a caring role should not be based on their gender, but on what they like to do and what they are good at.

16 Text taken from Rwanda Men's Resource Center. (2013). *Bandebereho*

3.



Ask for six volunteers and take them aside to explain the following role-play. Ask them to pair up and give each pair one of the three scenarios, with two minutes to prepare.

- ★ One plays a sick elderly mother who needs help to move around, and one plays her son who is dismissive and looking around for someone else to care for his mother even when there is no one else around.
- ★ One plays a sick child and the other plays a dismissive father who is looking around for the mother to take care of the child before realising that he is alone and so he starts to take care of the child.
- ★ Play a husband and wife. The wife is coming home from work and starting to cook, while the father takes care of the children and plays with them. The man is happy and brags about how he is taking over the duty of babysitting the children.

4. When they are finished with the three role-plays, ask the participants to sit together in a circle. Ask them whether these were realistic portrayals, and why? Ask about each scenario in turn.

C. Leading discussion (20 minutes)

Lead the discussion by asking the participants the following questions:

- ★ Why is it sometimes difficult for men to see themselves in these caring roles?
- ★ Why is it important for men to take on care work?
- ★ What are the benefits for others in the home (including mothers and children) when men take on more caring roles?
- ★ What are the benefits for the man himself?
- ★ Is it hard for men to be more involved in their children's lives?
- ☆ Why or why not?
- ★ What are some of the challenges that men face when they try to do work that is not usually done by men?

End the session by explaining to participants that:

- ★ Men cannot "babysit" their own children; they care for them. But they can be more involved in their children's lives.
- ★ An involved father can participate in antenatal visits, support his partner through her pregnancy, and be present during the birth of his child. This involvement can continue through the child's life. Doing these things enables a father to promote

the health of his partner and the child, and allows him to build strong bonds with his child.¹⁷

- ★ Many studies have shown that when men are involved in caring for their children, there are multiple positive outcomes for children, women, the household, and men themselves.
- ★ Many pregnancies in our communities are unplanned and this can have serious consequences and effects on mental health. But it is never too late to plan to be a good parent/caregiver.
- ★ Many men become frustrated when they do not have the financial resources to support their families, but there are other ways to support their families. Men can also be stay-at-home fathers and carers for elderly or sick relatives. This type of work is valuable for the home.
- ★ Ask the participants if they have any questions and answer these if you can. If you do not have an answer, make a note of the question so you can answer it at the next workshop. Clarify any myths or misconceptions that they might still have.

D. Encouraging personal reflection



Ask the participants to think about what they learnt during this activity. Ask them to think about occasions in their own lives when they took on a caring role in their homes. Ask them to reflect on how they felt when they took on these roles and why they felt they needed to do it. They should write or draw their reflections, opinions, and experiences in their journals. They do not have to show this to anyone else.

¹⁷ Activity adapted from Rwanda Men's Resource Center. (2013). *Bandebereho* activity 2.2.

4.5 Wrap up and closing the session



Recommended time: 15 minutes

A. Facilitating the activity



1. Thank the participants for taking part in the activities in this session and ask them how they felt about it.
2. Remind participants of the self-reflection they did after each activity where they were asked to think about men's work and women's work, how household tasks are divided in their own homes, and (for men) occasions when they took on a caring role in their own homes.
3. Explain the **take home exercise**, which builds on the personal reflection.

Participants should:

- ★ Consult with their partners and choose one activity/household task that has traditionally been done by the opposite sex in their families (man takes traditionally woman's task, and woman takes traditionally man's task). Each of them should carry on with the task for one week.
 - ★ Observe how it feels to do a different task and to have your partner do one of your tasks.¹⁸ If you choose not to do the activity with your partner, do it individually and observe your partner's reaction.
4. Explain to participants that the next session will start with a reflection on how this 'homework' went.
 5. Allow participants to ask any questions. Hand out Support sheet 2: The benefits of being an involved father. Ask participants to take five minutes to read through the sheet before the next session.
 6. Confirm logistics for the next session such as date, time and venue. Thank everyone for their active participation today and their commitment to undertaking this journey together.

¹⁸ Take home exercise taken from CARE, RWAMREC, and Rwanda Women's Network (RWN). (2018). *Indashyikirwa*, pg 39.

SESSION 5: Everybody's problem



Recommended time

3 hours

Session objective

To familiarise participants with the types of violence that most commonly occur in families and romantic relationships, and to reflect on how this violence affects everyone, not only women and girls.

Required materials:

- ★ Flipchart, markers
- ★ Notebook or paper and pens or pencils for participants
- ★ Prepared flipcharts for activity 5.2 (four types of violence)
- ★ Printed/handwritten stories and questions for activity 5.3.
- ★ Copies of two support sheets (see below)

Support sheets:

- ★ Support sheet 3: Types of violence
- ★ Support sheet 4: The consequences of violence

Session overview:

1. Activity 5.1: Check-in activity (15 minutes)
2. Activity 5.2: What is violence? (1 hour 15 minutes)
3. Activity 5.3: Effects of violence (1 hour 15 minutes)
4. Activity 5.4: Wrap up and closing the session (15 minutes)

5.1 Check-in activity



Recommended time: 15 minutes

Welcome everyone to the session. Start with an energiser or icebreaker if needed.

Facilitating the activity

1. Remind participants that in the last session, you talked about the different roles and responsibilities women and men face in the home.
2. Sitting in a circle, ask the participants to recall one thing they learnt or something that was new or surprising or that stuck with them from the last session. Give participants a moment to recall. Ask for volunteers to respond.
3. Invite participants to share their reflections about the Take-Home Exercise. Everyone was asked to take on one household task that they don't usually do. You can use the following questions to guide the discussion:
 - a. How did it feel to take on a role that is traditionally done by the opposite sex?
 - i. What were some of the challenges?
 - ii. What were some of the benefits?
 - iii. How did your partner react to you taking on their task?
 - iv. How did you feel when your partner did not do your task the way you would usually do it?
 - b. Do you think you could maintain these changes? Why or why not?
 - c. What did you learn from this experience?
4. Discuss participants' reflections, drawing out commonalities and addressing concerns. Clarify any myths or misconceptions that they might have.

5.2 What is violence?¹⁹

Objective

To identify different types of violence and to discuss the types of violence that most commonly occur in families and romantic relationships.

Learning outcomes

- ★ Participants are familiar with the different types of violence that exist and can identify the forms of violence that affect women and children.
- ★ Participants can reflect on the links between power, control, and violence.

Advanced preparation:

Prepare 4 flipcharts with the forms of violence (physical, emotional, sexual and economic) written on each one, leaving space for participants to write on the flipchart.

Activity timing: 1 hour 15 minutes



A. Introducing the activity



Explain that the purpose of the activity they are going to do is to discuss what violence is and the different types of violence that exist in the home.

B. Facilitating the activity (40 mins)

1. Ask the group, "What is violence?" Allow them to share their opinions. You can write down the responses on a flipchart if you prefer. Allow 10 minutes for this.
2. After everyone has shared their ideas, explain to the group that:

"At its most basic level, violence is a way to control or have power over another person. People often only think about violence as physical aggression, but there are other forms of violence as well. Violence is not a random act. It happens in specific circumstances and settings. Violence happens more frequently in some settings than others. We will be focusing on violence that takes place in the home."
3. Divide the participants into four groups. Explain that there are many forms of violence in the home. They are usually categorized into four types: physical, emotional, sexual and economic.

¹⁹ Activity was adapted from CARE, RWAMREC, and Rwanda Women's Network (RWN). (2018). *Indashyikiwa*, pg 54-55 and Rwanda Men's Resource Center. (2013). *Bandebereho* session 9: Identifying violence.

4. Assign one of the flipcharts to each group. Each group will work on the type of violence named on their flipchart. Each group has 10 minutes to come up with as many examples of that type of violence as possible. Make sure they are focused on violence in the home.
5. Ask participants to come back to the larger circle. Ask one participant from each group to take 5 minutes to present their work. After each presentation, ask the other participants if they can think of other examples to put under the type of violence, and if anyone has questions about the type of violence.

Note to facilitator

- ★ Ensure that participants don't miss child neglect, starvation, and abandonment (physical); child exposure to violence (emotional); non-consensual kissing (sexual); and restricting movements through financial control (economic).
- ★ Do not stop participants from discussing violence against men in the home. If participants bring up the topic, you can explain that there are some cases of partner violence against men, but they are much less common. Society generally supports men's power over women. Therefore, in most relationships, men have power over women. In cases where this is not true, they are the exception to the norm, and many men who experience violence do not report it. It is common for participants to want to debate the point of violence against men for a long time, despite the reality on the ground. It is important not to let this continue for too long. Acknowledge that any experience of violence is unacceptable. Try to focus on the main points and continue to move the conversation forward.



6. When you have finished, have the participants sit down for the remainder of the discussion.

C. Leading discussion (20 mins)

Ask the participants the following questions:

- ★ Are men the only ones that are violent, or are women also violent?
- ★ Is there a difference between the places where men and women experience violence?
- ★ Does a person, man, or woman, ever 'deserve' to be hit or suffer some type of violence?
 - ☆ Why or why not?
- ★ What is the relationship between power, control, and violence?
- ★ What forms of violence are seen more and what are seen less?
 - ☆ Why?
- ★ Why is it that violence is often seen as normal?

Note to facilitator

- ★ Society gives more power to men as a group than to women and often views women as less valuable than men. As a society, we expect men to demonstrate that they are in control of their partners or children. Many see it as normal for men to control women because it is believed that women should be obedient to men.
- ★ Physical violence is more noticeable, while mental or emotional violence is often less visible, and the negative effects are often not acknowledged. Similarly, sexual violence is not discussed because of various restrictions that the society places on women and taboos around talking about sex.



End the session by explaining to participants that:

- ★ Violence is a violation of human rights, whether enacted against women, men or children.
- ★ When any of these forms of violence are used against a person because of their gender, it is called gender-based violence (GBV).
- ★ All of us are capable of perpetrating and experiencing violence – however, violence is a learned behaviour, and as such, it can also be unlearned.
- ★ Too many of us have experienced or witnessed violence at some point in our lives and often this violence is considered normal.
- ★ GBV negatively impacts women, men, children, families, and communities. The effects are both physical and emotional.
- ★ Violence is never normal. Everyone, say it with me: 'violence is not normal!'

Ask the participants if they have any questions and answer these if you can. If you do not have an answer, make a note of the question so you can report back to them at the next workshop. Clarify any myths or misconceptions that they might still have.

D. Encouraging personal reflection

Ask the participants to think about what they learnt during this activity. Ask them to think about a time when they witnessed one of these types of violence happening in someone's home. Ask them to think about why they were or were not shocked to witness this violence. They should write or draw their reflections, opinions, and experiences in their journals. They do not have to show this to anyone else.

5.3 Effects of violence²⁰

Objective

To allow participants to think about how gender-based violence in the home affects everyone and is not just a problem for women and children.

Learning outcome

- ★ Participants can reflect on how gender-based violence in the home affects men, women, and children.
- ★ Participants understand the common impacts of gender-based violence and the way it hinders the healthy functioning of a couple, family, and community.

Advanced preparation:

Print or write out the stories and questions for the four groups.

Activity timing: 1 hour 15 minutes



A. Introducing the activity



Explain that this activity is designed to allow us to explore the effects that gender-based violence has on women, men, children, and the whole community.

B. Facilitating the activity (40 mins)

1. Divide participants into 4 groups. Explain that each group will receive a scenario about a couple and a set of discussion questions. The group will look at the illustration, read the scenario together and then discuss the questions. Encourage groups to imagine themselves as the characters in the scenario and think about the real impacts. Each group will have 20 minutes to discuss and 5 minutes to present.

²⁰ Activity was adapted from CARE, RWAMREC, and Rwanda Women's Network (RWN). (2018). *Indashyikiwa* session 6: Effect of Violence.

Group 1 scenario:

Jacob and Patience are married. They have 4 children. Jacob works as a farmer and Patience takes care of the home and children. They both spend long days working – Patience taking care of everything in the home and Jacob working on the farm. Life can be hard.

Jacob expects his house to be kept in good order and for things to be prepared for him properly. He often gets angry with Patience when things are not how he wants them, for example, if he comes

home late and the food has gotten cold. When he gets angry, he shouts at Patience. He often beats her. He believes it is important to discipline your wife in this way, to maintain order in your household. Patience tries to just accept the beatings, rather than resisting. If she accepts it, then it ends quicker, and he won't go after the children. She sometimes runs into another room if he is beating her so that the children will not see.

She does not seek any medical attention for the bruises and cuts. After all, she knows that this is a private matter. And maybe, she wonders, she has done something to deserve the beating. Maybe she could be a better wife. Most days Patience works hard to prepare everything exactly as he wants it and prays silently that he will come home and be peaceful. She waits anxiously as he comes through the door, unsure of what mood he will be in.

Discussion Questions:

1. What kind of violence do you think this is?
2. How do you think this affects Patience physically and emotionally?
3. How do you think it makes her feel about herself?
4. How do you think Jacob feels about himself?
5. What do you think Jacob believes about his power in this relationship?
6. How do you think witnessing violence affects Jacob and Patience's children?
7. What does witnessing violence teach them about relationships between men and women?

Group 2 scenario:



Jacob and Patience are married. They have 4 children. Jacob works as a farmer and Patience takes care of the home and children. They both spend long days working – Patience taking care of everything in the home and Jacob working on the farm. Life can be hard.

Patience wakes up early morning to prepare the food and the house for everyone. She works throughout the day and evening, is the last one to take dinner and the one to clean up after everyone has finished. She is exhausted at the end of the day. When Jacob comes home, he takes his meal and spends some time resting.

When it is time for bed, he initiates sex whenever he wants it. He does not care whether Patience also wants sex and does nothing to help prepare her. It is often painful for her. If she tries to refuse, Jacob gets angry and demands that it is his right as a husband to have sex with his wife, becoming more aggressive. He sometimes shouts until she is afraid or uses physical force to restrain her. Therefore, she has stopped refusing him and simply lets him do what he wants, even if it hurts her. Sometimes the pain is too much, and she cries out, but he doesn't seem to notice. Most nights she just prays inside that he doesn't come home in the mood for sex. She dreads going into the bedroom when he is home.

Discussion questions:

1. What kind of violence do you think this is?
2. How do you think this affects Patience physically and emotionally?
3. How do you think it makes her feel about herself?
4. How do you think this affects Jacob and Patience's relationship?
5. How do you think this affects their sexual relationship?
6. What do you think Jacob and Patience will teach their children about sexuality?

Group 3 scenario:

Jacob and Patience are married. They have 4 children. Jacob works as a farmer and Patience takes care of the home and children. They both spend long days working – Patience taking care of everything in the home and Jacob working on the farm. Life can be hard.

Patience is not allowed to work outside the home. Jacob is responsible for earning income and he controls how the money is used. He allocates some money to Patience to spend on household goods. Patience can never be sure how much it will be or how much money they have. Her allotment changes each week, and she is never sure whether Jacob is earning less or spending money on other things. He gets angry when they have less for the house than usual, such as food or soap, but Patience cannot discuss these things with him.

She has ideas about what to sell and to save, but she cannot share them with Jacob; this is not a woman's place. When Jacob comes home after spending time at the bar, Patience fears that he is squandering their money on alcohol. On rare occasions when Patience has something to sell in the market, she gives her earnings to Jacob when she returns home.

Discussion questions:

1. What kind of violence do you think this is?
2. How do you think this affects Patience?
3. How do you think it makes her feel about herself?
4. How do you think this affects the management of the household?
5. How do you think it affects the relationship between Jacob and Patience?
6. What do you think Jacob and Patience's children learn from this?

Group 4 scenario:



Jacob and Patience are married. They have 4 children. Jacob works as a farmer and Patience takes care of the home and children. They both spend long days working – Patience taking care of everything in the home and Jacob working on the farm. Life can be hard.

Jacob believes that he is a good husband because he has property and earns some income.

He often reminds Patience that it is he who puts a roof on her head and food on her table, so she better show that she is worth it. If he is unhappy about something in the household, which is often, he shouts at Patience or calls her things like “stupid” and “dumb woman.” He often criticizes her food and tells her he should’ve married a woman who at least knows how to cook properly for her husband. But now he is “stuck” with her. Beyond that, they don’t talk much. Jacob prefers to spend time with his friends than at home and takes his meals alone in the house. When he needs something, he calls for Patience. She brings what he needs and then tries to leave him alone. She prefers not to speak to him, because she fears it will provoke him to criticize or complain about her.

Discussion questions:

1. What kind of violence do you think this is?
2. How do you think this affects Patience?
3. How do you think it makes her feel?
4. How do you think this affects Jacob and Patience’s relationship?
5. How do you think this affects their children?
6. What do you think this teaches their children about relationships between men and women?

Note to facilitator

Groups were not told which type of violence their scenario depicts. The Scenarios represent the following types of violence: 1) Physical Violence; 2) Sexual Violence; 3) Economic Violence; 4) Emotional Violence.



2. After 20 minutes have passed, bring all of the groups back to the circle. Invite each group to take five minutes to present. Ask them to begin by reading their scenario aloud to all the participants. They can then read the discussion questions and present their

responses. After each group has finished presenting, ask participants whether they have anything they would like to add.

3. When you have finished talking through these questions, you can ask participants to stand in a circle or remain seated for the rest of the discussion.

C. Leading discussion (20 mins)

Ask the participants what they have learnt about how gender-based violence in the home impacts different individuals in the home, as well as the functioning of the couple and family.

Note to facilitator

These are some examples of the impacts of violence to guide you in leading the discussion. You do not need to read them to participants. Examples include:

1. *Impact on women:*
 - Physical: physical injuries, unwanted pregnancies, reproductive health problems, nervous conditions, stress leading to gastro-intestinal problems.
 - Emotional: fear, isolation, self-doubt, low self-esteem, lack of ability to reach their full potential, low expectations of themselves and others, frustration, unhappiness, depression, anxiety, acceptance of things that harm them
2. *Impact on children:* physical and emotional consequences, learning that GBV is normal in relationships (so increased likelihood of growing up to be violent or being in a violent relationship), fear, isolation, lack of trust, lack of healthy relationship with parent/caregivers, cannot reach their full potential.
3. *Impact on relationships/families:* relationships/families not as strong as they could be, lack of meaningful connection between partners, lack of trust, relationships don't meet the needs of both partners, relationships/families are not enjoyed fully, lack of meaningful connection between perpetrator and children, cannot develop economically as well.
4. *Impact on men:* All of this negatively affects men (even those perpetrating violence) as it prevents them from having healthy relationships and living in families that are happy, healthy, and productive. It leads women and children to fear them, they don't learn to use power positively, and they don't enjoy the benefits of being in positive relationships.
5. *Impact on communities:* it prevents our communities from fully developing and perpetuates negative uses of power between men and women. It normalises violence, making it difficult for community members to intervene when they witness violence. It reinforces the idea that violence in the home is a private affair.



D. Deepening the discussion

To deepen the discussion on this topic, you can ask the following questions:

- ★ Why do some people think that violence or abuse is only an issue that affects women and girls?
- ★ Should violence in the home be considered private business?
- ★ How do you think it affects our communities when we condone and accept these forms of violence in our homes?
- ★ How do we get everybody to take these issues more seriously?

End the session by explaining to participants that:

- ★ Violence in the home is often based on beliefs that women and children are inferior to men and should be punished if they challenge a man's authority.
- ★ Violence in the home negatively impacts women, men, children, families and communities.
- ★ Violence can cause physical and emotional harm, and this can have a long-lasting effect on the health and confidence of those who have experienced violence.
- ★ Children who witness or experience violence in their homes are more likely to grow up to be violent. They also face problems in their psychological, physical, and intellectual development.
- ★ Reporting any form of violence or abuse, no matter how small, helps to break the silence and challenge beliefs that violence is acceptable.

Ask the participants if they have any questions and answer these if you can. If you do not have an answer, make a note of the question so you can report back to them at the next workshop. Clarify any myths or misconceptions that they might still have.

E. Encouraging personal reflection



Ask the participants to think about what they learnt during this activity. Ask them to think about somebody who they trust who they think they could safely approach to talk about an experience of violence or abusiveness? They should write or draw their reflections, opinions, and experiences in their journals. They do not have to show this to anyone else.

