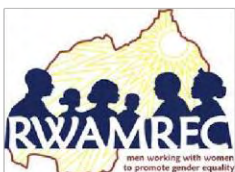


COUPLE CURRICULUM TRAINING MODULE



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Model Couples in Eliminating Gender-Based Violence

Acknowledgements

This curriculum attempts to bring together recent learning in the field of GBV prevention in order to create the most effective program possible for the communities where Indashyikirwa will be implemented. As such, the curriculum adapts materials and ideas from several key partners. The curriculum was informed strongly in both structure (Stages of Change) and content (power analysis) by the SASA! Approach to preventing violence against women and HIV, developed by Raising Voices and piloted by the Center for Domestic Violence Prevention (CEDOVIP) in Uganda. It also draws on the experience of the Journeys of Transformation curriculum, developed by Promundo and CARE International in Rwanda and implemented in partnership with the Rwanda Men's Resource Center (RWAMREC), as well as the experience of Rwanda Women's Network (RWN). Sincere thanks goes out to all of the staff of those organizations who have contributed their time and effort to this process.

Additional thanks goes to Stephanie Skavenski of the Department of Mental Health at Johns Hopkins Bloomberg School of Public Health, who has contributed significantly to the sessions and support on managing negative feeling and unhelpful thoughts and ongoing supp. Many helpful resources have been reviewed and adapted for inclusion in this curriculum and we thank the talented people who created them. Specific citations can be found within each session. Finally, the curriculum content was informed substantially by the findings of What Works to Prevent Partner Violence: An Evidence Overview by Lori Heise as well as Lori's direct guidance. 'We wish to acknowledge the support from the What Works to Prevent Violence against Women and Girls? Global Programme for pre-testing and strengthening the curricula. What Works is funded by UK aid from the UK Government, and the funds were managed by the South African Medical Research Council. The views expressed do not necessarily reflect the UK government's official policies.'

The lead author of this curriculum is Robyn Yaker, with reviews conducted by a team of CARE, RWAMREC, and RWN staff.

Introduction Overview of the Curriculum

The Couples' Curriculum is a set of interactive trainings and take-home exercises designed to help foster a process of change to reduce gender-based violence amongst couples in Rwandan communities. As part of the What Works to Prevent Violence Against Women and Girls initiative, the structure and content is built upon the latest learning from the field of GBV prevention about what makes effective GBV prevention, including:

- Addressing power imbalance as the root cause of GBV

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- Recognizing change as a process
- Understanding triggers of GBV
- Building skills to manage triggers and create

The content of the curriculum evolves progressively, in recognition of stages of change, to help foster change in the knowledge, attitudes, skills and behaviors necessary to build healthy, non-violent relationships amongst couples. This is situated within an intensive curriculum-based approach, to create a systematic process for behavior-change based on regular trainings over a finite period.

The curriculum draws extensively upon the methods and learning from the *SASA!* Approach to Preventing Violence Against Women and HIV (Raising Voices), *Journeys of Transformation* (CARE International Rwanda/ Promundo), and *What Works to Prevent Partner Violence: An Evidence Overview* (L. Heise).

Structure of the Sessions

There are 22 total sessions in the curriculum. Each session is a maximum of three hours and generally contains 4 parts:

- *Take-Home reflection*: guided discussion to reflect upon the previous week's TakeHome Exercise.
- *Part 1*: interactive learning exercise that sets the foundation for the given topic. *Part 2*: interactive learning exercise to go deeper into the given topic □ *Take-Home Exercise*: introduction of the Take-Home Exercise for the week.

Most sessions are designed to be conducted with men and women together. However, a selected number of sessions are suggested to implement with men and women separately; this is indicated clearly at the beginning of the session.

Take-Home Exercises and Reflections

All sessions contain Take-Home exercises that are assigned at the end of the session, to help participants reflect upon and apply new ideas in their own lives. These Take-Home exercises are where learning is consolidated and strengthened. Research shows that doing exercises at home following training significantly increases the effectiveness of the program. This means that the Take-Home exercises are essential to the success of this program.

Each session, likewise, starts with a reflection of the Take-Home exercise. The format of this reflection is the same for each session, with different guiding questions to help to facilitate the debrief.

Practicalities

Who will participate?

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The curriculum will be implemented with couples in selected communities, in which the wife is a participant in CARE's Village Savings and Loan (VSL) program. **How many people can participate?**

The sessions are written for an ideal group of up to 30 participants. Beyond 30 participants would create conditions that are not optimal for learning.

What supplies are needed?

The curriculum is designed to be easy to implement in low-resources settings; projectors and computers are not necessary. All sessions require simple training supplies including flipchart paper, flipchart stands (or adequate wall space), markers, tape, pens and paper. Sessions are designed with the understanding that they will be implemented in an enclosed workshop space. However, accommodations can be made if that is not available.

Many of the sessions do call for photocopying materials and handouts. Therefore, it is important to have access to a printer or photocopier, and to prepare well in advance so that you know which materials are needed for that session.

How do you set up?

It is recommended to arrange chairs in a semi-circle to help build connections and discussion between participants. You may choose to use desks but they are not necessary.