5.4 Wrap up and closing the session²¹

Recommended time: 15 minutes



A. Facilitating the activity



1. Thank the participants for taking part in the activities in this session and ask them how they felt about it.
2. Remind participants of the self-reflection they did after each activity where they were asked to think about a time when violence seemed normal to them and who they would approach to talk about their experiences.
3. Explain the **take home exercise**, which builds on the personal reflection.

Participants should:

- ★ Pay attention to the violence they are seeing on television and social media and try to recognise what type of violence they are seeing.
 - ★ Discuss with their partners (or reflect individually) about what would be the benefits for families and communities if gender-based violence was not acceptable within couples. How would the relationships and families be stronger?
4. Explain to participants that the next session will start with a reflection on how this 'homework' went.
 5. Allow participants to ask any questions. Give the participants Support sheet 3: Types of violence and Support sheet 4: The consequences of violence for their files. Ask them to read through the tips to help with their 'homework'.
 6. Confirm logistics for the next session such as date, time and venue. Thank everyone for their active participation today and their commitment to undertaking this journey together.

²¹ Take-home exercise taken from CARE, RWAMREC, and Rwanda Women's Network (RWN). (2018). *Indashyikirwa*.

SESSION 6: Understanding violence in the home



Recommended time

3 ½ hours

Session objectives

To explore participants' knowledge, understanding, misunderstandings and position on violence against women and children and to begin to identify myths about violence.

Required materials:

- ★ Flipchart, markers
- ★ Notebook or paper and pens or pencils for participants
- ★ Prepared flipcharts of 'Agree and Disagree' for activity 6.2
- ★ Prepared flipchart for activity 6.3
- ★ Prepared flipcharts pasted together for activity 6.4
- ★ Copies of two support sheets (see below)

Support sheets:

- ★ Support sheet 5: Linkages between Intimate partner violence and child abuse
- ★ Support sheet 6: The impact of violence on children

Session overview:

1. Activity 6.1: Check-in activity (15 minutes)
2. Activity 6.2: The myths about violence against women and children (1 hour)
3. Activity 6.3: Intimate partner violence (1 hour)
4. Activity 6.4: Violence against children (1 hour)
5. Activity 6.5: Wrap up and closing the session (15 minutes)

6.1 Check in Activity

Recommended time: 15 minutes



Welcome everyone to the session. Start with an energiser or icebreaker if needed.

B. Facilitating the activity

1. Remind participants that in the last session, we talked about the types of violence and the impact that gender-based violence can have on different people.
2. Sitting in a circle, ask the participants to recall one thing they learnt or something that was new or surprising or that stuck with them from the last session. Give participants a moment to recall. Ask for volunteers to respond.
3. Remind participants of their homework to pay attention to the types of violence they see on television and social media, and to think about the benefits of having relationships with no violence.
4. Invite participants to share their reflections about the Take-Home Exercise. You can use the following questions to guide the discussion:
 - a. Did anything surprise you about what you observed?
 - b. What were some examples of violence you noticed?
 - c. What were some of the benefits you came up with?
5. Discuss participants' reflections, drawing out commonalities and addressing concerns. Clarify any myths or misconceptions that they might have.

6.2 Myths about violence against women and children

Objective

To allow participants to talk about some of the myths around violence against children (VAC) and women (VAW) and how some beliefs about violence can be damaging.

Learning outcomes

- ★ Participants understand what a myth is and can identify some of their own false beliefs around violence in the home.
- ★ Participants can reflect on the way myths are harmful to women and children.

Advanced preparation: Prepare the 'AGREE' and 'DISAGREE' flipcharts.

Activity timing: 1 hour



A. Introducing the activity



Explain that this activity allows us to talk about myths around VAC and VAW and how some beliefs about violence can be damaging.

B. Facilitating the activity (30 mins)

1. Put two flipcharts on opposite sides of the room, one marked AGREE and one marked DISAGREE. Explain that you will be calling out some statements. If they agree with what you have said, they should move to the 'agree' side of the room. If they disagree, they should move to the other side. If they are not sure, they can stand in the middle of the room.
2. Call out a statement and ask the participants to move. When they have chosen their side of the room, ask some to share their opinions and why they agree or disagree. The statements are:
 - ★ A husband has the right to have sex with his wife whenever he wants it.
 - ★ If a young woman in a relationship is hit, it is usually because she did something wrong.
 - ★ Child sexual violence only happens to girls.
 - ★ When a wife disrespects her husband, she should expect to be beaten.
 - ★ People can learn to control their anger and do not need to resort to violence.
 - ★ Intimate partner violence doesn't happen amongst teenage couples.
 - ★ Physical punishment of children is fine if it is done the right way.

- ★ Boys bully girls because they like them and want their attention.
 - ★ It's not so bad to shout at your children, as long as you don't hit them.
 - ★ It is easy to leave a partner if they become violent.
 - ★ Children are only affected by violence between adults in the home if they see it.
3. When you have finished discussing the statements, you can stand in a circle or ask the participants to sit down for the remainder of the discussion.

C. Leading discussion (20 mins)

Explain that a myth is a false belief that many people think is true. Ask the participants what they have learnt about the myths of VAC and VAW.

D. Deepening the discussion

To deepen the discussion on this topic, you can ask the following questions:

- ★ Why is it so easy for people to believe these false ideas (myths) about violence in the home?
- ★ How do some of these beliefs negatively affect women and children?
- ★ Are there ways to change our own beliefs about relationships?
- ★ Are there safe ways to talk to others about their harmful beliefs?

End the session by explaining to participants that:

- ★ Some families are structured with the man as the head of the home (patriarchally) so that the position of women and children are devalued in the home, and this leads to some people thinking that the use of violence against women and children in the home is acceptable and normal.
- ★ When we look at these myths, we see that they often support the viewpoint of a violent person, and not a person who has experienced violence.
- ★ When we don't really understand a subject, it is easy to believe myths around it. Additionally, when we have been raised to believe something, we often don't question where our beliefs come from, and we continue to pass the same beliefs on to our children.
- ★ When we begin to challenge these myths, we can start to change people's beliefs about violence in the home being acceptable."

Ask the participants if they have any questions and answer these if you can. If you do not have an answer, make a note of the question so you can answer it at the next workshop. Clarify any myths or misconceptions that they might still have.

E. Encouraging personal reflection



Ask the participants to think about what they learnt during this activity. Ask them to think about some of their own beliefs about violence in the home and try to identify whether any of these beliefs are myths. Ask them to think about where these beliefs came from. They should write or draw their reflections, opinions, and experiences in their journals. They do not have to show this to anyone else.

6.3 Intimate partner violence²²

Objective

To allow participants to identify what intimate partner violence is and what they can do to prevent this.

Learning outcome

- ★ Participants understand what intimate partner violence is and that it can occur in many forms.
- ★ Participants understand that physical intimate partner violence is seldom a once-off event and can reflect on ways to break the cycle of abuse.

Advanced preparation: Prepare a flipchart with the words 'Intimate Partner Violence'

Activity timing: 1 hour



A. Introducing the activity



Explain that this activity allows us to talk violence in intimate partner relationships and how it works in phases.

B. Facilitating the activity (30 mins)

1. Write the words INTIMATE PARTNER VIOLENCE on the flipchart. Ask the participants what they think this means. Clarify that intimate partner violence is any violent act carried out by a partner or an ex-partner. This could include heterosexual couples, same-sex couples, and dating couples or exes.
2. Explain that, like the 'what is violence?' exercise, there are many forms of intimate partner violence including physical, economic, psychological, emotional, and sexual.
3. Explain that when intimate partner violence in personal relationships is physical, it is often characterised by four phases. This activity explores how these phases work. Divide the participants into four groups. Each group will be given one phase that they will discuss. They should read their handout and talk about how they see this phase playing out in their own relationships or those of others around them. After their discussion, they should work together to create a snapshot of what this phase looks like. This snapshot should be shown using their bodies in a scene, like a photograph would capture, which shows this phase of the relationship.

²² Activity adapted from Sonke Gender Justice, the Swatini Action Group Against Abuse (SWAGAA) and Mosaic Training, Service & Healing Centre. (2021). *Safe at homes, Safe in relationships project, IPV and Cycle of Violence activities*.

Group 1: The calm phase

During this phase, the relationship is relatively calm and peaceful. The abuser may agree to engage in counselling, ask for forgiveness, and create a normal atmosphere. The violent incident is often forgotten and sometimes denied. Often both the abused and the abuser act as if it never even happened. However, interpersonal difficulties inevitably arise, leading to the tension-building phase

Group 2: Tension-building phase

Tension builds over common domestic issues like money, children, or jobs. Verbal abuse begins, which is often accompanied by severe psychological abuse and "put downs". The person being abused tries to control the situation by pleasing the abuser, giving in, or avoiding the abuse. None of these will stop the violence. Eventually, the tension reaches a boiling point and abuse begins.

Group 3: Explosion phase

When the tension peaks, the physical violence begins. It is usually triggered by the presence of an external event or by the abuser's emotional state, but not by the behaviour of the person being abused. This means the start of the violent, abusive episode is unpredictable and beyond the control of the person being abused. However, some experts believe that in some cases the person being abused may unconsciously provoke the abuse so they can release the tension and move on to the honeymoon phase.

Group 4: Reconciliation phase (the honeymoon)

Characterised by affection, apology, or ignoring the violent incident, this phase marks an apparent end of violence. The abuser usually expresses remorse or tries to minimise the abuse and might even blame it on the partner. The person who has received abuse feels pain, fear, humiliation, disrespect, confusion, and may mistakenly feel responsible.

The abuser may then exhibit loving, kind behaviour followed by apologies, generosity and helpfulness and genuinely attempts to convince the partner that the abuse will not happen again. This loving and contrite behaviour strengthens the bond between the partners and will probably convince the person being abused, once again, that leaving the relationship is not necessary.

4. Ask the groups to come back to the circle. In turn (from group 1 to group 4), ask the groups to show their snapshot image to the other participants. Ask the other participants what they see. The group can respond to comments, explain their phase to the rest of the group, and report on the discussion that they had.
5. When all groups have finished their presentations, you can stand in a circle or ask the participants to sit down for the remainder of the discussion.

C. Leading discussion (20 mins)

Ask the participants what they have learnt about the cycle of violence that characterises intimate partnership violence.

D. Deepening the discussion

To deepen the discussion on this topic, you can ask the following questions:

- ★ Why is intimate partner violence so common in our homes?
- ★ Why do some people keep silent about intimate partner violence in their own families?
- ★ Why do some people stay in abusive relationships?
- ★ As a society, we view women as less valuable than men. How do these beliefs impact on intimate partner violence?
- ★ Are there ways to break the cycle of abuse in these relationships?
- ★ How can we best support somebody who is in an abusive relationship?

End the session by explaining to participants that:

- ★ Physical intimate partner violence is not about a momentary loss of temper. The abuser decides to use violence.
- ★ Intimate partner violence is seldom a once-off event and doesn't just stop. It is usually an ongoing behaviour to enforce control through fear. It also negatively affects not only the partners, but children and others living in the home.
- ★ The cycle of domestic violence can occur hundreds of times in an abusive relationship.
- ★ Not all survivors of intimate partner violence experience this cycle. Many experience controlling behaviour all the time and never go through a honeymoon phase. But when intimate partner violence is physical, the cycle often repeats itself until the relationship ends, either by the abused person leaving or the abuser killing them.
- ★ This cycle makes it very difficult for people to leave abusive relationships. If a relationship was abusive and difficult all the time, it would be easier. But the honeymoon and calm phases can result in the person who has been abused believing that the violence was not that bad or won't happen again.
- ★ Violent actions are a result of choices made by the abuser. This is a pattern of behaviour that can be changed.

Ask the participants if they have any questions and answer these if you can. If you do not have an answer, make a note of the question so you can answer it at the next workshop. Clarify any myths or misconceptions that they might still have.

E. Encouraging personal reflection



Ask the participants to think about what they learnt during this activity. Ask them to think about what they could do to step in and help somebody who is experiencing violence in their relationship. This could be as the perpetrator or the survivor. They should write or draw their reflections, opinions, and experiences in their journals. They do not have to show this to anyone else.

6.4 Violence against children

Objective

The aim of this activity is to give participants the opportunity to share and gain knowledge on the prevention of violence against children and to recognise the ways adults mistreat children.

Learning outcome

- ★ Participants can distinguish between discipline, neglect, and abuse.
- ★ Participants understand how to prevent child maltreatment in their own homes and take corrective action when it has occurred.


Advanced Preparation:

- ★ Read through the support sheets beforehand as they will provide you with key knowledge on the subject and will help you to guide the training and to answer questions that may arise.
- ★ Take special care to understand what you must say in point 5 and pay special attention to the note to the facilitator, so that you can easily understand the content.

Activity timing: 1 hour



A. Introducing the activity

1.  Start by asking participants to define who is a child and who is not. After some discussion and if not already stated, explain that the South African Constitution defines children as all persons below the age of 18 years (from birth to 17 years).
2. Explain that:

"The Constitution outlines the range of human rights that are protected in South Africa, and also contains a special section on child rights. Children need special rights because they are a vulnerable group; by vulnerable we mean that people need to work extra hard to make sure that they do not get hurt.

As well as the right to life, a name and nationality and other socio-economic rights, the Constitution states that all children in South Africa have the right to family love and care, and to be protected from harm and exploitation."
3. Explain that the next activity allows us to talk about times when children are mistreated by adults and to discuss the different kinds of violence against children.

B. Facilitating the activity (30 mins)

4. Remind participants of Support sheet 3: Types of violence. Explain to the participants that you will read out four scenarios. At the end of each scenario, you will ask them what type of violence is being used against each child, and what they, as parent/caregivers, would do in such a situation.

Scenario 1:

In your community there is a family where three children under the age of ten years are left alone for most of the day. Their mother is deceased and the grandmother, who takes care of the children, is selling fruit at the station. The children are usually very hungry. You have often seen the oldest child (nine years) begging for food on the street and giving the baby (nine months) bottles of sugar water to drink.

Ask the following question:

- ★ What type of violence is being used against these children? (Physical neglect)

Scenario 2:

A fourteen-year-old boy and his twelve-year-old sister knock at your door and ask if they can come in until their father gets home. The boy says that his mother is at home but locked them out of the house because they irritated her. You have often seen these children wandering in the streets, and even when it is bitterly cold, they are wearing very few clothes. You know that the children's father is working and earns good money and would definitely want the basic needs of his children met. It seems that the mother doesn't care about her children and often leaves them outside for hours at a time.

Ask the following question:

- ★ What type of violence is being used against these children? (Emotional and physical neglect)

Scenario 3:

Your four-year-old daughter attends pre-school daily. She is a very happy child. Your family really loves her and takes good care of her. For the last few weeks, you have noticed a change in her behaviour. She often cries for no reason; she has nightmares and doesn't want to go to preschool anymore. One night, she suddenly asks you a question about a penis – the type of question that you would definitely not expect from a four-year-old.

Ask the following questions:

- ★ What type of violence is being used against this child? (Sexual abuse)
- ★ How should parent/caregivers react if their children tell them things that make them (i.e., the parents) feel uncomfortable?

Scenario 4:

You often hear children screaming and crying in your neighbour's house. When these children come to play with your children, you see they are covered in bruises.

Ask the following question:

- ★ What type of violence is being used against this child? (Physical abuse)

Note to facilitator

After scenario 4, the group is likely to ask about how they should know when a disciplinary action counts as physical abuse. At this point, you should inform the group that we will be discussing the differences between punishment and discipline in Module 11. But we must clearly draw the line between discipline and abuse. Explain that:

"Discipline means that you are correcting behaviour by putting in place a system of rules so that children will behave a certain way. Discipline is clearly stated as something that is used to change someone's behaviour, but it is proportional to the misbehaviour, and it includes explaining to the child what they should be doing. It does not cause the child harm. For example: Telling your child they are not allowed to play soccer for two weeks because they skipped school. In this example, the child learns the lesson that he/she should not skip school; there is a point to the discipline. Discipline clearly outlines the behaviour that is wrong, what is expected to change and why the person is being disciplined.

Abuse is when there is no forewarning, no communication, no idea of what the person did wrong. Abuse is random, severe, unpredicted, a one-time thing or repeated. It misuses power and trust. There is no end goal in mind beyond fuelling the abuser's power and frustration. For example: Shoving your child into their room without a word and slamming the door because they are being too loud when you get home from work. In this example, the child does not know what they did wrong, they do not know what is expected of them or why they are being shoved. They went very suddenly from being excited that their parent/caregiver is home, to being sad, hurt and confused. They do not know that you are frustrated or what caused your frustration – they do not know how to predict your behaviour or what they should do to avoid your anger the next time.

*There should be alternative forms of discipline like talking to the children and training without beating. Discipline is humane and can be undertaken without beating."*²³

²³ Definition taken from The Gender Studies and Human Rights Documentation Centre (Gender Centre). (2011). COMBAT Violence Against Women.

You, as the facilitator, should be able to explain that discipline recognises that another human being is involved and that you are trying to teach a lesson. This child is a person with rights to dignity and respect. So, a child **may** not be allowed to watch television for two weeks for using their cell phones after bedtime. A child **may** be asked to weed the garden every Saturday for four weeks for spending the grocery money on sweets. A 4-year-old child **may** be asked to go to the naughty corner for 4 minutes if they threw something at their sibling (generally the time rule for young children is one minute for each year of age).

A child **should not** be asked to do 150 frog jumps in the hot sun for not wearing full uniform to school. A child **should not** be beaten for coming in late for dinner. A child **should not** be starved for being disrespectful. A child **should not** be tied up to a tree for kicking a sibling. Discipline does not involve force, coercion, abuse, or violence.

Discipline crosses the line and becomes abuse or violence:

- ★ when it is unpredictable (slap or punch to the head when you come out of your room or are sitting at the table eating dinner),
- ★ when it is constant (every time the parent/caregiver sees the child they scream, hit or beat the child – or whenever the father comes home from a difficult day with his boss),
- ★ when it instils fear (by threatening to kick her/him out for the house or threatening to beat or kill the child),
- ★ when there is intent to humiliate (tying her up naked for all to see, ripping up her school uniform in front of people)
- ★ when there is intent to harm the child (leaving a child to fend for her, sending them out to sell things, abandoning a child),
- ★ when there is not beginning or end to the maltreatment (every day the girl is insulted and screamed at, nothing she does is right).²⁴

5. Ask participants to mention other ways in which adults mistreat children.

Note to facilitator

Make sure that the topics cover emotional neglect, child labour, malnourishment, and abandonment. If they do not mention the following, make sure to ask about swearing at children, light slapping, yelling, hitting, sending children to bed with no supper, drinking and having sex in front of children, and sending children to beg at the traffic lights.



²⁴ Definition taken from The Gender Studies and Human Rights Documentation Centre (Gender Centre). (2011). *COMBAT Violence Against Women*.

6. When you have finished mentioning all the instances, you can stay seated or ask the participants to stand in a circle for the remainder of the discussion.

C. Leading discussion (20 mins)

Ask the participants the following questions:

- ★ Why do some adults treat children badly?
- ★ Are there differences between the way boys and girls are mistreated in the home?
- ★ How can we encourage children to not keep secrets?
- ★ What will you, as a parent/caregiver and community member, do if you witness children being mistreated like in the four scenarios?
- ★ How can we support children who we know have been abused or treated badly?

End the session by explaining to participants that:

- ★ Ideally, parents/caregivers should enjoy taking care of their children, but sometimes they must cope with difficult problems themselves and may neglect their parenting responsibilities.
- ★ Exhaustion, the lack of money, illness and depression are examples of the problems parents/caregivers sometimes experience. In these cases, they should try to find someone they trust to talk to and to ask for help and support.
- ★ Parents/caregivers should not feel ashamed of asking for help because it is the responsible thing to do. Even when parents/caregivers are going through difficulties, the physical and emotional well-being of their children must always be protected.
- ★ Harsh parenting (e.g., yelling or name calling) and mild forms of corporal punishment (smacking or hitting) can often lead to more severe corporal punishment and abuse.
- ★ Experiencing violence in childhood impacts on a person's health and wellbeing throughout their life.
- ★ Sometimes we can see signs of abuse and neglect when a child loses confidence, isolates themselves, struggles to focus on school, changes their sleeping or eating patterns, talks about suicide, or shows aggressive behaviour. But it is not always possible to see signs of abuse.
- ★ An injured child should be taken to the nearest clinic as soon as possible. An abused child should be comforted and taken to the nearest clinic or crisis centre.²⁵
- ★ The best way to identify child abuse is to let children know that they have a person they can trust and a safe place to talk.

Inform participants of the Referral list of services where they can find the numbers for ChildLine and the South African Human Rights Commission. Ask participants if they have any questions

²⁵ Text taken from UNICEF and Department of Social Development, South Africa. (2008). *Parental/Primary caregiver capacity-building training package*, pg 154.

and answer these if you can. If you do not have an answer, make a note of the question so you can answer it at the next workshop. Clarify any myths or misconceptions that they might still have.

D. Encouraging personal reflection



Ask the participants to think about what they learnt during this activity. Ask them to think about how they would explain what violence against children is to a friend of theirs. They should write or draw their reflections, opinions and experiences in their journals. They do not have to show this to anyone else.

6.5 Wrap up and closing the session

Recommended time: 15 minutes



A. Facilitating the activity



1. Thank the participants for taking part in the activities in this session and ask them how they felt about it.
2. Remind participants of the self-reflection they did after each activity, where they thought about how they might be able to help someone experiencing intimate partner violence, how they would explain what violence against children is, and where some of their own myths came from.
3. Explain the **take home exercise**, which builds on the personal reflection.

Participants should:

- ★ Choose one of the myths about violence against women and children from activity 6.2 that you have heard most often.
 - ★ Discuss it with your partner, mention it to your neighbours or friends, and see if they have also heard this myth.
 - ★ Try to determine where this myth came from, who it impacts, and what that impact is.
 - ★ Think of a way that you can ensure that those around you no longer repeat this myth.
4. Explain that this is not intended to be a judgemental exercise, but rather an opportunity to reflect on the myths around violence against women and children. Explain to participants that the next session will start with a reflection on how this 'homework' went.
 5. Allow participants to ask any questions. Give the participants Support sheet 5: Linkages between intimate partner violence and child abuse and Support sheet 6: The impact of violence on children for their files. Ask them to read through the tips to help with their 'homework'.
 6. Confirm logistics for the next session such as date, time and venue. Thank everyone for their active participation today and their commitment to undertaking this journey together.

SESSION 7: Everywhere you look, there is violence



Recommended time

3 ½ hours

Session objective

To reflect on the different forms of violence that occur at different life stages and to determine how beliefs around violence are supported by families and social institutions.

Required materials:

- ★ Flipchart, markers
- ★ Notebook or paper and pens or pencils for participants
- ★ Printed/handwritten stories for activity 7.3
- ★ Prepared questions on a flipchart for activity 7.3
- ★ Printed scenario responses for Sarah and eight other volunteers for activity 7.4

Support sheets: None

Session overview:

1. Activity 7.1: Check-in activity (15 minutes)
2. Activity 7.2: Violence across the life course (1 hour)
3. Activity 7.3: Sexual abuse and harassment (1 hour)
4. Activity 7.4: Institutions that uphold violence (1 hour)
5. Activity 7.5: Wrap up and closing the session (15 minutes)

7.1 Check in Activity

Recommended time: 15 minutes



Welcome everyone to the session. Start with an energiser or icebreaker if needed.

A. Facilitating the activity

1. Remind participants that in the last session, we talked about violence against women and violence against children, and the myths surrounding these forms of violence.
2. Sitting in a circle, ask the participants to recall one thing they learnt or something that was new or surprising or that stuck with them from the last session. Give participants a moment to recall. Ask for volunteers to respond.
3. Remind participants of their homework to pay attention to choose a myth and discuss it with those around them.
4. Invite participants to share their reflections about the Take-Home Exercise. You can use the following questions to guide the discussion:
 - a. Did anything surprise you about what you observed?
 - b. Had the people around you heard of the myth?
 - c. What were some of the ways in which we could stop people from repeating myths?
5. Discuss participants' reflections, drawing out commonalities and addressing concerns. Clarify any myths or misconceptions that they might have.

7.2 Violence across the life course

Objective

To allow participants to talk about how different forms of violence are more prevalent or uniquely experienced at different stages of life.

Learning outcomes

- ★ Participants can reflect on the different forms of violence that are more likely to occur at different life stages.
- ★ Participants understand that violence can have long-term and intergenerational impacts, and why it is important to intervene early before violence takes place.

Advance Preparation:

Read through any notes to the facilitator before you start the session.

Activity timing: 1 hour



A. Introducing the activity



Explain that this activity allows us to talk about the different forms of violence that can happen at different life stages.

B. Facilitating the activity (30 mins)

1. Explain that violence is common across all stages of life, but some forms of violence are more likely to take place at different ages. Divide the participants into five groups and give each group one age group that they will discuss. They should discuss all the different types of violence that can occur within their given age group. This should include violence experienced as well as perpetrated; and the focus should be on both males and females in all age groups.
 1. Younger children (Under 5 years of age)
 2. Middle childhood (Aged 5-11 years old)
 3. Adolescents (Aged 12-19 years)
 4. Adults (Aged 19+)
 5. Elderly (70+)

Note to facilitator

- ★ *Younger children:* Infanticide, abandonment, neglect, and physical abuse are the most common forms of violence affecting young children aged 0 – 4-years-old. Much of this violence remains hidden within the home. Young children are mainly at home and are most at risk of corporal punishment in the home and fatal child abuse and neglect as they do not have contact with teachers or other people who are able to pick up the abuse. They are solely dependent on their caregivers to provide nurturing and care and do not have the verbal skills to tell someone what is happening to them.
- ★ *Middle childhood:* As children become more independent and start venturing beyond the family home to attend school, corporal punishment in schools, sexual violence and bullying become common experiences. School-age children (5 – 12-years-old) are at risk of sexual violence although it is not limited to this age group.
- ★ *Adolescents:* The pattern shifts as children get older, with teenage boys (15 and older) more likely to be victims of homicide and violence in community settings, particularly due to the common use of weapons and violent masculinities. Teenage girls experience early forms of intimate partner violence in dating relationships. Sexual violence affects both girls and boys, but it is more prevalent amongst girls. Large numbers of South Africa's girls report that their first sexual experience was forced or coerced, yet many girls and boys do not consider this to be sexual violence as they view it as normal in intimate relationships.
- ★ *Adults:* They can mention domestic violence, IPV, physical violence, sexual violence, homicide, assault, bullying, filial abuse (children abusing their parent/caregivers), harassment, economic abuse, and caregiver abuse among others.
- ★ *Elderly:* They can mention domestic violence, IPV, physical violence, sexual violence, alcohol abuse, homicide, assault, bullying, filial abuse (abuse of parent/caregivers by adult children), elder abuse (by relatives or caretakers), neglect, harassment, humiliation, and financial manipulation, among others.



2. Ask the groups to come back to the circle. In turn (from group 1 to group 5) ask the groups to explain the different types of violence that can occur within their given age group to the other participants. The group can respond to comments and report on the discussion that they had.
3. When you have finished reporting back, ask the participants to sit down for the remainder of the discussion.

C. Leading discussion (20 mins)

Ask participants what they have learned about violence across different life stages.

Explain that:

"When a person experiences violence in their early years, it can have far-reaching intergenerational consequences. When our own experiences of violence have an impact on our children and future generations, this is called the intergenerational cycle of violence. Can anyone give an example?"

Note to facilitator

Research tells us that boys who witness their mothers being abused are more likely to abuse their own partners and children; while girls who are abused as children are more likely to be abused by an intimate partner. If participants can't think of examples, you can give the example of a boy, who was hit by his father and grows up to hit his wife or a girl who was hit by her mother and who decides to hit her own children.



D. Deepening the discussion

To deepen the discussion on this topic, you can ask the following questions:

- ★ What are the possible impacts of these forms of violence on survivors (a) immediately and (b) later on in life?
- ★ How can early experiences of violence affect the relationships people form with their partners or children?
- ★ Are there ways to break the intergenerational cycle of violence?
- ★ How can we best support or what support services are needed by survivors of violence at the different life stages?

End the session by explaining to participants that:

- ★ Early experiences of violence may increase the risk of children becoming victims or perpetrators later in life.
- ★ Violence in the home can impact on women and children's ability to function at home, school and work.
- ★ Experiencing consistent violence has negative outcomes for children, impacting on their ability to reach their full potential in later life.
- ★ Exposure to childhood violence, including witnessing violence in the home, is consistently found to be associated with displaying aggressive behaviour later in life, particularly rape and intimate partner violence.

- ★ Our parent/caregivers' experiences of violence and trauma may have had an impact on us and the way we were raised, just as our own experiences of violence may have an intergenerational impact on our children and grandchildren.
- ★ It is important to recognise this impact so we can stop the cycle.

Ask the participants if they have any questions and answer these if you can. If you do not have an answer, make a note of the question so you can answer it at the next workshop. Clarify any myths or misconceptions that they might still have.

E. Encouraging personal reflection



Ask the participants to think about what they learnt during this activity. Ask them to think about the forms of violence most common to their age group and their children's age groups and what they could do to protect themselves and their children from violence. They should write or draw their reflections, opinions, and experiences in their journals. They do not have to show this to anyone else.

7.3 Sexual abuse and harassment

Objective

To allow participants to think about sexual abuse and harassment and how taboos around discussing sex and sexuality contribute to secret-keeping.

Learning outcomes

- ★ Participants understand that sexual abuse can affect both males and females and is prevalent at all life stages.
- ★ Participants understand why sexual abuse is often kept secret and can reflect on how to make their homes into a place where such secrets are not kept.

Advance Preparation:

Print the four stories with illustrations. Write the questions on a flipchart.

Activity timing: 1 hour



A. Introducing the activity



Remind participants of the life course activity and ask whether they noticed that sexual violence affected both men and women of all ages across several life stages. Explain that this activity allows us to talk and speak out about sexual abuse and harassment.

Facilitating the activity (30 mins)

1. Divide the participants into four groups. Give each group one printed story. Ask the participants to talk about the story they have been given, and to answer the questions which are written on the flipchart. Allow 20 minutes for this discussion.



Story 1:

Lerato is five years old, and she tells her mother that her father touched her cookie. Her mother doesn't think much of it and responds that she should only eat dessert after dinner. Lerato points to her genitals and continues to add that her 'cookie is sore'. Lerato's mother gets angry and accuses her of lying and being too big for her shoes.



Story 2:

Ever since Siphokazi's father passed away, her uncle often comes to stay for the holidays. Her uncle usually sleeps in the lounge, but last time he came to visit, Siphokazi saw him coming out of her mother's room early in the morning, when everybody else was still asleep. After that visit, her mother became scared of her uncle and started crying a lot. Siphokazi's mother is now pregnant, and Siphokazi overheard her grandmother trying to convince her mother to marry her uncle.



Story 3:

When Gershwin was a boy, his grandmother passed away. In the weeks that followed his grandfather was very lonely and asked Gershwin to sleep in the bed with him. One night he woke up in the middle of the night to find his grandfather's hand in his pants, fondling his penis. Gershwin pretended to be asleep and didn't say anything the next morning, but he never slept in his grandfather's bed again.



Story 4:

Cindy has a twin brother. His friends are coming over to watch soccer this afternoon. Last time they came, one of them walked into Cindy's room. He said: "Let me show you something amazing" and unzipped his pants to show her his penis. Cindy ran out of the room, but she feels that what she saw was wrong. She has not told anyone, but she does not want her brother's friends to come over again.

Questions on the flipchart:

- ★ What is going on in this story?
 - ★ What kind of abusive behaviour do we see happening here?
 - ★ Why do you think the person in the story would rather keep silent about what happened to them?
 - ★ What is the likely impact of this abuse on the person in the story?
2. Ask the groups to report back on the story and their discussion. Allow 20 minutes for this feedback. If they could not identify the type of abuse, clarify what type of abuse is happening in each story (child sexual abuse, rape, incest/molestation, and sexual harassment).
 3. When you have finished the presentations, you can stay standing in a circle or ask the participants to sit down for the remainder of the discussion.

B. Leading discussion (20 mins)

Ask the participants the following questions:

- ★ How do we identify sexual abuse both of adults and children?
- ★ Who could we talk to if we suspect sexual abuse or harassment?
- ★ Why is it that people sometimes don't believe others when they talk about being sexually assaulted or harassed?
- ★ Children may be scared to tell adults they are being sexually abused. Why is this?

Note to facilitator

If no one brings it up, mention the taboos around sex organs; also, about how parent/caregivers often force children to hug and kiss family members even though they are uncomfortable.



- ★ What can we do to change this?

End the session by explaining to participants that:

- ★ Many women and girls report their first incident of sexual violence occurred during between the ages of 10-19.
- ★ Women are most at risk at home and from men that they know, usually a family member or an intimate partner.
- ★ Many women stay silent out of fear that they will be judged or blamed. It is important to be supportive when someone tells you they have been sexually abused. It is also important to identify a safe person to talk to about sexual abuse.

- ★ Adults are often in a position of power over children. Any sexual suggestion or act by the adult to the child is an example of sexual abuse.
- ★ Older children can also abuse younger children.
- ★ Many children are exposed to sex and sexuality early, but the topic is often taboo or forbidden because it makes adults feel uncomfortable.
- ★ Using the proper terms for body parts can help us identify when child sexual abuse is happening (e.g., using 'vagina' instead of 'cookie'). This also allows children to talk about their bodies and information about boundaries to help them understand what is allowed and what is inappropriate.
- ★ These lessons help them know when something isn't right and gives them the power to speak up. These conversations should continue when children become teenagers.
- ★ It is important to keep the lines of communication open and let children know that they can always talk to you, especially if they have been told to keep a secret.
- ★ When a person who is vulnerable talks about having experienced violence, it is important to listen and give them the support they need.
- ★ When we see these threats or acts, we can report them to somebody we trust.

Ask the participants if they have any questions and answer these if you can. If you do not have an answer, make a note of the question so you can answer it at the next workshop. Clarify any myths or misconceptions that they might still have.

C. Encouraging personal reflection



Ask the participants to think about what they learnt during this activity. Ask them to think about how they can make their homes into a place where every family member would feel safe to talk about their experiences of sexual abuse. They should write or draw their reflections, opinions, and experiences in their journals. They do not have to show this to anyone else.

7.4 Institutions that uphold violence²⁶

Objective

To allow participants to think about how beliefs around violence are supported by families and social institutions.

Learning outcome

- ★ Participants can reflect on how institutions influence the way we see violence.
- ★ Participants understand the impact that institutions can have on help-seeking behaviour.

Advance Preparation:

Print the eight scenario responses and Sarah's scenario responses.

Activity timing: 1 hour



A. Introducing the activity




Explain that this activity allows us to think about how the institutions around us influence the way we see violence.

B. Facilitating the activity (40 mins)

1. Ask for eight volunteers. The facilitator will play the role of Sarah, a survivor of intimate partner violence. Ask the volunteers to choose one of the following roles:

- | | |
|-------------------|-----------------------------|
| ★ Police officer | ★ Friend |
| ★ Nurse | ★ Family member: Mother |
| ★ Women's shelter | ★ Religious/cultural leader |
| ★ Legal services | ★ School teacher |

3.  Hand out the printed scenario responses. Give them 5 minutes to prepare. Read out Sarah's lines and approach each volunteer for help. The role players should respond to Sarah as the scenario tells them to. Allow 25 minutes for the role-play.

²⁶ Change to 'Activity was adapted from GBV Prevention Network/Raising Voices and Program for Appropriate Technology in Health (PATH). (2011). *In her shoes*, sub-Saharan African version (stories of Sarah, Hadija, Mazuba and Mpho)

Survivor: Sarah

My name is Sarah. I am 36 years old, and I work at a call centre. My husband, Charles, and I have been married for 12 years. We have three young children who are all in school, two girls and one boy. My husband has always been supportive of my working, but lately my boss switched me to a team that calls people in countries in a different time zone, so I must work late hours. Charles has started to get jealous and accused me of having an affair. I decide to ask my friend for advice.

Go to the person who is the friend, tell them your problem and listen to the response

I tried to give Charles more attention, but things have only gotten worse. He has started to check my phone and randomly pops into the office to surprise me and check that I am really working. He is checking my diary and my bank statements. I decide I need to talk to my mother about this.

Go to the person who is the family member, tell them how the problem has gotten worse and listen to the response

I am not happy with my mother's response, but I know that my mother thinks I am lucky because at least Charles is not beating me, like my father used to beat her. But then, one night when I got a call from a male customer, Charles grabbed the phone out of my hand and slapped and shoved me against the wall before he hit me in the stomach. He left the house angry and when he came back, he acted like nothing happened. I decided I need to speak to my pastor and ask for advice.

Go to the person who is the religious leader and share how Charles' suspicions have turned into beatings. Listen to the response

My pastor made me feel ashamed of myself and like I am a bad wife, so I try to carry on like nothing is happening. But my pastor spoke to Charles about my visit and Charles became so angry that I am ruining his reputation at church that he beat me severely. My children were in the next room, and I tried to keep quiet during the beating, but it was impossible. I feel happy that they did not see the violence. But then one day the school called and asked me to come in.

Go to the person who is the schoolteacher and listen to what they have to say

I don't want to hit my children because there is enough violence in my house. I am sure the children are only acting out because they hear what is happening in our house. But when the other parent/caregivers start to gossip and Charles hears that our children are misbehaving, he becomes angry, and he beats our son. He shouts at our daughters and locks them in their rooms when they get home from school. I decide that I need to get out and take my children to safety, so I go to a women's shelter.

Go to the person who is the women's shelter and ask them for help. Listen to the response

I don't want Charles to find out that I want to leave, so I don't go stay with family yet. I first decide to go to the police station to get a protection order.

Go to the person who is the police officer and ask to file a protection order against your husband. Listen to the response

I tried to stay there and apply for the protection order, but the police shifted me around from one officer to the next and there was no privacy. I felt so ashamed that I decided not to apply for the protection order. But I know that my children and I must get away from my husband, so I decide to go see a lawyer about getting a divorce.

Go to the person who is the lawyer and ask if they can help you. Listen to the response

Although the lawyer is very helpful, I feel like they are pushing me to move more quickly than I would like. I am still confused and sad when I think about my marriage ending. We have been together for so many years, and the children are going to be affected. I'm also scared of what my family will think of me for getting a divorce. While I was still busy deciding what to do, Charles dug through my bag and found the paperwork for the divorce. He beat me so badly I thought I was going to die. My neighbour heard everything and waited for Charles to leave and then took me to the clinic.

Go to the person who is the nurse and listen to their response

Friend's response

You are shocked because you know Sarah has always been faithful. Be supportive but tell her that very few women find good men like Charles. Tell her that jealousy is the sign of a man truly in love. Tell her that it is just a phase and that if she gives Charles more attention, things will get better. Maybe Charles is jealous of how well the business is doing so maybe Sarah shouldn't rub her success in his face when they are at home.

Family member (Mother) response

You are not sympathetic. You tell Sarah that she is blessed to have a man like Charles who provides for her and even allows her to make her own money. You tell her to go back home and try to make things work for the sake of your children. You tell her not to do anything that will make Charles angry.

Religious leader response

You tell Sarah that this is a test from God. Tell her that she must fulfil her duties as a wife and a mother and always be submissive to her husband and to God. Tell her that she made a vow to stay by Charles' side through thick and thin. Try to convince her to leave her job. All the trouble started with her workload increasing. She should stay home, stop chasing worldly things, and try to be there for her family.

School teacher response

You tell Sarah that all three of her children have been acting aggressively in class. Especially the boy, who is bullying other children. Be a little judgemental. Hint that it is because they don't have any discipline at home. You suggest to Sarah that she must hit her children and you miss the days when teachers were allowed to hit children in school.

Women's shelter

You try to be supportive. You tell her that she is welcome to stay and that her daughters can come. But the shelter does not accept boys. You tell her that she might want to go stay with family and go to the police to get a protection order.

Police officer response

Be very bored and rude. Shout to another officer that it's another domestic violence and ask if they want to deal with it. Tell her that you don't like to deal with such things because the women just go back to that same house anyway. Even with a protection order it doesn't help, so she should just go home and try to sort her marriage out privately.

Legal services response

Put Sarah under pressure. Tell her that the process of filing for divorce is not complicated and you will begin the proceedings immediately. Then be very dismissive and act busy. Receive a phone call and laugh about what someone is telling you. After you hang up, be very rushed with Sarah. Tell her to open her own savings account. Tell her to take this paperwork and fill it out and come back soon.

Nurse response

You treat Sarah's wounds, but you are very rough and disapproving. You scold Sarah and tell her she should just leave her husband! Tell her that she is irresponsible, and her children are going to suffer. Complain about all the other women that you have seen and tell Sarah that she is the same as the rest of them. Tell her that what happened to her was her own fault for not leaving sooner, and that if she doesn't sort her life out, someone may take her children away from her.

4. After the nurse's response, thank everyone for the role play. You can stay standing in a circle or ask the participants to sit down for the remainder of the discussion.

C. Leading the discussion (20 mins)

Explain to participants that there are some institutions in society where violence against women and children is ignored, and sometimes even promoted. These institutions can influence the way we think about violence. Clarify that it is not everyone within these institutions, but that the wider myths and beliefs about violence in society make it easy for people who work within these institutions to think that violence in the home is normal.

Ask participants if they can think of any examples from the story that they just witnessed and acted out. They might mention the pastor telling her to stay; the schoolteacher wishing they could hit children; the legal services and health services acting like it is easy to leave; the police officer acting like domestic violence is a daily occurrence; family and friends telling Sarah to be grateful that things are not worse.

D. Deepening the discussion

To deepen the discussion on this topic, you can ask the following questions:

- ★ Did this story realistically show what is happening in our communities?
- ★ Do you think Sarah will keep looking for help?
- ★ How did the people in the story put Sarah and her children at risk for further violence?
- ★ How could the characters have better supported Sarah?

End the session by explaining to participants that:


- ★ The institutions that society is based on have a powerful influence over what we believe and how we see the world.
- ★ When these institutions portray violence against women and children as acceptable, it sends a message to all boys and men that they can act violently and get away with it.
- ★ Many institutions and support systems cause women to think that the violence is their own fault rather than the perpetrator's, making it difficult for women to seek help.
- ★ When violence is considered normal, survivors often feel that they must simply accept and bear it.
- ★ Many factors may prevent a woman from receiving help including economic barriers, social stigma, legal obstacles, and physical threats.
- ★ Many women feel compelled to stay in violent situations because they will not be

accepted by their family, friends, neighbours, communities, or institutions if they leave.

- ★ Survivors of violence may turn to someone they know and trust for support—whether at home, in the workplace, or at school— and end up facing further violence.
- ★ It can be difficult to filter out the negative messages and beliefs about violence that are pervasive in society, and to stand firm in our belief that it is not acceptable.
- ★ Some people may feel like we cannot respect our religious leaders, teachers and other institutions while challenging these messages. But where we see messages that promote or accept violence, we can find respectful ways to challenge them.

Ask the participants if they have any questions and answer these if you can. If you do not have an answer, make a note of the question so you can answer it at the next workshop. Clarify any myths or misconceptions that they might still have.

E. Encouraging personal reflection

1.  Explain that in our personal reflection time, we will think about who we can go to for support when life becomes challenging. In their journals, ask participants to draw a central point with a series of rings around it that get larger each time (like on a dart board). Demonstrate this on a flipchart if needed.
2. Ask the participants to think about the people they turn to for advice when they have a problem. Explain that each person should think about the people (family members, friends, religious leaders etc.) that they rely on for social support (advice, guidance, help) when faced with a problem that impacts on their relationships or their families. Support can be either advice or financial or material assistance.
3. Tell the group that at the centre of the circle they should put themselves. In the circles around the centre, they should write the names of those they can rely on for social support or advice. The people they can rely on the most should be in the rings closest to the centre. Those who provide less support or advice should be placed in the outer rings/circles. Give the participants 10 minutes to complete their circles. They do not have to show this to anyone else.

7.5 Wrap up and closing the session

Recommended time: 15 minutes



A. Facilitating the activity



1. Thank the participants for taking part in the activities in this session and ask them how they felt about it.
2. Remind participants of the self-reflection they did after each activity, where they thought about violence in their own age groups, how to make their homes safer, and when they thought about the people they can turn to for support or advice when they are facing difficult situations.
3. Explain the **take home exercise**, which builds on the personal reflection.
Observe how we draw on our social networks during the week.
 - ★ Do one thing that strengthens or broadens the social network you draw on.
 - ★ Whose social network are you a part of? Who are you a source of support for?
 - ★ Think about whether there are more people you would like to rely on more for help, support, and guidance?
4. Explain to participants that the next session will start with a reflection on how this 'homework' went. Allow participants to ask any questions.
5. Give the participants the Referral list – local support services. Remind participants that there are times – such as when dealing with concerns about alcohol and drug use – that they will not be able to rely on themselves or their social support networks only, and they will need to seek assistance from services available in the area.
6. Ask participants if there are other local services that they suggest should be added to the list that can provide support on different issues.
7. Confirm logistics for the next session such as date, time, and venue. Thank everyone for their active participation today and their commitment to undertaking this journey together.

SESSION 8: Healthy relationships and communication



Recommended time

3 ½ hours

Session objective:

To reflect on what makes for healthy and unhealthy relationships with intimate partners, and to reflect on how to strengthen communication skills with intimate partners and how our communication affects our children. To understand how a person's love language may influence the way they give and receive love.

Required materials:

- ★ Flipchart, markers
- ★ Notebook or paper and pens or pencils for participants
- ★ Prepared/printed slips of paper with prepared/printed red flag scenarios (activity 8.2a – women only)
- ★ Prepared flipchart with questions (activity 8.2a – women only)
- ★ Prepared flipchart with communication styles (activity 8.3)
- ★ Prepare/print the list of tips for communication with children in mind (activity 8.3)
- ★ Copies of three support sheets (see below)

Support sheets:

- ★ Support sheet 7: Communication styles
- ★ Support sheet 8: Checklist for communication styles
- ★ Support sheet 10: Practical ways to speak the five love languages

Session overview:

1. Activity 8.1: Check-in activity (15 minutes)
2. Activity 8.2a [women only]: Red flags in relationships (1 hour 15 minutes)
3. Activity 8.2b [men only]: Recognising unhealthy relationships (1 hour 15 minutes)
4. Activity 8.3: Don't talk to me like that! (1 hour 15 minutes)
5. Activity 8.4: The five love languages (30 minutes)
6. Activity 8.5: Wrap-up and closing (15 minutes)

8.1 Check-in activity

Recommended time: 15 minutes



A. Introducing the activity



Welcome everyone to the session. Start with an energiser or icebreaker if needed.

B. Facilitating the activity

1. Remind participants that in the last session, we talked about violence across the life course, sexual abuse and harassment, and institutions that uphold violence. We also spoke about our social networks and those we can turn to for advice and help when things are difficult.
2. Sitting in a circle, ask the participants to recall one thing they learnt or something that was new or surprising or that stuck with them from the last session. Give participants a moment to reflect. Ask for volunteers to respond.
3. Remind participants of the take home activity: to do one thing to strengthen or broaden the social networks we draw on, and to reflect on whose social networks we are part of.
4. Ask for volunteers to reflect on their observations. What did you notice during the week? Did anything surprise you? They do not need to provide specific examples if they are not comfortable doing so. Discuss participants' reflections, drawing out commonalities and addressing concerns. Clarify any myths or misconceptions that they might have.
5. Summarise by explaining, *"In this session, we are going to look closer to home, to understand what makes healthy and unhealthy relationships, and how we can improve our communication with our partners."*

8.2a [Women] Red flags in relationships

Objective

To encourage female participants to think about how to recognise unhealthy relationships which could result in violence.

Learning outcomes:

- ★ To recognise that healthy relationships are when both partners are happy to be with the other person.
- ★ To recognise red flags (unhealthy behaviours) in a relationship
- ★ To brainstorm how to address negative patterns in our own relationships.

Advance preparation:

Prepare/print the slips of paper with red flag behaviours and prepare the flipchart with the three questions for the pairs/ small groups to discuss.

Recommended time: 1 hour 15 minutes



A. Introducing the activity



Explain to the participants:

"This activity allows us to talk about signs that relationships are unhealthy and how we can make changes to the relationship patterns. Romantic, intimate partner relationships can be healthy or unhealthy. In healthy relationships, both partners are happy to be with the other person. In unhealthy relationships, one or both partners are dissatisfied with the relationship because of the problems they experience in the relationship."

B. Facilitating the activity (45 minutes)

1. Divide the participants into two groups. Give each group one of the illustrations and ask them to discuss and report back on two questions:



- ★ What do you think is happening here?
- ★ What healthy or unhealthy relationship behaviours can you identify in this situation?

2. Have each group report back. Ask the other group to add any other unhealthy behaviours they think might be related to the situation.
3. Once both groups have reported back, ask the participants to brainstorm other unhealthy relationship behaviours that they can think of. Write their responses on the flipchart. Summarise by noting that while some unhealthy relationship behaviours can be easy to identify (like outright violence), other relationship red flags might be less obvious.
4. Divide the participants into pairs or small groups. Give each pair or small group one or two prepared/printed slips of paper with a scenario that describes a relationship behaviour that might be a red flag (see list of behaviours below).

Behaviours (prepared/printed scenarios):

1. Blaming the other person for things going wrong in the relationship
 2. Becoming jealous when you spend time with others.
 3. Refusing to talk about an issue you disagree on
 4. Being very controlling (e.g., wanting to know where you are all the time)
 5. Making everything about one partner's needs
 6. Not being honest about things
 7. Being constantly critical or dismissive of your opinions and needs
 8. Pushing you to do things you don't want to do.
5. Ask the pairs/small groups to discuss the behaviours they have been given and answer the questions on the flipchart (see questions below). Allow 10 minutes for this discussion.
 - ★ What kind of situation might we see this behaviour in?
 - ★ What happens when this behaviour pattern becomes a habit?
 - ★ How can someone address this kind of behaviour with their partner?
 6. Ask the participants to come back into a circle. Ask for feedback from their discussions on the kinds of negative behaviours we see in relationships, the impact that they have and the strategies that came up to help address these behaviours. Ask each of the pairs/small groups to report back, identifying common strategies.

C. Leading the discussion (30 mins)

Ask the participants what they have learnt about red flags in relationships and what makes a healthy or unhealthy relationship.

D. Deepening the discussion

To deepen the discussion on this topic, you can ask the following questions:

- ★ Why are so many intimate relationships characterised by these negative patterns?
- ★ Why do we think women stay in unhealthy relationships?
- ★ How can we address these patterns in our own relationships?
- ★ What might prevent us from addressing these patterns in our relationships?
- ★ How can we model more positive relationships for our children or younger people?

Remind the participants that:

- ★ Healthy relationships are based on equality. When both people in a relationship treat each other with dignity and respect, and where neither tries to gain power or control over the other, the result is a non-violent and healthy relationship.
- ★ This does not mean that the relationship is perfect or that there are no difficulties. But in a healthy relationship, these difficulties are resolved through healthy communication, compromise, and negotiation, based on mutual respect and dignity. In unhealthy relationships, one or both partners are unhappy because of continuing problems with the relationship that are not being addressed.
- ★ Repeated behaviours become patterns which are hard to break. These can form habits in our relationships which can be unhealthy.
- ★ Inequality in a relationship is a sign of power dynamics that could result in abusive behaviour. If you are constantly making excuses for your partner's behaviour, you need to think about why. Negative relationship patterns can often be addressed with effective communication. But if you can't improve the relationship, then you might consider ending it.

Ask the participants if they have any questions and answer these if you can. If you do not have an answer, make a note of the question so you can answer it at the next workshop. Clarify any myths or misconceptions that they might still have.

E. Encouraging personal reflection



Ask the participants to think about what they learnt during this activity. Ask them to reflect on whether there are any red flags in their own relationships, and how they can address these to prevent negative behaviours from becoming habits. They should write or draw their reflections, opinions and experiences in their journals. They do not have to show this to anyone else.

8.2b [Men] Recognising unhealthy relationships

Objective

To encourage male participants to identify healthy and unhealthy behaviours that exist in intimate partner relationships.

Learning outcomes:

- ★ To recognise that healthy relationships are when both partners are happy to be with the other person.
- ★ To recognise unhealthy behaviours in a relationship
- ★ To brainstorm how to address negative patterns in our own relationships.

Advance preparation: None.

Recommended time: 1 hour 15 minutes



A. Introducing the activity



Explain to the participants:

"This activity allows us to explore healthy and unhealthy behaviours in intimate partner relationships and how we can make changes to negative relationship patterns. Romantic, intimate partner relationships can be healthy or unhealthy. In healthy relationships, both partners are happy to be with the other person. In unhealthy relationships, one or both partners are dissatisfied because of the problems they experience in the relationship."

B. Facilitating the activity (1 hour)

1. Ask the participants to develop a short list of the qualities that describe healthy relationships and write these on a flipchart. See if the men agree that respect, equality, responsibility, and honesty are among these qualities.
2. Then ask the participants to identify qualities that describe unhealthy relationships and write these on the flipchart.
3. Show the group the illustrations below one at a time. Ask them to discuss two questions (also one at a time):



- a. What do you think is happening here?
 - b. What healthy or unhealthy relationship behaviours can you identify in this situation?
4. Summarise by noting that while some unhealthy relationship behaviours can be easy to identify (like outright violence), other relationship red flags might be less obvious.
 5. Read out the following situations and ask the participants if they think the situation indicates a healthy or unhealthy relationship. As you read each one, ask the men to vote by standing up if they think it is healthy, or staying seated if they think it is unhealthy. Ask for volunteer participants in the minority group to explain why they voted this way, and then ask volunteer participants from the majority group to give their opinion. Encourage discussion and debate of different opinions and ideas.
 - ★ You have fun being with your partner.
 - ★ You never disagree with your partner.
 - ★ You will do anything for your partner.
 - ★ Your partner never criticises you in public.
 - ★ You spend time by yourself without your partner.
 - ★ The most important thing in the relationship is sex.
 - ★ Your partner spends quality time with their own friends.
 - ★ Your partner is still close to his or her ex-partner.
 - ★ You feel closer and closer to your partner as time goes on.
 - ★ You expect your partner to dress in a way that does not attract attention.
 - ★ You never talk about sex.
 - ★ You always want to know your partner's every move.
 - ★ Your partner never gets jealous.
 - ★ You don't like your partner speaking to other men or being in their company.
 - ★ You make all the decisions on issues relating to your relationship.
 - ★ You stay in the relationship because it is better than being alone.
 - ★ When you send text messages to you partner you expect an immediate reply
 - ★ Sometimes you must slap your partner when s/he is out of line.

- ★ You talk about problems when they arise in the relationship.
- ★ You argue and fight often.

6. When you have finished discussing the questions, you can stay sitting down for the remainder of the discussion.

C. Leading the discussion (15 mins)

Ask the participants what they have learnt about what makes a healthy or unhealthy relationship.

D. Deepening the discussion

To deepen the discussion on this topic, you can ask these questions (if not discussed):

- ★ Why do we see so many unhealthy behaviours in relationships?
- ★ Why do you think many women stay in unhealthy relationships?
- ★ Why do many men stay in unhealthy relationships?
- ★ How can conflict affect a relationship?
- ★ How can we encourage open and positive ways of communication?
- ★ How can we model more positive relationships for our children or younger people?

End the discussion by reminding participants of the following key messages:

- ★ Conflict happens in all relationships. How we handle this conflict makes a difference.
- ★ Learning to express ourselves in a calm and peaceful way is an important part of building healthy and respectful relationships.
- ★ In healthy relationships, both partners are happy to be with the other person. Healthy relationships are based on equality. When both people in a relationship treat each other with dignity and respect, and where neither tries to gain power or control over the other, the result is a healthy relationship.
- ★ This does not mean that the relationship is perfect or that there are no difficulties. But in a healthy relationship, difficulties are resolved through healthy communication, compromise and negotiation, based on mutual respect and dignity. In unhealthy relationships, one or both partners are unhappy because of continuing problems with the relationship that are not being addressed.
- ★ Gender is an important factor in determining who remains in unhealthy relationships. In general, women find it harder to leave unhealthy relationships than men. This is sometimes because women are economically dependent on their partners or because of fear of stigma.
- ★ It is also true that accepted gender roles for women allow them to ask each other for support and to talk about their feelings, while accepted gender roles for men

make it difficult for them to ask for support on personal matters or to show their emotions.

- ★ Negative relationship patterns can often be addressed with effective communication. Men need skills and support to talk with their partners about creating healthier relationships. The first step towards healthier relationships is to challenge these gender stereotypes.

Ask the participants if they have any questions and answer these if you can. If you do not have an answer, make a note of the question so you can answer it at the next workshop. Clarify any myths or misconceptions that they might still have.

E. Encouraging personal reflection



Ask the participants to think about what they learnt during this activity. Ask them to think about how they can address any unhealthy behaviours that they recognise in their own relationship with their partner. They should write or draw their reflections, opinions, and experiences in their journals. They do not have to show this to anyone else.

8.3 Don't talk to me that way!²⁷

Objective

To encourage participants to think about how to improve communication with an intimate partner, and how their communication impacts on their children and other family members.

Learning outcomes

- ★ To understand that we communicate both verbally and non-verbally, and how it feels when people use poor communication styles.
- ★ To understand how arguments and poor communication affects children.

Advance preparation:

Prepare slips on "Tips for communication for the sake of children":

- ★ Your children will do better in life if they have the support of you and your partner/their parent.
- ★ Your child will have less stress if you and your partner/other parent value each other.
- ★ Tell your children often that they should love and respect your partner/other parent.
- ★ Show the child how to love and respect your partner/other parent through your communication with him.
- ★ Never tell the child that they caused a problem between you and your partner/other parent.
- ★ Don't break an agreement between you and your partner without talking with him first.
- ★ Don't talk badly about your partner/the other parent to your child.
- ★ Save your arguments for night-time when the child is sleeping (avoid exchanging words when the child can hear).
- ★ If you have a fight with your partner in front of the child, remember to tell your child that you love him and them, even when you and your partner have arguments.
- ★ Discuss important issues with your partner before making decisions so that your child learns that you are a partnership and that your perspective is respected and valued by your partner.

Recommended time: 1 hour 15 minutes




²⁷ Activity is author's own but was adapted from Institute for Reproductive Health, Georgetown University and Save the Children. (2019). *Responsible Engaged and Loving (REAL) Fathers Initiative* (Activity: Don't talk to me that way) and Mosaic Training, Service & Healing Centre. (2014). *Toolkit for men* (Activity: Improving communication).

A. Introducing the activity



Explain that this activity allows us to talk about how we can improve our relationships by communicating more effectively. In this session, we are going to experience first-hand how we communicate with each other and how it feels to be on the receiving end of someone else's communication style.

B. Facilitating the activity (1 hour)

1.  Explain to the participants that the two facilitators are going to role-play a short scene in which person A comes home to see that dirty dishes are piled high in the sink. Person A gets angry and starts shouting at Person B and acting in an aggressive way. Keep the scene to about three minutes.
2. Ask the participants to think about what they experienced in the scene:
 - ★ What worked about how the two communicated in this scene? What did not work?
 - ★ How did person A's body language communicate how they felt about things? And what was person B's body language like?
 - ★ What did you notice about how person A and person B listened to each other?
 - ★ If you were Person B, how would you have wanted Person A to communicate?
3. Summarise by identifying the key characteristics of an aggressive style as displayed in the role-play (e.g., tone of voice, aggressive eye contact, facial expressions). Explain:

"We communicate both verbally and non-verbally all the time. Non-verbal messages are sent to others through our facial expressions, movements, eye contact, the way we hold our body, and the tone of our voice. Most of the messages we send to other people are communicated nonverbally and not in the words we use.

*People are often unaware of the messages that their body gives to others, even if they are silent. It is important to understand these different ways in which we communicate before we can look at improving how we communicate."*²⁸
4. Next explain that the facilitators will act out the same scene, but this time Person B is going to act in a passive aggressive way (e.g., not shouting but glaring angrily, banging dishes, arms crossed when speaking etc.) Keep the scene to about three minutes.
5. Ask the participants to think about what they experienced in the scene:
 - ★ How did person A's body language communicate how they felt about things? And what was person B's body language like?
 - ★ What worked about how they communicated in this scene? What did not work?

²⁸ University of Cape Town (2021). *Nyamekela4Care: Training, support and practice in case sharing. A resource for child protection service providers.* Children's Institute and Perinatal Mental Health Project.

- ★ What did you notice about how person A and person B listened to each other?

6. Explain to the group that there are at least four types of communication styles. Show them the table below on the flipchart and explain the different styles one by one.

Communication styles				
	Passive	Assertive	Aggressive	Passive-aggressive
Verbal communication				
Tone of voice	Silent, moaning	Confident	Angry	Moaning
Level of voice	Low, soft	Medium	Loud	Low, soft
Non-verbal communication				
Eye contact	Avoids eye contact	Keeps eye contact	Aggressive eye contact	Aggressive eye contact
Body position	Backward, shielding	Upright	Forward	Forward
Energy level	Low	High	High	High
Facial expressions	Fearful, nervous	Confident	Angry	Angry

7. Have the facilitators act out the same scene using an assertive style. Person A should still be aggressive while Person B should be assertive. Ask participants to point out the differences between this style and the previous scenes (less conflict, more effective etc.).
8. End the activity by asking participants to pair up and act out the same scene themselves, with Person A being aggressive and Person B being assertive while also listening. They can do this in their seats if space is limited. Have them swop roles if there is time.

C. Leading discussion (15 mins)

Ask the participants what they have learnt about communicating with an intimate partner about more personal or difficult issues.

D. Deepening the discussion

To deepen the discussion on this topic, you can ask the following questions:

- ★ What happens when people don't communicate or listen well in their relationships?
- ★ What do you think children learn when they see their parent/caregivers communicating poorly or not listening to each other?

End the discussion by reminding participants of the following key messages:

- ★ Open communication and listening are key to building good relationships.
- ★ Expressing our own point of view fairly means choosing the appropriate words, tone, volume, non-verbal language, and time for a conversation.
- ★ Listening is just as important. Listening means paying attention, not interrupting and being open to hearing the opinions of others. It is important to manage our own emotions when we are communicating with others, and to have empathy with them about how they are feeling.
- ★ Adopting an assertive means of communication – while still listening to others – requires practice.
- ★ Conflict in a relationship can often be overcome by open communication. The way we communicate with our partners and children determines how they respond and react.
- ★ Remember that when we communicate with our partners, we are modelling communication for our children. Our communication style teaches them how (or how not) to communicate with others as they grow up.

E. Tips for communication for the sake of children (5 mins)

To end this activity, have the participants sit in a circle. Tell them we are going to pass around a basket/bowl/hat, and everyone must pull out and read one top tip for improving communication in the home for the sake of children. Have the participants pass the basket around the circle and read out one tip each until all the tips have been read.

F. Encouraging personal reflection (5 mins)



Ask the participants to take a few minutes to reflect silently on what they have learnt during this activity on communication. Ask them to think about how they could improve communication with their own partner. They should write or draw their reflections, opinions, and experiences in their journals. They do not have to show this to anyone else.

8.4 The five love languages

Objective

To allow participants to think about the ways others prefer to be loved and how to meaningfully ask for support, as well as how to support their partners and children by loving them intentionally.

Learning outcomes

- ★ Participants understand how a person's love language may influence the way they give and receive love.
- ★ Participants can reflect on the possible ways to show love to their partners and children in their own love languages.

Advance preparation:

Prepare a flipchart with the five love languages written on them; and prepare five flip chart sheets each headed by one love language and divided into two columns headed 'partners' and 'children'.

Activity timing: 30 minutes



A. Introducing the activity



Explain that this activity allows us to talk about the different ways that we, our partners, and our children might prefer to be loved.

B. Facilitating the activity (20 mins)

1. Ask the participants if they have heard of the five love languages. Explain that these are:
 - a. Words of Affirmation
 - b. Acts of Service
 - c. Gifts
 - d. Physical Touch
 - e. Quality Time
2. Explain that:

"Love languages are the ways people show and receive love. Some people prefer to be appreciated with words, while others prefer physical touch. Some people may want

quality time, others want gifts, while others would prefer others to do things for them. When you and your partner use different languages, it can be difficult to communicate your feelings. By learning your partner's love language—and helping them learn yours—you will be better able to share positive feelings.

Children also have their own love languages. They can feel more fulfilled, secure, and recognised when parent/caregivers use their love languages. This allows them to explore their interests more and work on their personal development.”

3. Divide the participants into five groups and give each group one flip chart sheet and one love language that they will discuss. They should then discuss all the different ways to express love to a child and a partner in the specific love language.
4. Ask the groups to come back to the circle. In turn (from group 1 to 5) ask the groups to explain the different ways to express love in their love language to the other participants. The group can respond to comments and report on the discussion that they had.
5. When you have finished reporting back, ask the participants to sit down for the remainder of the discussion.

C. Leading discussion (10 mins)

Lead the discussion by asking the participants the following questions:

- ★ What have you learnt about love languages?
- ★ Are there times when loving people in their love languages can be harmful?

Note to facilitator

If someone has been physically abused in the past, their love language may still be physical touch. In this case there may need to be a discussion around what counts as good touches between partners. With children, physical touch may need to be minimised to teach the child healthy boundaries. Furthermore, gifts can be a trigger for children because neglectful parent/caregivers may also use gifts to make up for poor parenting. And abusive partners may have once used gifts to apologise for violent incidents. Words of affirmation may also become problematic because some individuals may have had so many broken promises made to them that they do not trust anyone. It is important to note that just because people have been rejected in their love languages before, this may not necessarily mean that their love languages have changed. It is important to determine how to love people in the way they need without causing further harm.



- ★ How can we address these challenges so that everyone receives the love they need?

End the discussion by reminding participants of the following key messages:

- ★ While all five love languages have value and people may identify with more than one love language, understanding your partner or child's top or primary love language is the first step in meeting their needs.
- ★ It's also important to note that when someone rejects your love language, it may hurt more than usual. For example, harsh words may have an extremely negative effect on someone whose love language is words of affirmation; and promising to do something but never doing it may hurt worse for someone whose love language is acts of service.
- ★ When someone shows love to their partner using their own love language, it may not be noticed or appreciated as much by their partner. Showing love using their partner's own love language is more likely to have a positive effect.
- ★ Other benefits of showing love in someone's love language also include improved empathy, meaningful actions, strengthened relationships, and increasing self-awareness and personal growth.

Direct participants to Support sheet 10: Practical ways to speak the five love languages for more information on practical ways to speak their partner's and child's love language.

Ask the participants if they have any questions and answer these if you can. If you do not have an answer, make a note of the question so you can answer it at the next workshop. Clarify any myths or misconceptions that they might still have.

D. Encouraging personal reflection



Ask the participants to take five minutes to think about what they learnt during this activity. Ask them to take this time to identify theirs and their partner's love language. If the content of the day was not enough for them to determine this, they may like to reflect on the following questions:

- ★ How does your partner most often express love to you and others?
- ★ What does your partner request most often?
- ★ How do you typically express love to your partner?
- ★ What are things your partner does or doesn't do that deeply hurt you?

They should write or draw their reflections, opinions and experiences in their journals. They do not have to show this to anyone else.

8.5 Wrap up and closing the session

Recommended time: 15 minutes



A. Facilitating the activity

1. Thank the participants for taking part in the activities in this session and ask them how they felt about it.
2. Remind participants of the self-reflection they did after each activity. In this session, these were: (a) Thinking about how they can address any unhealthy behaviours they recognise in their own relationship; and (b) thinking about how they could improve communication with their own partner, including for the sake of the children.



3. Explain the **take home exercise**:

Observe how our children respond to the way we communicate with our partners.

- ★ Are they learning that parent/caregivers and partners work together to resolve conflict and make decisions?
- ★ Or are they learning poor styles of communication?

4. Explain that this is not intended to be a judgemental exercise, but rather than opportunity to reflect on our own communication styles in practice and what we are teaching the children in our households through the way we communicate. Explain to participants that the next session will start with a reflection on how this 'homework' went.
5. Allow participants to ask any questions. Give the participants Support sheet 7: Communication styles, Support sheet 8: Checklist for Communication Styles and Support sheet 10: Practical ways to show their love languages for their files. Ask them to read through the tips to help with their 'homework'.
6. Confirm logistics for the next session such as date, time and venue. Thank everyone for their active participation today and their commitment to undertaking this journey together.

SESSION 9: Managing stress and our emotions



Recommended time

4 hours

Session objective:

To reflect on the stresses we face and how to manage our responses to stress and conflict in the home; and to consider how we choose to respond to anger, and what this means for relationships in the home. To encourage discussion about the risks and consequences of alcohol and drug abuse and how we can help each other in reducing the harm caused by drugs and alcohol.

Required materials:

- ★ Flipchart, markers
- ★ Notebook or paper and pens or pencils for participants
- ★ Copies of one support sheet (see below)

Support sheets:

- ★ Support sheet 9: Strategies for selfcare

Session overview:

1. Activity 9.1: Check-in activity (15 minutes)
2. Activity 9.2: Managing stress (1 hour)
3. Activity 9.3: Name it! (20 minutes)
4. Activity 9.4: When I am angry (1 hour)
5. Activity 9.5: What do we know about alcohol? (1 hour)
6. Activity 9.5: Wrap up and closing (15 minutes)

9.1 Check-in activity

Recommended time: 15 minutes



A. Introducing the activity



Welcome everyone to the session. Start with an energiser or icebreaker if needed.

B. Facilitating the activity

1. Remind participants that in the last session, we talked about what makes healthy and unhealthy relationships, and how to improve our communication with our partners, including for the sake of our children who learn from how we behave.
2. Sitting in a circle, ask the participants to recall one thing they learnt or something that was new or surprising or that stuck with them from the last session. Give participants a moment to recall. Ask for one or two volunteers to respond.
3. Remind participants of the take home activity: to observe how their children respond to the way they communicate with their partners and to reflect on what lessons they may be learning.
4. Ask for volunteers to reflect on their observations. Did anything surprise them? They do not need to provide specific examples if they are not comfortable doing so. Discuss participants' reflections, drawing out commonalities and addressing concerns. Clarify any myths or misconceptions that they might have.
5. End by introducing the current session:

"Last time our focus was on our relationships with partners. Today we are going to look inwards at ourselves and how we manage our emotions. We are going to think about – and acknowledge – the stress we face and how we can better manage stress and our emotions. We will also reflect on how we respond and behave when we are angry, and to learn how to express our anger in constructive and non-violent ways. Lastly, we are going to talk more about alcohol and drug use – how we can help to reduce the harm caused by alcohol and drugs."

9.2 Managing our stress

Objective

To encourage participants to think about the stressors we face and how to better manage stress and our emotions.

Learning outcomes²⁹

To understand how stress can lead to problems in the household

- ★ To brainstorm solutions for managing and coping with stress
- ★ To understand the importance of self-care

Advance preparation: None.

Recommended time: 1 hour



A. Introducing the activity



Explain to the participants:

"Today we are going to talk about the stresses we face and dealing with our emotions. All feelings are okay. They're neither good nor bad, they're just feelings. It is the way that we show and handle our feelings that can cause problems."

We are going to start by talking about stress. Stress is the feeling of being under too much pressure and struggling to cope with it. There are many causes of stress, and we all find ourselves in stressful situations at times in our lives."

B. Facilitating the activity

1. Ask the group to stand in a circle. Have one person write the word STRESS on a piece of flipchart paper. Ask the participants to call out anything they think creates stress for them as women [men]. Write these down on the flipchart.
2. Ask the participants if the list would be different for men [women]. If so, how? And why?
3. Ask participants to take a few moments in silence to look at the items listed on the flipchart and identify which ones they are dealing with. Ask them to cup their hands

²⁹ Introductory text was taken from Institute for Reproductive Health, Georgetown University and Save the Children. (2019). *Responsible Engaged and Loving (REAL) Fathers Initiative*. The stress activity was adapted from Sonke Gender Justice, the Swatini Action Group Against Abuse (SWAGAA) and Mosaic Training, Service & Healing Centre. (2021). *Safe at homes, Safe in relationships project*.

and imagine that each stress that applies to them is a stone in their hand. Ask them to imagine how many stones they are carrying in their hands.

4. After a moment of quiet reflection, explain that we all experience stress, and we are not alone. It is important to acknowledge how much stress we are carrying and to find healthy ways to manage it, for our own benefit and for our relationships with those around us.
5. Now ask the group to choose the three things they think are most stressful for women [men]. Divide the participants into three groups and give each group one of the stressful events or problems that they identified.
6. Ask them to talk about what happens when women [men] are faced with this stressful situation (how they behave), and what they can do to better cope with it. Ask them to also think about whether men and women react differently to this stressful situation, and what can be done to support positive coping strategies for both genders. Allow 15 minutes for discussion.
7. Have the participants come back into a circle and have the three groups report back on the situation they discussed and the strategies they identified to cope with it.
8. Write the strategies to reduce stress on the flipchart. After the first group has reported back, ask the whole group:
 - a. Are the strategies realistic?
 - b. Has anyone tried them? How did they work?
9. After a short discussion, repeat the process with the next group. Ask the same questions for any new strategies they identify.

C. Leading the discussion

Ask the participants what they have learnt about managing stress.

D. Deepening the discussion

To deepen the discussion on this topic, you can ask the following questions:

- ★ What happens when we are not able to manage our stress well?
- ★ How does stress link to intimate partner violence?
- ★ How does stress link to violence against children?
- ★ How can we make sure that stress management and self-care is taken more seriously in our communities and in our homes?

End the discussion by reminding participants of the following key messages:

- ★ We all find ourselves in stressful situations at different times in our lives. What is important is to acknowledge the stress we are carrying and to find healthy ways

to manage it. If we can't manage stress well, it can cause long-term mental and physical health problems. It can also result in ongoing anger and cause problems in our relationships.

- ★ Men and women may react differently to stress because we have been taught to process our feelings differently. As boys, many men were taught to be tough and not show their feelings and emotions. When they [we] feel frustrated or sad, they [we] are encouraged not to talk about it. Very often by not talking, the frustration or anger builds up until it is expressed through shouting or physical aggression or drinking too much alcohol. Women are more likely to be encouraged to express their emotions, but they too may also take out their anger or frustration out on others.
- ★ We can't avoid stress, but simple things can help us manage it better. Taking care of yourself – by eating well, exercising, getting enough sleep, and getting support – can help you to face stressful situations. Taking care of yourself is not selfish. We need to care for ourselves so that we can care for others. In an aeroplane emergency, you must put on your own oxygen mask FIRST before you look after others.

Ask the participants if they have any questions and answer these if you can. If you do not have an answer, make a note of the question so you can answer it at the next workshop. Clarify any myths or misconceptions that they might have.

E. Encouraging personal reflection



Ask the participants to take a few minutes to think about a stressful situation they are facing in their own lives, and to identify a stress management technique that can help them to cope with it. If they have a pen and paper, they can write this down. Explain that they can keep this to themselves, and nobody needs to share their thoughts, but that if they want to, they can share now.

9.3 Name it

Objective

To encourage participants to reflect on and name their feelings as a step towards managing them better.

Learning outcomes

- ★ To become more aware of our feelings and to understand that anger or indifferent may be a cover for other emotions that are difficult to express.
- ★ To be proactive in reflecting on and naming what we are feeling so that we can manage the emotion and better respond to it

Advance preparation: None

Recommended time: 15 minutes



A. Introducing the activity



Explain to the participants:

"Our focus today is on dealing with our emotions. Sometimes we are taught not to show our feelings. This can make it difficult to express our feelings in appropriate and productive ways."

In this short, fun exercise called "name it to tame it", we are going to work on identifying emotions. Practising identifying emotions and talking about them will help us to do this better in our relationships. It can also help us to set an example for our children so that they too can better identify and express their emotions and manage them better."

B. Facilitating the activity

1. Ask for volunteers to demonstrate an emotion. Give the first volunteer the first emotion on the list, without anyone else hearing what it is.

a. Joy, excitement	e. Sadness
b. Fear	f. Disgust
c. Surprise	g. Confusion
d. Anger	

2. Ask the volunteer to act out the emotion for the group using their facial expressions and gestures, but no words. Give the group a minute to guess. Then have another volunteer act out the second emotion on the list and for the group to guess. Continue this way until the list is exhausted. If no one volunteers, have the two facilitators act out the emotions.
3. Explain to the group that often we may react to a situation with anger or maybe indifference (silence), but in fact that response is a cover for other feelings that are difficult to express – insecurity, fear, worry, guilt, vulnerability or hurt, among others. Being able to identify the feelings or emotions that underlie our first reactions can help us to address those feelings, and to respond to situations in better, more productive ways.

C. Leading the discussion

Ask the participants what they have learnt about 'naming and taming' emotions.

D. Deepening the discussion

To deepen the discussion on this topic, you can ask the following questions:

- ★ Why do we find it difficult to talk about our feelings?
- ★ How can we become more comfortable talking about our own feelings?

Remind the participants that:

- ★ When we don't acknowledge or talk about our feelings, they stay bottled up and build up until they are expressed through anger, frustration, and sometimes physical aggression. We need to get in touch with how we feel so that we are better able to manage how we respond through our behaviour.

Ask the participants if they have any questions and answer these if you can. If you do not have an answer, make a note of the question so you can answer it at the next workshop. Clarify any myths or misconceptions that they might have.

9.4 When I am angry³⁰

Objective

To identify when we are angry and to learn how to express our anger in constructive and non-violent ways.

Learning outcomes

- ★ To understand the difference between anger (emotion) and aggression (behaviour)
- ★ To brainstorm alternative strategies to express our anger in constructive and non-violent ways.

Advance preparation: None.

Recommended time: 1 hour 15 mins



A. Introducing the activity³¹



Explain to the participants:

"As we said, feelings are neither good nor bad, they're just feelings. It is the way that we show and handle our feelings that can cause problems. This is especially the case with anger."

B. Facilitating the activity

1. Ask the participants to close their eyes and listen to your questions. Explain that they should take a few minutes to reflect on them silently on their own. They do not need to share their answers.
 2. Read one question at a time and give them time to think about a response before reading the next question.
- ★ Think of a recent situation at home when you were angry. What happened?
 - ★ What was it that triggered your anger?
 - ★ Try to remember what you were thinking and feeling during the incident. How did your body feel when you were angry?
 - ★ Very often after we feel angry, we react immediately by shouting, throwing something, or

³⁰ Activity was drawn from Mosaic Training, Service & Healing Centre. (2014). *Toolkit for men* and Institute for Reproductive Health, Georgetown University and Save the Children. (2019). *Responsible Engaged and Loving (REAL) Fathers Initiative*.


hitting something or someone. Sometimes we react by becoming depressed or giving others the silent treatment. Think about the incident that made you angry. How did you demonstrate your anger? How did you behave?

☆ What effects did your behaviour have on those around you?

3. Have the participants open their eyes. Give participants a moment to adjust before asking them to give some examples of negative ways people often react when they are angry. Note these on the flipchart.
4. Then ask them to give some examples of positive ways of reacting when we are angry (e.g., examples could include removing themselves from the situation until they calm down; counting slowly to ten or breathing slowly a few times if we cannot leave; learning to be assertive and problem solving etc.). Note these on the flipchart.
5. Then ask the question, "Do you think anger is a feeling or behaviour?" Allow a few minutes for the groups to discuss.
6. Explain to the participants:

"Anger is a normal and natural feeling or emotion. Anger is also sometimes used to mask other emotions that make a person feel vulnerable, such as fear, hurt or shame; or because anger is seen as more acceptable than other emotions, such as feeling jealous, worried, rejected, or embarrassed.

Trying to avoid getting angry is an impossible goal; rather, we need to think about how we respond to feeling angry. When anger (the feeling) turns into aggression (a behaviour), it becomes unacceptable. Aggression or violence is a way of expressing anger and is a deliberate choice. Many men confuse anger and aggressive behaviour or violence, thinking they are the same things. Women may also express their anger as aggression towards other less powerful members of the household. But there are more positive ways of expressing anger."

7.  Divide the participants into pairs and explain that we are going to role-play expressing our anger in different ways. First, ask the pairs to role-play the situation they reflected on in step 1. They can choose which situation they want to act out; if the situations are too personal, they can adapt them. Have them act out the situation using the 'real' emotions and behaviours that were used. Give the pairs five minutes to do this (they are doing this with each other and not for the group to observe).
8. After a few minutes, ask the pairs to act out the same situation again, but this time using strategies that allow them to calm down and not resort to aggression. After this role-play, allow the pairs to discuss amongst themselves any other potential strategies that could have worked to calm the situation. Allow 15 minutes for this activity.

C. Leading discussion

Have the participants come back into a circle and ask what they have learnt about managing their anger and avoiding aggressive responses.

D. Deepening the discussion

To deepen the discussion on this topic, you can ask the following questions:

- ★ Would you say there are differences in the way men and women react when they are angry? If so, why do you think this is the case?
- ★ Is it easier to control our anger with some people than with others? Why?
- ★ What effect does anger and aggressive behaviour have on our relationships in the home?

Practising identifying emotions and talking about them will help us to do this better in our relationships. It can also help us to set an example for our children so that they too can better identify and express their emotions.

End the discussion by reminding participants of the following key messages:

- ★ Many of us feel stress because of the pressures on us to care for and provide for our families and to juggle all the other pressures of daily life. Some of us are not even aware that we feel this stress, and then little things can make us react in ways we do not like or mean.
- ★ We cannot control our feelings, but we can control how we express our feelings. The first step is to recognise what we are feeling. Often people, especially men, confuse anger and violence, thinking they are the same things.
- ★ There are many ways to manage and express anger. Learning to express anger is an important skill. It is also important to manage our stress your stress in constructive ways.
- ★ We have a responsibility to control ourselves when we feel angry or upset. Communicating our feelings is more effective than violence at resolving conflicts. Taking some time out in the middle of an argument or conflict situation can allow you to let off steam without the conflict escalating.
- ★ There is always a choice about how you deal with your anger. Men might think their violence leads to control and respect but, in reality, it leads to fear and disrespect.

Ask the participants if they have any questions and answer these if you can. If you do not have an answer, make a note of the question so you can answer it at the next workshop. Clarify any myths or misconceptions that they might still have.

E. Encouraging personal reflection



Ask the participants to think about what they learnt during this activity. Ask them to identify one positive way of responding to anger that they will put into practice with their partner and/or children in the week. If they have a pen and paper, they can write this down. Explain that they can keep this to themselves, and nobody needs to share their thoughts, but that if they want to, they can share now.

9.5 What do we know about alcohol?³²

Objective

To encourage discussion about alcohol abuse and related problems and consequences for women [men].

Learning outcomes

- ★ To be able to differentiate between alcohol use and abuse.
- ★ To understand the negative impacts excessive use of alcohol can have on ourselves, our families and our relationships.

Advance preparation:

Ensure a ball or a scrunched-up piece of paper is available.

Recommended time: 1 hour



A. Introducing the activity



Explain to the participants:

"The purpose of the activity is to discuss alcohol use and the consequences it has for us and our families. Alcohol abuse is very common in our communities. It is important to be able to differentiate between alcohol use and abuse.

Excessive use of alcohol can have negative impacts on us, our families and our relationships."

B. Facilitating the activity

1. Explain that the person who receives the ball needs to give one reason (positive or negative) why people use alcohol. Emphasise that at this point, we are focusing on possible 'reasons' for alcohol use, not the consequences. Encourage the participants to give a different reason from the others who have gone before them.
2. Start the activity by tossing the ball to someone. Let them respond and toss the ball to someone else, until everyone has caught the ball, or the group can think of no more reasons.
3. Start the game again, but this time when someone is tossed the ball, they must give one 'problem' or 'consequence' of excessive drinking. They can include immediate problems for the individual as well as long-term consequences for his or her family and friends.

³² Text taken from Rwanda Men's Resource Center. (2013). *Bandeberaho*.

4. Continue the game until everyone has caught the ball or the group can think of no more consequences.

C. Leading the discussion

Ask the participants what they have learnt about the use of alcohol.

D. Deepening the discussion

To deepen the discussion on this topic, ask the following questions:

- ★ Do you think men generally drink more than women? Why?
- ★ Is there any connection between alcohol use and being a 'real man'?
- ★ How does excessive drinking impair our ability to be good caregivers to our children and partners?
- ★ What is the difference between drinking and drinking excessively (too much) that leads to problems?
- ★ Is it the same for everyone? How do you know how much is too much?
- ★ Does alcohol cause people to become aggressive and violent?
- ★ If you know a friend or neighbour who drinks excessively, what could you do to help them control their drinking? What other support would help them?

End the discussion by reminding participants of the following key messages:

- ★ The misuse of alcohol and alcoholism can affect anyone regardless of gender, age, class, race, or socio-economic status. The same can be said for drug abuse. Many people use alcohol and other drugs to help them cope with anxiety and, or depression. But in fact, this makes the anxiety and the depression worse in the end.
- ★ People must take responsibility for their choices. This means they must be held responsible for their actions when they use alcohol and other drugs.
- ★ Alcohol does not cause aggression and violence. When personal or social factors allow violence to be seen as acceptable behaviour, alcohol can decrease people's self-control and they feel they can act on these beliefs.
- ★ People who choose to use alcohol and drugs are accountable for their choice, and also for their actions when under the influence.
- ★ Dealing with alcohol and drug addiction can be very difficult. Alcohol, as well as illegal substances or drugs like dagga, cocaine, Tik and heroin can change the way people feel, think, behave, and experience the world. Linking people with support groups and addiction programmes is an important first step in dealing with addiction – we will discuss services that can assist at the end of this session.

Ask the participants if they have any questions and answer these if you can. If you do not have an answer, make a note of the question so you can answer it at the next workshop. Clarify any myths or misconceptions that they might have.

E. Encouraging personal reflection



Ask the participants to take a few minutes to think about what they have learnt in this activity. Is there anything you can use in your own life? They should write or draw their reflections, opinions and experiences in their journals. They do not have to show this to anyone else.

9.6 Wrap up and closing the session

Recommended time: 15 minutes



Facilitating the activity



1. Thank the participants for taking part in the activities in this session and ask them how they felt about it.
2. Remind participants of the self-reflection they did after each activity. In this session, these were: (a) Thinking about self-care and identifying at least one strategy to help them manage stress better; and (b) thinking about one positive way of responding to anger that they will put into practice with their partner and/or children before the next session.
3. Explain the **take home exercise**:
Observe our own responses when we get angry during the week.
 - ★ What triggers our anger?
 - ★ Are there other emotions underneath our anger?
 - ★ How do we behave when we get angry?
 - ★ How do our responses and behaviours impact others?
4. Explain that this is not intended to be a judgemental exercise, but rather an opportunity to reflect on how we manage our emotions and how to find other ways of expressing anger in non-aggressive ways. Explain to participants that the next session will start with a reflection on how this 'homework' went.
5. Allow participants to ask any questions.
6. Give the participants Support Sheet 9: Strategies for self-care. Ask them to read through the tips to help with their 'homework'.
7. Confirm logistics for the next session such as date, time and venue. Thank everyone for their active participation and their ongoing commitment to undertaking this journey together.

SESSION 10: Caregivers' influence



Recommended time

3 ½ hours

Session objective:

To encourage participants to reflect on how their own childhoods have shaped them; to better understand how children grow and develop, and to understand the role they play in influencing the development of their children.

Required materials:

- ★ Flipchart, markers
- ★ Notebook or paper and pens or pencils for participants
- ★ Prepared flipchart paper for activity 10.3
- ★ Prepared flipchart paper for activity 10.4
- ★ Copies of three support sheets (see below)

Support sheets:

- ★ Support Sheet 11: Tips and tricks to being a great parent/caregiver.
- ★ Support sheet 12: Children's changing social and emotional development
- ★ Support sheet 13: Building nurturing relationships

Session overview:

1. Activity 10.1: Check-in activity (15 minutes)
2. Activity 10.2: My parent/caregivers' impact (45 minutes)
3. Activity 10.3: Children's needs – and abilities – as they grow (1.5 hours)
4. Activity 10.4: Tips and tricks to being the best parent/caregiver in town (1 hour)
5. Activity 10.5: Wrap up and closing (15 minutes)

10.1 Check-in activity

Recommended time: 15 minutes



A. Introducing the activity



Welcome everyone to the session. Start with an energiser or icebreaker if needed.

B. Facilitating the activity

1. Remind participants: *"In the last session, we talked about managing stress and acknowledging our emotions. We also talked about how it is okay to feel how we feel; it is how we act on those feelings that can cause problems. And we talked about the use of alcohol and drugs and how people are accountable for their choices."*
2. Sitting in a circle, ask the participants to recall one thing they learnt or something that was new or surprising or that stuck with them from the last session. Give participants a moment to recall. Ask for volunteers to respond.
3. Remind participants of the take home activity: to observe their own triggers and responses when they get angry.
4. Ask for volunteers to reflect on their observations. What did you notice during the week? Did anything surprise you? They do not need to provide specific examples if they are not comfortable doing so. Discuss participants' reflections, drawing out commonalities and addressing concerns. Clarify any myths or misconceptions that they might have.

Note to facilitator

Be mindful about the language used when talking about parental figures. Avoid implying that we are only talking about nuclear families, made up of a mother and father and children who live together.

Acknowledge that there are many different family forms (single parent/caregivers, parent/caregivers who do not live together, extended family members caring for children etc.) and engage with the group about what terminology they are most comfortable with. Possible terms to use include caregivers, parents, or parental figures etc. Remind participants of the discussion they had during the introduction session.



10.2 My parent/caregivers' impact³³

Objective

To encourage participants to reflect on the influence of their parent/caregivers or other caregivers on their own lives as a basis for choosing how they wish to care for their own children.

Learning outcomes:

To understand that our own experience of care growing up have shaped us but do not determine who we are or how we choose to care for our children.

Note to facilitators:


This session may be triggering for some participants. Ensure that one facilitator is observing the group while the other facilitates the activity, so that those showing signs of distress can be properly supported. Be sure to acknowledge the contributions of all participants, so that all feel heard and supported.

Also be aware that while the activity calls for participants to recall happy times, not all participants will have happy memories to draw on and it is necessary to be sensitive to this.

Recommended time: 45 minutes



A. Introducing the first activity

1.  Explain to participants:

"Let's reflect on our own childhoods. We've all had different childhood experiences. Some of us have grown up in difficult circumstances and may have unpleasant memories. I am not asking that we dig up all those memories or open old wounds, but it is important to reflect on where we have come from and how this might impact on how we behave today."

2. Make sure that all participants have paper and a pen or pencil. Then explain:

"I want you to take a moment to think back to your own parents or parental figures from when you were young. This could be your mother and/or father, a grandparent, or any other person who played the role of parent or caregiver in your life."

Try to think of a time when your parents/caregivers treated you nicely – a happy memory or special time. Please draw a picture of this memory for yourself now. This can be a simple picture to capture that memory that you do not need to share with anyone else."

³³ Activity adapted from Institute for Reproductive Health, Georgetown University and Save the Children. (2019). *Responsible Engaged and Loving (REAL) Fathers Initiative*.

3. After a few minutes – or when most participants seem to have drawn something - ask the participants to close their eyes and reflect quietly on their own on these follow up questions. Read each question out to the group, with a pause between each:
 - ☆ What is unique about this memory? What made it special or happy?
 - ☆ Is this memory the way your parents or caregivers ALWAYS acted?
 - ☆ In one or two words, how would you describe the way your parents or caregivers typically treated you?
4. Acknowledge that this may have been an easy activity for some, but difficult for others. Tell participants that they can do what they want with their pictures – keep them or tear them up etc. They do not need to share them with anyone else.

B. Leading the discussion:

5. Explain to the group that they will now divide into pairs to take the discussion further – but again, they do not need to share details of their story.
6. Show the prepared flipchart which should contain two questions. Ask the participants to discuss BOTH.
 - ☆ How did it feel to do that activity with the drawing and reflection?
 - ☆ Based on your reflections about your childhood, what is one thing you have decided to do OR not do in your life as a parent/caregiver going forward?
7. Allow ten minutes for discussion, then ask participants to return to the circle. Ask if any participants would like to share any thoughts on the exercise or insights they have gained, on the first question and then on the second. Participants do not have to share if they do not feel comfortable.

End the session by reminding participants of the following key points:

- ★ Our first significant relationships in our lives are with our families or those we grew up with. We learn about relationships by seeing how our family members relate to one another – and to us. As adults, we carry the unconscious messages we received as children about trust, how to communicate, power and control, and partnerships.
- ★ It is important to reflect on our own childhoods and our experience of being cared for (or not) because these experiences growing up shape who we are today.
- ★ But we can choose to behave and relate to others in a different way. We can learn from the positive aspects of our upbringing and try to avoid the negative aspects so that they are not carried on into other relationships or our own parenting.
- ★ There is no such thing as a perfect parent/caregiver or partner. But by becoming more aware of how our past shapes our own behaviour and how it impacts our relationships, we can work towards becoming the parent/caregivers and partners we want to be.

10.3 Understanding child development³⁴

Objective

To understand how children develop and to reflect on how their needs and abilities change as they grow older.

Learning outcomes:

- ★ To understand that children's needs and abilities change as they grow and develop.
- ★ To understand that we should have realistic, age-appropriate expectations of how children should act and behave.

Recommended time: 1.5 hours



A. Introducing the activity



Explain to participants:

"Now we are going to shift our focus to child development, which is the process through which we typically grow and mature. Child development includes not only the physical changes that take place from early childhood to adolescence, but also changes in managing emotions, behaviour, thinking and speech, as children learn to understand and interact with the world."

B. Facilitating the activity (1 hour)

1. Have the participants break into four groups. Ask each group to consider a child of a specific age: (a) an infant under 1 year old, (b) a four-year-old, (c) a 10-year-old and (d) a 16-year-old.
2. Each group should draw the child on a piece of flipchart paper and then brainstorm what their child needs to be happy and healthy at that age, writing these on the poster. Ask them to note any differences between the needs of girls and boys at this age. Explain to participants that they should think about children and their environment holistically, considering their physical, emotional, mental, and social well-being, as well as opportunities to learn and thrive in their environments.
3. Give the groups 30 minutes to work on their posters and then ask them to come back and sit in a circle.
4. Each group should briefly present their poster (from youngest child to oldest), explaining the needs of the child and noting any gender differences. The older groups can point

³⁴ Parts of this activity were adapted from Rwanda Men's Resource Center. (2013). *Bandebereho*.

out differences from the young children (rather than repeating similar needs). Invite others to add additional thoughts. As facilitator, you can draw on some of the areas and suggestions included in the shaded box to prompt groups to think about children holistically.

Note to facilitator

What is needed to support children's optimal health and development?

Physical well-being: health care; water and sanitation; protection from unsafe environments and physical danger; food, shelter, and clothing; protection from violence, exploitation, and abuse; physical exercise, rest and recreation.

Social well-being: play and friendships; knowledge of and respect for one's own language, religion, and culture; freedom from discrimination; stable social and economic environment; appropriate guidance and support.

Emotional health: a stable and loving family environment; a sense of belonging and identity; opportunities to be listened to and taken seriously; a sense of worth, being valued by others, being able to contribute to (or positively affect) their world.

Mental well-being: quality education, age-appropriate information, and stimulation; opportunities to make choices, develop cognitive talents and creative potential.

Spiritual well-being: Religious, ethical and moral guidance.



C. Leading the discussion (30 minutes)

5. Invite participants to spend 15 minutes discussing the following questions:
 - ★ What are some of the traditional expectations of babies or young children?
 - ★ What are the expectations of older children or adolescents? Do these views differ for boys and girls?
 - ★ What do you notice about how children's needs change as they become older? And their abilities? [E.g., they can take on more responsibility, are able to take part in decision-making, need more privacy etc.]
6. After the participants have discussed their ideas, hand out the two support sheets for this session: Support sheet 12: Children's changing social and emotional development and Support sheet 13: Building nurturing relationships.
7. Spend the last 15 minutes discussing support sheet **12**. The facilitators can take it in turn to go through each age group, starting with 'typical behaviour and feelings at this stage', moving on to 'behaviour/reactions in situations of stress, loss, trauma and crisis' and then to 'children's needs from caregivers and others after trauma exposure', before

moving onto the next age group. Ensure you are familiar with the content and are not simply reading the support sheet.

End the session by reminding the participants of the following key messages:

- ★ As young children grow, they reach milestones in how they play, learn, speak, act and move. All children develop at their own pace, but there are common milestones that give a general idea of the changes to expect as a child grows. An important part of parenting is understanding what we can – and can't – expect of children at various ages, and how these change over time."
- ★ Paying attention to children's needs and engaging with them at all ages – by talking to them, listening to them, and playing with them – is essential from the earliest days.
- ★ Young children need nurturing care that promotes good health and nutrition, protection, love and responsive caregiving, and opportunities for learning. This can take the form of simple actions such as talking, singing, playing, or 'reading' books. The term 'serve and return' (like in tennis or ping pong) is sometimes used to describe back and forth of interactions between an infant and adult, which are critically important for brain development.
- ★ As children grow older, they can take on more responsibility for their own wellbeing and have increased capacity to make decisions on their own – as well as an increasing need for privacy and confidentiality.
- ★ But all children need encouragement, love and protection, no matter what their age.

Ask the participants if they have any questions and answer these if you can. If you do not have an answer, make a note of the question so you can answer it at the next workshop.

D. Encouraging personal reflection



Ask the participants to take a few minutes to think about what they learnt during this activity. Ask them to identify at least one way in which they can further support their child, in an age-appropriate way. They should write or draw their reflections, opinions, and experiences in their journals. They do not have to show this to anyone else.

10.4 Tips and tricks to being the best parent/caregiver in town

Objective

To reflect on tips and tricks for showing love and care to our children.

Learning outcomes:

- ★ To identify concrete ways parent/caregivers can care for their children and be actively involved in their children's lives.
- ★ To reflect on barriers to good parenthood and to practice positive parenting strategies.

Advance Preparation:

Make flip charts with the following titles on the top:

1. Be respectful of your child's mother [father]
2. Respect your child
3. Spend time with your child
4. Discipline with love
5. Be a role model to your child
6. Be a teacher to your child
7. Talk and listen to your child
8. Show love

Respect your child's mother
How can I do this?

When I do these things how
does it affect my child?

For each of the flipcharts, write these two questions, leaving a gap between them to allow participants to write responses under each one (as in figure 2 above):

- ★ How can I do this?
- ★ When I do these things, how does it affect my child?

Post the flip charts around the room before the session begins, with space between them to allow participants to congregate.

Recommended time: 1 hour



Note to facilitator

In this activity, it is possible that some participants will not have a positive relationship with their child's other parent, or the other parent may not be present or may be unknown. Explain that respecting the other parent does not necessarily mean always agreeing with them or their actions, or only speaking positively about them. But it does mean not bad-mouthing them in front of the child.

It may also be helpful to explain the difference between being a role model and being a teacher – a positive role model serves as an example, inspiring children to live meaningful lives, while a teacher is someone who provides guidance to children on a regular basis. For example, you may tell a child that reading every day will help improve their language (teach); but if children see you reading you are showing them how to do what you expect of them (role model).

**A. Introducing the activity**

Explain to participants:

"In this session we will talk about how to be the best parent/caregivers we can be. There is no such thing as a perfect parent/caregiver. But reflecting on our own actions and actively working to strengthen our relationships with our children will help us to become the kinds of parent/caregivers we want to be. Now we are going to reflect on some practical tips and tricks that will help us to do this as parent/caregivers."

B. Facilitating the activity

1. Explain that around the room, there are flip charts with eight tips for how to show care and love to our children. Read the eight tips out loud to everyone.
2. Tell the participants that they will spend about 20 minutes walking around the room in pairs and writing one response to each of the questions on the flipcharts. Explain that they should try to include practical examples and not repeat points that are already on the poster.
3. Have the participants pair up and pass out markers. (Note: Pair participants who are not confident writing with ones who are more confident.)
4. Give the participants 20 minutes to walk around and write responses. When everyone is finished, spend about five minutes per flipchart reviewing what everyone wrote. As the facilitator, you should summarise the key points (rather than read) and then pose these discussion questions:

- a. Is anything missing?
- b. What makes it hard to do these actions?
- c. What would make you more comfortable in doing these actions?

End the discussion by reminding participants of the following key points:

- ★ All children need to be shown love and care and to grow up in an environment in which they feel secure and safe.
- ★ Parenting is difficult but remember that the simple things can be the most powerful. Make time to be with your child. Take time to show your love and care.
- ★ Make time every day to discuss the wellbeing of your child with your partner. Don't forget to communicate how you feel.

Ask the participants if they have any questions and answer these if you can. If you do not have an answer, make a note of the question so you can answer it at the next workshop.

C. Encouraging personal reflection



Ask the participants to take a few minutes to think about what they learnt during this activity. Ask them to identify at least one of the tips and tricks discussed today that they can put into practice at home. They should write or draw their reflections, opinions and experiences in their journals. They do not have to show this to anyone else.

10.5 Wrap up and closing the session

Recommended time: 15 minutes **Facilitating the activity**



1. Thank the participants for taking part in the activities in this session and ask them how they felt about it.
2. Remind participants of the self-reflection they did and their intentions for the week.



3. Explain the **take home exercise**, which builds on their personal reflection:
Put into practice one or two of the tips and tricks discussed today and reflect on the following questions:

- ★ Observe how easy or difficult was it to do?
- ★ Did it take more than one attempt to become comfortable?
- ★ How did your partner or child(ren) respond?
- ★ Is this something you can build into your regular routines?

4. Explain to participants that the next session will start with a reflection on how this 'homework' went. Allow participants to ask any questions.
5. Hand out Support Sheet 11: Tips and tricks to being a great parent/caregiver. Ask participants to take five minutes to read through the sheet before the next session and to use it to help with their homework.
6. Confirm logistics for the next session such as date, time and venue. Thank everyone for their active participation and their ongoing commitment and close the session.

SESSION 11: Disciplining a child with love



Recommended time

3 ½ hours

Session objective:

To give participants an opportunity to discuss the concepts of punishment and discipline, and the difference between them; to reflect on their own experiences of discipline and disciplining, and how they want to discipline in future; and to better understand the benefits of disciplining with love rather than with aggression and violence.

Required materials:

- ★ Flipchart, markers
- ★ Notebook or paper and pens or pencils for participants
- ★ Print worksheet for activity 11.3.
- ★ Prepare two flipchart papers for activity 11.3.
- ★ Copies of three support sheets (see below)
- ★ Copies of Worksheet #1: My discipline from my child's perspective

Support sheets:

- ★ Support sheet 14: The difference between punishment and discipline
- ★ Support sheet 15: Examples of discipline styles

Session overview:

1. Activity 11.1: Check-in activity (15 minutes)
2. Activity 11.2: Punishment versus discipline (1 hour 30 minutes)
3. Activity 11.3: From my child's perspective (1 hour 15 minutes)
4. Activity 11.4: Wrap up and closing (15 minutes)

11.1 Check-in activity

Recommended time: 15 minutes



Welcome everyone to the session. Start with an energiser or icebreaker if needed.

A. Facilitating the activity

1. Remind participants that in the last session, we talked about children's changing needs and abilities as they grow, and the role parents and caregivers play in supporting them. We also talked about the kinds of values and characteristics we want our children to have when they grow up, and how the way we discipline our children now affects them.
2. Sitting in a circle, ask the participants to recall one thing they learnt or something that was new or surprising or that stuck with them from the last session. Give participants a moment to recall. Ask for volunteers to respond.
3. Remind participants of their homework – observing an incident when they had to discipline their child and how their child reacted.
4. Ask for volunteers to reflect on their observations of the homework. What did you notice during the week? Did anything surprise you? They do not need to provide specific examples if they are not comfortable doing so.
5. If not already covered, reflect on the following questions:
 - a. How did your child(ren) react to how you disciplined them?
 - b. How does your discipline style make you feel?
 - c. Is there anything you would change based on your observations?
6. Discuss participants' reflections, drawing out commonalities and addressing concerns. Clarify any myths or misconceptions that they might have.
7. End by introducing the current session, explaining that we will continue to discuss the theme of disciplining with love.

11.2 Punishment and discipline³⁵

Objectives

To give participants an opportunity to discuss the concepts of punishment and discipline, and the difference between them; and to reflect on their own style of disciplining.

Activity timing: One hour

Learning outcomes:

- ★ To define discipline, and the differences between invoking fear and instilling respect.
- ★ To better understand different styles of disciplining.
- ★ To reflect on the participants' own experiences being disciplined and how they want to discipline in future.

Advance Preparation:

- ★ Support sheet 14: The difference between punishment and discipline
- ★ Support sheet 15: Examples of discipline styles.

Recommended time: 1 hour 15 minutes



A. Introducing the activity



Explain to participants that:

"The aim of this activity is to brainstorm the terms punishment and discipline and to discuss the differences between the two concepts. We will also learn about different styles of discipline and reflect on the discipline we experienced ourselves as children."

B. Facilitating the activity

1. Use a flipchart and divide it into two columns. At the top of the left-hand column, write *punishment*, and at the top of the right-hand column, write *discipline*.
2. Ask the following questions:
 - ★ What do you understand about each of these terms?
 - ★ What do you think the differences are between these two concepts?

³⁵ Activity was adapted from UNICEF and Department of Social Development, South Africa. (2008). *Parental/ Primary caregiver capacity-building training package* and Institute for Reproductive Health, Georgetown University and Save the Children. (2019). *Responsible Engaged and Loving (REAL) Fathers Initiative*.

This brainstorming session should be about 20 minutes. After brainstorming, explain the differences between punishment and discipline:

- ★ Punishment means to penalise someone for doing something wrong.
- ★ Discipline means setting rules and limits that help children to behave well. The aim of discipline is to improve children's behaviour in the future by helping them to understand not just what they did 'wrong', but what is expected of them in future. Discipline means to teach or guide or correct.
- ★ When disciplining children, we should try to focus on the behaviour we want to get to, rather than the behaviour that we want to get away from.

3. Hand out Support sheet 14: Difference between punishment and discipline. Go through the main points with the participants.
4. Read out the following scenarios and ask participants to write down which response they think represents discipline rather than punishment. Tell participants that this is not a test but rather an activity to help them understand the difference between the two.

Seven-year-old Nancy leaves a mess in the kitchen. Which of these actions involves discipline rather than punishment?

- a. You send her to bed a half hour early.
- b. You call her into the kitchen to clean up the mess.

Eleven-year-old Tshepo's teacher informs you that he is not completing his homework.

- a. You work with him to draw up a study timetable for school nights.
- b. You take away his pocket money for a month.

Four-year-old Emily calls you names when you say, "No more biscuits until after dinner".

- a. You call her the same name and send her to the corner for 30 minutes.
- b. You say, "No name calling" and initiate a four-minute time-out (a minute for each year). After this time-out, you discuss her behaviour and expect her to apologise.

Sixteen-year-old Sibongile throws a glass against the wall in a fit of anger.

- a. You wait until everyone is calm and decide together on the appropriate action.
- b. You immediately yell: "You always break things in this house!"

5. Discuss the answers with the participants. The correct answers are: 1b; 2a; 3b; 4a.
6. Explain to participants that we are now going to introduce a few examples of discipline styles. Give participants a copy of Support sheet 15: Examples of discipline styles and ask for volunteers to read the four discipline styles to the group.
7. After each style is read out, ask: What are the good and bad things about this style from a child's perspective?

Style #1: The Dictator

This parent/caregiver is always strict and never nurtures and cares for the children. S/he leads with control and enforces rules without discussion. S/he seems to be angry and yelling at the children most of the time. The children know what s/he does NOT WANT them to do but they are not clear what s/he DOES WANT them to do. The children are scared to ask questions and do not learn to solve problems themselves. S/he says: "This is how I want things done! You must behave and listen to what I say."

Style #2: The Teacher

This parent/caregiver sets clear rules but also nurtures his children. S/he leads by example and shares teachings / guidance regularly as the children grow up. His/her children know what s/he wants them to do and what s/he wants them not to do. S/he also allows the children to ask questions on things they do not understand. S/he says: "Let me show you the way".

Style #3: The Joker

This parent/caregiver is never strict and rarely nurtures. When s/he is around, it's all about fun, and s/he also jokes and makes fun of the children. His/her children don't know what s/he doesn't want them to do, nor do they know what s/he wants them to do. S/he says: "Let's just have fun."

Style #4: The Invisible

This parent/caregiver is never strict and never nurtures. S/he lets the other parent/caregiver take the lead on discipline and doesn't get involved. His/her children do not know what s/he expects from them. S/he says: "Do whatever Mom/Dad says."

C. Leading the discussion

After discussing the different discipline styles, ask the participants to pair up. In their pairs, each participant will have 10 minutes to reflect on BOTH the following questions:

- ★ What kind of discipline did you grow up with? Was it a mix of these styles, or another style altogether?
- ★ What kind of discipline do you want for your child?

Explain that participants do not have to share details of their own story; rather they should reflect on what they want for their child(ren) and the future.

After ten minutes, bring the participants back to the circle and ask if there are any volunteers who are willing to share their reflections on that activity.

End the discussion by reminding participants of the following key messages:

- ★ Hitting or yelling at a child can make them stop doing something you perceive as bad, but it does not teach them why or how they can behave differently. Physical punishment of children is more likely to increase problem behaviours including resistance, power struggles, anger, and rebellion.
- ★ Discipline differs from punishment because discipline aims to improve children's behaviour in the future by helping them to understand not just what they did 'wrong', but what is expected of them in future.
- ★ Choosing non-violent ways of disciplining – where children clearly know how you expect them to behave and not behave, and corrective action is modelled through loving actions and words instead of beating – is what truly leads to respect.
- ★ It also leads to more confident and respectful children, and they will learn to use the same behaviours in their relationships and with peers.

Ask the participants if they have any questions and answer these if you can. If you do not have an answer, make a note of the question so you can answer it at the next workshop.

D. Encouraging personal reflection



Ask the participants to think about what they learnt during this activity. Ask them to identify one way in which they can model the behaviour they are looking for from their child. They should write or draw their reflections, opinions, and experiences in their journals. They do not have to show this to anyone else.

11.3 From my child's perspective³⁶

Objectives

To give participants an opportunity to step into their child's shoes and to experience discipline and punishment through a child's eyes.

Activity timing: One hour



Learning outcomes:

- ★ To reflect on how their parenting and disciplinary style impacts their child from the perspective of their child.
- ★ To make a conscious decision about their parenting and disciplinary style.
- ★ To consider the benefits of discipline with love rather than with violence.

Advanced preparation:

- ★ Print worksheet (on the last page of this session).
- ★ Prepare two flipchart papers – one with the statements in the table in step 8 below, in the 'left' column, and one with the statements in the 'right column'. Stick these flipchart papers up on opposite walls, with space for the participants to move about in-between.

Recommended time: 1 hour 30 minutes



A. Introducing the activity



Explain to participants:

"Sometimes it is hard to remember what we felt as a child. So, let's all take a moment to 'step into a child's shoes' and see what our discipline style is like from their perspective."

B. Facilitating the activity

1. Give each participant a worksheet. Ask everyone to think about a recent example of when they disciplined their child.
2. Ask participants to reflect on and answer the five questions on the worksheet. After five minutes, have the participants pair up and share their reflections with their neighbour. [If

³⁶ Activity was adapted from Institute for Reproductive Health, Georgetown University and Save the Children. (2019). *Responsible Engaged and Loving (REAL) Fathers Initiative*.

the group is not strong on reading and writing, have everyone close their eyes, you read out the questions, and give a minute or two between questions for participants to think about their answers. Then have the participants pair up and discuss their reflections.]

3. After ten minutes, bring the participants back to the circle. Ask for one or two volunteers to give their reflections on this exercise.
4. Acknowledge participants' reflection and then note that sometimes parents or caregivers may feel that the only way to correct their children is to hit them. This might make parent/caregivers feel like they have done their job, but it is often a short-term fix and does not always make children behave better. Also, it can make the relationship between parent/caregivers and children difficult.
5. Explain to participants that when parents or caregivers hit their children:
 - ★ Children often feel anxious and afraid.
 - ★ Children may learn to hide their real feelings from their parent/caregivers.
 - ★ Children may learn not listen until there is something to fear.
 - ★ Children may feel humiliated and seek to humiliate others to feel more in control.
 - ★ Children may move closer to others and learn from them instead of you.
 - ★ Children may feel angry and aggressive and grow up to use violence themselves.
 - ★ Children may learn that violence is the best way to get what they want.
 - ★ Children begin seeing parents/caregivers as enemies and run away or only do work whenever they appear.
6. Take a few moments to ask for participants' reflections on these points, asking for volunteers to give their thoughts on this.
7. Explain that we will continue imagining that we are in the shoes of our children. There are a few statements on each side of the room.
8. Explain: *"As I read through the statements, think about how you discipline your children and choose the side of the room where you think your child[ren] would stand."*
9. Read number 1 first from each side (right and left), wait for the participants to choose a side of the room, and then use the discussion questions below to prompt discussion. Then proceed with the second statement from each side, and so on. For the women's group, change 'father' to 'mother'.

Right	Left
I feel safe with my father	I feel scared of my father
I feel happy with my father	I feel unhappy with my father
My father is fair	My father is unfair
My father looks after mother	My father hurts mother
My father listens to me	My father isn't interested in me

10. After each statement, invite the participants to share (but do not pick on people to do so):

- ☆ Why would your child feel this way?
- ☆ How do you feel as a father [mother] if your child feels this way?

C. Leading the discussion

Ask participants what they have learnt from this activity about disciplining children.

D. Deepening the discussion

To deepen the discussion, ask the following questions:

- ★ What are the traditional ways of disciplining children in your community?
- ★ Why do you think people hit children to discipline them?
- ★ Why do you think it is socially acceptable to hit children but not women?
- ★ Why might it be difficult to discipline a child without hitting or using harsh words?
- ★ What are some other ways to discipline a child without hitting or using harsh words?

End the discussion by reminding participants of the following key messages:

- ★ There are many ways to discipline children that are positive and non-violent or aggressive. When we are tired or stressed or scared, it can be easy to fall into patterns of harsh parenting – including verbal aggression (e.g., yelling, name calling) and physical aggression (e.g., smacking or hitting). But this is not the behaviour we want to model for our children.
- ★ Talking to our children about their behaviour and explaining the consequences of their behaviour will help them learn. When they are old enough, giving them an extra chore or taking away their time to play will help them learn that they may lose some freedom for misbehaving, but they will never lose your love.
- ★ If we threaten to take something away, we must do it, so they learn we are consistent with rules. This helps develop trust and bonds between us and our children, and stability so they know what to expect from us.
- ★ Parenting a child is difficult but rewarding. There is no such thing as a perfect parent/caregiver. Everyone learns something new about parenting every day. You and your children will both make mistakes – the trick is to learn from them.

E. Encouraging personal reflection



1. Ask the participants to take a few minutes to think about what they learnt during this activity.
2. Ask them to take a moment to think about the kind of adult they would like their child to become – and how harsh discipline (hitting, shouting or using harsh words) could affect their child, and their relationship with their children.
3. Pause for a few moments before asking them to think about one new strategy or behaviour of their own that they can introduce to allow them to discipline with love and without hitting or using harsh words. They should write or draw their reflections, opinions, and experiences in their journals. They do not have to show this to anyone else.

11.4 Wrap up and closing the session

Recommended time: 15 minutes



A. Facilitating the activity



1. Thank the participants for taking part in the activities in this session and ask them how they felt about it.
2. Remind participants of the self-reflection they did and their intentions for the week. In this session, these were: (a) identifying one way in which they can model the behaviour they are looking for from their child, and (b) identifying one new strategy they can introduce to allow them to discipline with love and without hitting or using harsh words.
3. Explain the **take home exercise**, which builds on these personal reflections:
 Ask participants to identify an incident during the week that requires disciplining their child(ren) and to adopt an alternative strategy or behaviour that does not involve hitting, shouting, or using harsh words. Ask them to reflect on the following questions:
 - ★ How easy or difficult was it to identify an alternative strategy or behaviour?
 - ★ How easy or difficult was it to put it into practice?
 - ★ How did the child(ren) react?
 - ★ Is this something you feel you can build into your family interactions?
 - ★ If not, why not? What would you need to change to be able to do so?
4. Remind participants that we will start the next session with a reflection on how it went.
5. Allow participants to ask any questions.
6. Confirm logistics for the next session such as date, time and venue. Thank everyone for their active participation and their ongoing commitment and close the session.

Worksheet #1: My discipline from my child's perspective

My style of discipline is:

I use this style because:

With my style of discipline, I want to make sure my children learn:

I am afraid they might be learning:

How else I could teach them with love:

SESSION 12: Positive parenting



Recommended time

3 ½ hours

Session objective:

To encourage participants to use play and praise as well as positive discipline techniques when engaging with their children.

Required materials:

- ★ Flipchart, markers
- ★ Notebook or paper and pens or pencils for participants
- ★ Ball and tape and printed statements for activity 12.4.
- ★ Copies of two support sheets (see below)

Support sheets:

- ★ Support sheet 16: Positive discipline strategies
- ★ Support sheet 17: Kind and reassuring words children need to hear from their parent/ caregivers

Session overview:

1. Activity 12.1: Check-in activity (15 minutes)
2. Activity 12.2: Let's play! (1 hour)
3. Activity 12.3: Positive parenting (part 2) (1 hour 30 minutes)
4. Activity 12.4: Things your child should hear you say (30 minutes)
5. Activity 12.5: Wrap up and closing (15 minutes)

12.1 Check-in activity

Recommended time: 15 minutes



A. Introducing the activity



Welcome everyone to the session. Start with an energiser or icebreaker if needed.

B. Facilitating the activity

1. Remind participants that in the last session, we talked about the difference between punishment and discipline, different discipline styles, how a child experiences discipline and what this does to the relationship between parent/caregiver and child.
2. Sitting in a circle, ask the participants to recall one thing they learnt or something that was new or surprising or that stuck with them from the last session. Give participants a moment to recall. Ask for volunteers to respond.
3. Remind participants of their homework – to identify an incident during the week that requires disciplining their child(ren) and to adopt an alternative strategy or behaviour that does not involve hitting, shouting, or using harsh words.
4. Ask for volunteers to reflect on their observations of the homework. What did you notice during the week? Did anything surprise you? They do not need to provide specific examples if they are not comfortable doing so.
5. If not already covered, reflect on the following questions:
 - a. How easy or difficult was it to identify an alternative strategy or behaviour?
 - b. How easy or difficult was it to put it into practice?
 - c. How did the child(ren) react?
 - d. Is this something you feel you can build into your family interactions?
 - e. If not, why not? What would you need to change to be able to do so?
6. Discuss participants' reflections, drawing out commonalities and addressing concerns. Clarify any myths or misconceptions that they might have.
7. End by introducing the current session, explaining that we will continue to discuss strategies for positive discipline, and using play and praise to strengthen our family relationships.

12.2 Let's play!

Objectives

To remind participants of the joy of play and playfulness, and how this can strengthen positive relationships within the family.

Learning outcomes:

- ★ To understand how play and playfulness can help to build positive relationships.

Advance Preparation: None

Recommended time: 1 hour



A. Introducing the activity



Explain to participants that we have dealt with some difficult and sensitive topics over the course of the programme. Today we are going to play!

B. Facilitating the activity

1. Have participants brainstorm games that they used to play with others as children. Encourage them to think of games that can be played by groups with few materials. Write these on the flipchart.
2. Explain to participants that we're going to spend the next 20 minutes playing one of the games listed on the flipchart. Have the group decide which game they will play. Those who are familiar with the game can explain the rules to those who are not.
3. Allow the group to play whatever game they wish that works in the space available.
4. After 20 minutes, call the group back together into a circle and ask the following questions:
 - ★ How did you feel playing this game?
 - ★ How do you feel about the other participants after playing this game?

C. Leading the discussion

Ask participants what they have learnt from this activity about the value of play and playfulness.

D. Deepening the discussion

To deepen the discussion, ask the following questions:

- ★ What do you think the benefits are of making time to play or be playful as a family?
- ★ What are some of the ways we could introduce more playfulness in our homes?

Remind participants that:

- ★ Playing games can be a way to engage with children while having fun, and in doing so, build positive relationships and good memories. While discipline is necessary, we should also have fun with our children.
- ★ Young children learn through play; playing with children from an early age can help them to learn new skills (e.g., taking turns, counting) and understand how the world works. Even for babies, having a caregiver name the objects they look at or play peek-a-boo (or any other 'serve and return' interactions we spoke about previously) is an important part of supporting their brain development and building their social skills.
- ★ As children grow older, making the time to play may become less of a focus or less common. Finding games to play as a family, or simply finding ways to be 'playful' – being light-hearted or joking or creating moments of fun – is also important for strengthening relationships.
- ★ For older children, taking an interest in the things that interest them can also be a way to build and strengthen relationships.

End the session by asking participants if they have any questions and answer these if you can. If you do not have an answer, make a note of the question so you can answer it at the next workshop.

E. Encouraging personal reflection



Ask participants to take a few moments to identify one way in which they will introduce more play or playfulness into their family life. They should write or draw their reflections, opinions and experiences in their journals. They do not have to show this to anyone else.

12.3 Positive parenting³⁷

Objective

To familiarise parent/caregivers with positive parenting skills and techniques they can use at home.

Learning outcomes:

- ★ To become familiar with positive strategies for disciplining children
- ★ To learn to assess whether the situation requires discipline or if other needs should be met (e.g., you or the child are tired, hungry, scared etc.)

Advance Preparation: None

Recommended time: 1 hour 30 minutes




A. Introducing the activity



Explain to participants:

"In the last session we spoke about alternatives to using aggression (shouting or spanking) as a means of discipline. The key to effective discipline when your child does something wrong is to see short-term challenges, such as getting children to eat, as opportunities to work towards long-term goals. When you feel frustrated, this is an opportunity to teach your child new skills and work towards your vision for their future."

B. Facilitating the activity:

1.  Ask for two volunteers from the group. Ask one to play the role of parent/caregiver and the other to play the role of a child. Explain that they should act out a scenario in the home in which the parent/caregiver is busy doing something and the child keeps interrupting. Give the volunteers a few minutes to plan the role-play and then act it out in front of the group.
2. After the role-play, ask the group, "Was this scene realistic? Are there other ways that parent/caregivers might respond?" Allow everyone to share his or her ideas.
3. Next, ask the group:

³⁷ Activity was adapted from Rwanda Men's Resource Center. (2013). *Bandebereho..*

- ★ What does the way that the parent/caregiver reacted in this scenario teach the child?
 - ★ How would you feel if someone reacted that way to you?
4. Explain to the group that it is important to communicate with our children – to let them know what we **expect** from them and to teach them **how** they can live up to these expectations. With older children, we can also explain to them how their behaviour makes **us** feel. Hitting or yelling at a child can make them stop doing something we perceive as bad, but it does not teach them why or how they can behave differently.
 5. Tell the group that it is important to think about how we want to discipline our children or how we might react in certain situations, to avoid reacting out of emotion in the moment. Explain that we are going to discuss three questions that we can ask ourselves to help us assess when and how to discipline a child.
 - ★ **Is the child doing something truly wrong?** Is there a problem or have I run out of patience? If nothing was truly wrong, there is no need for discipline.
 - ★ **Is your child really capable of doing what you expect?** Sometimes our expectations of our children are not fair or realistic for someone of their age.
 - ★ **Did your child know at the time that he or she was doing something wrong?** Sometimes our children don't know that what they did was wrong – help them to understand. If your child knew that what he or she did was wrong and did it anyway, then your child has misbehaved. Your response should include an explanation of the behaviour that *is* expected.
 6. Remind participants of the Support sheet 12: Children's changing social and emotional development. Tell them they can refer to the support sheet to assess if their expectations of their children are realistic.
 7. Tell them that now you are going to share with them some techniques that they can use with their children. Pass out copies of the Support sheet 16: Positive discipline strategies. Ask for a volunteer to read the positive discipline techniques out loud to the group, or let the participants read them in small groups.
 8. Have the participants divide into four pairs/groups and explain that they will be repeating the role-play between the parent/caregiver and child. Assign the groups children of different ages: (a) 3-year-old; (b) 7-year-old; (c) 12-year-old; (d) 17-year-old. Explain that the parent/caregiver must use one or more of the positive discipline strategies on the support sheet to address the unwanted behaviour.
 9. Give participants 10-15 minutes to plan their role-play. Then have each group present their role-play to the larger group.

C. Leading the discussion:

After the role-plays, open the discussion using the questions below.

- ★ How did you feel in acting out those role-plays?
- ★ In real-life situations, what other forms of positive discipline could have been used?
- ★ Which technique would be the easiest to use with your children? Why?
- ★ Which technique would be the most difficult to use?
- ★ What could you do to make it easier to use?
- ★ How does using “warmth”, such as showing physical affection like hugging or saying, “I love you” to your child, help to reinforce good behaviour?

End the discussion by reminding participants of the following key messages:

- ★ It is important to communicate with children to let them know what you expect from them and to teach them how they can live up to our expectations.
- ★ We need to remember what children are capable of at different stages of development. Sometimes we get upset with our children when our expectations are not realistic.
- ★ It is important to think ahead of time about how we want to discipline our children so that we do not react emotionally. Thinking about how to discipline our children in non-violent and respectful ways can help us to implement positive discipline rather than reacting out of anger or emotion.

Ask the participants if they have any questions and answer these if you can. If you do not have an answer, make a note of the question so you can answer it at the next workshop. Clarify any myths or misconceptions that they might still have.

D. Encouraging personal reflection



Ask the participants to take a few minutes to think about what they learnt during this activity. Ask them to reflect on three questions for assessing whether discipline is required, and if there are recent instances in their own lives that have not met these criteria. They should write or draw their reflections, opinions, and experiences in their journals. They do not have to show this to anyone else.

12.4 Things your child needs to hear you say

Objectives

To practice saying things that will build children's self-esteem.

Learning outcomes:

To understand how simple phrases used by parent/caregivers can build a child's self-esteem and reinforce positive behaviour.

Advance Preparation:

Prepare a ball with statements as listed below.

1. I am so proud of you!	2. Well done!
3. You are beautiful/handsome	4. You are intelligent/brave/creative
5. You are kind and thoughtful	6. Thank you for helping
7. I believe in you/I trust you	8. You can do it!
9. I will always be there for you, no matter what	10. You are so special to me
11. I'm glad that you are my child	12. I appreciate you so much
13. The day you were born was one of the best days of my life	

Recommended time: 30 minutes



A. Facilitating the activity

1. Ask all the participants to stand in a circle.
2. Explain to participants:

"Before we leave today, we are going to have everyone practice saying some positive words. We have talked over the last two sessions about the different ways we discipline children, which might have felt like we were talking about all the things we as parent/caregivers do wrong. Let's practice saying positive and nice things to our children."

3. Explain that taped on the ball are 13 positive things that all children need to hear from parent/caregivers. When hearing these things, children feel confident and loved, and they know that they can trust and respect their parents and caregivers.
4. Have one volunteer stand in the middle of the circle. Explain to participants that they should imagine that this person is their child. Then have the participants throw the ball to

each other (around the volunteer!) and each time someone catches the ball, they should read out the statement to the 'child' in the middle, making eye contact.

5. Explain that these are statements they can use later with their children or partner. Proceed until everyone has had at least one chance to say something nice to the 'child'.

B. Leading the discussion

After the game, bring everyone back to the circle and ask them to reflect on these questions:

- ★ How did the volunteer 'child' feel when everyone said nice things to them, while making eye contact?
- ★ How did it feel to say these things?
- ★ How often do we say these things to our children?
- ★ What makes it easy or difficult?
- ★ How do we feel about saying these things to our children and our partners going forward?

After the discussion, give everyone a copy of Support sheet 17: Kind and reassuring words children need to hear from parent/caregivers.

End the activity by appreciating everyone's participation. Remind participants that, just like we feel good when people compliment us, the same applies to children. Children who are praised by their parents and caregivers feel supported and grow with confidence.

12.5 Wrap up and closing the session

Recommended time: 15 minutes



A. Facilitating the activity

1. Thank the participants for taking part in the activities in this session and ask them how they felt about it.
2. Remind participants of the self-reflection they did and their intentions for the week. In this session, these were: (a) identifying at least one way in which they can introduce more play or playfulness into their family life, and (b) reflecting on instances in which their own responses to children's behaviour have not met the three questions for assessing if discipline is required.



3. Explain the **take home exercise**:

Ask participants to commit to using the praise phrases with their children and their partners, and to observe the effects of doing so on their children.

4. Remind participants that the next session will start with a reflection on how this 'homework' went.
5. Allow participants to ask any questions.
6. Confirm logistics for the next session such as date, time and venue. Thank everyone for their active participation and their ongoing commitment and close the session.

SESSION 13: Wrap up and closing



Recommended time

3 hours

Session objective

To wrap up the workshop, reflect on the learnings and make personal commitments to decrease violence in participants' homes and communities.

Required materials:

- ★ Flipchart, markers
- ★ Notebook or paper and pens or pencils for participants
- ★ Prepared quote written on a flipchart for activity 13.4
- ★ A ball of string, wool or rope
- ★ Copies of Worksheet #2: Personal commitment statements

Support sheets:

None

Session overview:

1. Activity 13.1: Check-in activity (15 minutes)
2. Activity 13.2: A parent/caregiver's web (30 minutes)
3. Activity 13.3: My personal commitments (1 hour)
4. Activity 13.4: I am the brand (1 hour)
5. Activity 13.5: Closing and take-home challenge (15 minutes)

Activism is taking action to create social change based on one's own deeply held beliefs. It's about living our values and taking a stand against injustice.

13.1 Check-in Activity

Recommended time: 15 minutes



Welcome everyone to the session. Start with an energiser or icebreaker if needed.

A. Facilitating the activity

1. Remind participants that in the last session, you talked about positive parenting, playing, and praise phrases.
2. Sitting in a circle, ask the participants to recall one thing they learnt or something that was new or surprising or that stuck with them from the last session. Give participants a moment to recall. Ask for volunteers to respond.
3. Invite participants to share their reflections about the take home exercise. You can use the following questions to guide the discussion:
 - a. Which phrase or phrases did you use?
 - b. How did your child react to the phrases and to playing with you?
 - c. What did you learn from this experience?
4. Discuss participants' reflections, drawing out commonalities and addressing concerns. Clarify any myths or misconceptions that they might have.

13.2 A parent/caregiver's web³⁸

Objective

To reflect on the experiences participants have had in the group sessions.

Learning outcomes

Participants can reflect on the learnings from the workshop and how they will use the lessons in their own homes.

Advance Preparation:

Prepare a ball of rope, string or wool with the end clearly visible.

Activity timing: 30 minutes



A. Introducing the activity



Explain that in this activity the participants are going to reflect on what they have learned during the group sessions and how they can use the information they have learned to be better parents/caregivers and partners.

B. Facilitating the activity

1. Ask participants to form a circle and ask each of them to complete the following phrase:
"My favourite moment of this group was..."
2. Inform the group that this is the last session, but that you hope that the group will continue to meet even after the session ends.
3. Explain that for the next part of the activity, everyone will mention one thing that they learned while in the group that they will take with them back to their families. Explain that each person will hold on to the end of the rope and toss the ball of rope to another person in the group. This will continue until everyone has had something to say.

They should begin by saying, "One thing I have learned from this group that I will take with me to my family is..."
4. Once everyone has finished saying what they learned, a web will have formed. Explain that this web represents the sum of their experiences in this group, and how they are all now connected because they have acquired a new way of thinking about how to make their homes safer.

³⁸ Activity was adapted from Institute for Reproductive Health, Georgetown University and Save the Children. (2019). *Responsible Engaged and Loving (REAL) Fathers Initiative*.

5. When everyone is finished reporting back, ask the participants if anything is still unclear to them or if there are questions that still need answering. Answer these if you can. Clarify any myths or misconceptions that they might still have.

13.3 My personal commitments³⁹

Objective

To make a commitment to be a more supportive partner and a more involved parent/caregiver.

Learning outcomes

- ★ Participants can reflect on the partner and parent/caregiver they were at the beginning of the curriculum and the one they currently are, as well as the one they want to be.
- ★ Participants can reflect on what might motivate them to reach their commitments, and what might block them from reaching their commitments.

Advance Preparation:

Prepare copies of Worksheet #2: Personal commitment statement.

Activity timing: 1 hour



A. Introducing the activity



Explain that in this activity the participants are going to reflect on what type of a partner and parent/caregiver they started as, what type of partner and parent/caregiver they are now, and what type of a partner and parent/caregiver they want to be.

B. Facilitating the activity

1. Remind participants of the activity they did right at the beginning of the curriculum called: "What partner and parent/caregiver am I?"
2. Divide the group into pairs. If possible, they should be paired with who they were partnered with in the first session. Ask them to share some of their reflections about what kind of a partner and parent/caregiver they started out as. Ask them to share how they now think differently about what kind of a partner and parent/caregiver they are. If there is something too personal, they can choose not to share it. Allow 10 minutes for this.
3. When you have finished, ask:
 - ★ What surprised you during this exercise?

³⁹ Activity was adapted from Institute for Reproductive Health, Georgetown University and Save the Children. (2019). *Responsible Engaged and Loving (REAL) Fathers Initiative* and CARE, RWAMREC, and Rwanda Women's Network (RWN). (2018). *Indashyikirwa* (session 21).

4. Next, explain to participants that:

"Now that we have remembered what kind of partners and parent/caregivers we were 13 weeks ago, and we have reflected on what kind of partners and parent/caregivers we are today. This next activity is going to help us make commitments to ourselves and to our partners so that we can choose what kind of partners and parent/caregivers we want to be tomorrow and in the future."

5. Hold up Worksheet #2. Explain that in a minute everyone will receive this "Personal commitment statement" to fill out. On the paper, there are categories listed that represent all the topics discussed throughout the 15-week curriculum.
6. Explain that for each category, participants will come up with at least one specific change that they commit to making. For some categories they might commit to more than one change. Ask if there are any questions and answer as needed. Explain that these commitments are personal and that they do not have to share them with the rest of the group.
7. Hand out page 1 of Worksheet #2 to everyone and begin.

Note to facilitator

If they need examples, you can mention:

- ★ For the category of "Valuing and Respecting My Partner Equally," the husband might commit to speaking to his wife kindly, in the same way that he would like to be spoken to.
- ★ For the category of "Sharing Positive Time," both partners might commit to sitting together and talking once a week or taking a walk together every Friday.



8. After 20 minutes, gather everyone's attention back to the main group. Explain that:

"Although you have identified many important changes to make in your relationships, it won't be possible to change everything all at once. In order to help ourselves maintain our commitments, we are going to prioritise the changes we want to see and take them step by step."

9. Ask participants to choose three changes that they feel are the most important for their families, that they would like to begin with. They will write these down on the page, where it says **"I Will Begin With..."** After prioritizing the top 3 changes, they will identify the next 3 changes and write them where it says **"I Will Continue With..."** Allow a further 10 minutes for this.

C. Leading discussion

Ask participants if anyone is willing to share their personal commitments to the group but ensure that they do not feel pressured to do so.

D. Deepening the discussion

If no one is willing to share, you can stimulate discussion by asking the following questions:

- ★ How does it feel to have these commitments written down?
- ★ Why is it important to share our personal commitments with our partners and our children?

End the discussion by explaining to participants that:

- ★ To make meaningful change, we need to identify specific actions that we can take in our day-to-day lives.
- ★ Change will not happen overnight. Do not try to change everything at once but take one step at a time.
- ★ We need to support our partners and others make changes in our lives, particularly those that are most challenging.
- ★ Change is possible!

Ask the participants if they have any questions and answer these if you can. Clarify any myths or misconceptions that they might still have.

E. Encouraging personal reflection



Ask the participants to think about what they learnt during this activity. Ask them to think about what motivates them to make a change in their personal life and what blocks them from making changes in their personal lives. Ask them to think about this and reflect on how they are going to reach their top 3 commitments. They should write or draw their reflections, opinions and experiences in their journals. They do not have to show this to anyone else.

13.4 I am the brand⁴⁰

Objective

To reflect on participants' ability to be an agent of change to help create respectful schools, homes and communities.

Learning outcomes

- ★ Participants understand the individual and group power that their voices have within their communities.
- ★ Participants have discussed what kind of social messaging could possibly be used for a community campaign.

Advanced Preparation:

Prepare the Helen Keller quote on a flipchart. Ensure that there is enough flipchart paper and many different colours of markers or kokis.

Activity timing: 1 hour



A. Introducing the activity



Explain that this activity allows us to think about what we imagine a healthy family to look like.

B. Facilitating the activity

1. Prepare the following quote on a flipchart and ask participants what they think about it and what it means to them.

"I am only one, but still, I am one. I cannot do everything, but still I can do something; and because I cannot do everything, I will not refuse to do the something that I can do."

Helen Keller

2. Ask the participants to stand together in a circle and to mention their favourite brands. These might be of a clothing company, fast-food company, shoe brand or other product.

⁴⁰ Author's original content with some adaptations from Sonke Gender Justice, the Swatini Action Group Against Abuse (SWAGAA) and Mosaic Training, Service & Healing Centre. (2021). *Safe at homes, Safe in relationships project.*

Ask them what they associate with the brand. They should give three words or qualities that they think sum up the brand. Ask them why they like that brand. Explain that a brand is an image that is projected out to the world.

3. Divide participants into groups of three and give each group a flipchart to draw on. Ask them to think about a brand for a healthy family. This is the image of the parent/caregivers and partners that they think will commit to being free from violence. Ask them to think of three or more words or qualities that would sum up this brand. The brand is not a product – it is the family. Ask them to write their key words on the paper.
4. Explain that a logo is the icon/image of a brand, and the slogan is the catchphrase. Explain to them that for the brand Nike the logo is the tick, and the slogan is “just do it”. Ask them to design and draw a logo for their brand. Ask them to use their three key words as inspiration to create a slogan for their brand.
5. Ask the groups to stand in a circle with their piece of paper in front of them. Allow them time to present their brands and explain what it means.
6. When you have finished, you can stay standing in a circle or ask the participants to sit down for the remainder of the discussion.

C. Leading discussion

Ask the participants what they have learnt about the way they see families from this activity.

D. Deepening the discussion

To deepen discussion, you can ask participants the following questions:

- ★ How can we get our friends, family members, neighbours, and communities to see families this way as well?
- ★ If we were to take these brands and design an advertisement campaign for our brands to try to get everyone in our communities to see families according to our brands, how would we do it?

Note to facilitator

Participants might mention posters at libraries, schools, clinics, taverns, churches, police stations etc. Or graffiti on a wall near the train station or community hall for example. Encourage them to think about what would work for their community.



End the discussion by explaining to participants that:

- ★ We all have the power to do something, no matter how small. We all make choices about how we act and behave.
- ★ These choices are often influenced by our friends, family, or norms in our community.
- ★ Community norms are more likely to change when we stop emphasising negative behaviours and focus instead on the benefits of non-violence in families.
- ★ But we must remember that change starts with ourselves. If you want to get more involved in your communities, please reach out to each other for support to play a more active role. However, even just being a role model for a healthy family is a form of activism.
- ★ Remember the quote from Helen Keller: 'I cannot do everything, but still, I can do something'. We want to encourage each of you to be the change you want to see in your communities.

Ask the participants if they have any questions and answer these if you can. Clarify any myths or misconceptions that they might still have.

E. Encouraging personal reflection



Announce that you have now come to the end of the programme. Thank participants for their wonderful effort and dedication over the last few months. Ask them to take a moment to reflect silently about what their communities are like now, and what they want their communities to be like in the next five years. They should write or draw their reflections, opinions and experiences in their journals. They do not have to show this to anyone else.

13.5 Closing the curriculum

Advance Preparation: None

Materials Needed: None

Recommended time: 15 minutes



A. Facilitating the activity

1. Close by thanking participants again for their work and commitment.
2. Explain to them what the next steps will be in the programme and what kind of continued support will be available for them.
3. Encourage participants to continue meeting and providing support to one another. This will help them to fulfil their commitments to the group and serve as a source of emotional support in difficult moments and help them to gather to be local activists.
4. Give participants time to exchange contact information, such as mobile numbers.
5. Ask if anyone is willing to meet with someone else in this group and have an accountability partner.
6. Provide participants with the referral list for any services they may need.

Worksheet #2: Personal commitment statement

I believe in balancing power in my family! Therefore, I will make these commitments:

Category	I COMMIT TO:
Using power	
Sharing Gender Roles	
Chores for children	
Being a role model	
Doing chores and care work with my partner	
Valuing and respecting my partner equally	
Understanding my child as a member of the household	
Ensuring physical safety (no physical violence)	
Balancing sexual power	
Sharing positive time	
Spreading myths and stereotypes	
Managing stressful feelings	
Managing unhelpful thoughts	
Communicating positively in a conflict	
Using discipline instead of punishment	
Playing with my children	

Category	I COMMIT TO:
Reducing excessive alcohol use	
Speaking out/taking action	
I Will Begin With:	1. 2. 3.
And Then Continue With:	4. 5. 6.