Language








This curriculum uses the language of gender-based violence (GBV) rather than violence against women and girls (VAWG), as was deemed most relevant for the Rwandan context. It recognizes, however, that GBV primarily affects women and girls and is driven by the imbalance of power between men and women. It also uses the term "GBV in couples" rather than "intimate partner violence" for the purpose of simplicity and clarity at community level.

Model Couples Module objectives:



- (a) To enable participants to recognize that men and women can live harmoniously regardless of their roles in society
- (b) To enable participants to manage the triggers of GBV and create a healthy, nonviolent relationship
- (c) To enable learners to appreciate the benefits of a gender based violence free community



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Module Coverage:

 Activity	 Time
 Session 1: Starting the Journey Together	6.5 hrs.
1. Who we are and Why we are here	80 min
2. Great Expectations	30 min
3. Creating a safe place	90 min
4. Introducing the take home exercise	15 min
 Session 2: It is all about power	2 hrs. 30 min
1. Take-home activity	30 min
2. Types of power	60 min
3. Power and Indashyikirwa	45 min
 Session 3: Power in our lives	2hrs. 20 min
1. Take-home activity	30 min
2. Our experiences of power	60 min
3. Who has power	45 min
 Session 4: G- is for Gender	2hrs. 40 min
1. Take-home activity	30 min
2. Gender liveliness	75 min
3. The 24-hour day	60 min
 Session 5: Rights and Reality	2hrs. 45 min
1. Take-home activity	30 min
2. Human rights and reality	60 min
3. What the laws say?	60 min






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 Session 6: GBV- The Basics	2hrs. 30 min
1. Take-home activity	30 min
2. What is Gender Based Violence	60 min
3. Effects of Violence	60 min
 Session 7: Understanding Power over	3hrs.






1. Take-home activity	30 min
2. The new planet	60 min
3. Power over in our relationships	75 min
 Session 8: Gender, Power and Sexuality	2hrs. 45 min
1. Take-home activity	30 min
2. Double Standards	45 min
3. The truth about our sexuality	75 min
 Session 9: Common triggers of GBV	1hr. 45 min
1. Take-home activity	30 min

2. Common Triggers of GBV	60 min
 Session 10: Posing for reflection	2hrs 15 min
1. Participant teach back	90 min
2. Personal reflection	45 min
 Session 11: What makes a healthy relationship	2hr. 30 min
1. What makes a healthy relationship	60 min
2. Feelings into action	60 min

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 Session 12: Building the foundations for a healthy relationship	3hr.
1. Take-home activity	30 min
2. Sharing positive time	60 min
3. Why communicate	75 min
 Session 13: Managing triggers-feelings	2hrs 45 min
1. Take-home activity	30 min
2. Getting touch with our feelings	75 min
3. Managing our feelings	60 min
 Session 14: Managing triggers-thoughts	2hrs 45 min
1. Take-home activity	30 min
2. The thinking triangle	75 min
3. Choosing helpful thoughts	75 min
 Session 15: Managing triggers-Akalimi Koshiya na Kandi	3hrs
1. Take-home activity	30 min
2. Did I say that? Different types of communication	70 min
3. Conversion in a conflict	70 min
 Session 16: Balancing Economic Power	3hrs
1. Take-home activity	30 min
2. Balancing Economic Power	60 min
3. The Gender and the VSL fish bowl	75 min

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 Session 17: Reducing excessive use of alcohol	2hrs 30 min
1. Take-home activity	30 min
2. Throw the drunk ball	45 min
3. Strategies for reducing alcohol consumption	60 min
 Session 18: Reflecting on our journey so far	2hrs 30 min
1. 1. Participant teach back	75 min
2. Personal reflection	60 min
 Session 19: Our community, our responsibility	2hrs 45 min
1. Circles of influence	60 min
2. Support or interference	60 min
 Session 20: Providing empowering response	2hrs 30 min
1. Take-home activity	30 min
2. Moving beyond shame and stigma	75 min
3. Fostering power within	60 min
 Session 21: Committing to change	4hrs
1. Take-home activity	30 min
2. Motivators and barriers to personal change	60 min
3. Making commitments	90 min
Total Time	21 hours 10min

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Session 1: Starting the Journey Together



I. SUGGESTED

TIME:

□ hours/sessions

II. OBJECTIVE:

- ❖ To enable participants to create a safe space in which we feel comfortable to share personal thoughts, feelings and stories
- ❖ To enable participants align their expectations with the reality of the project and address their concerns about the process.

III. ACTIVITIES:

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Activity 1: Who We Are and Why We are Here

- ✓ **Objectives** - By the end of the activity, participants will be able to:
 - a. Introduce themselves and share individual strengths related to the training
- 🕒 **Time Required: 80 minutes**
- 👤 **Methodology:** game, pair share, large group discussion
- ✍️ **Materials and Preparation:** flipchart paper, markers, tape
 - Write ***Reduce Gender-Based Violence in our Homes and Communities*** in bright, nice letters on a flipchart paper
 - Prepare and hang on the wall four different flipcharts with the titles:
 1. Change in Ourselves
 2. Change in Our Relationships
 3. Change in Our Families
 4. Change in Our Communities



Steps:

Getting to Know Each Other (20 min)

1. Warmly welcome participants to the first training of the Indashyikirwa Couple's Curriculum.
2. Introduce the process: *Today we begin an incredible journey together. It is a journey of self-reflection, growth, and change for ourselves as individuals, as couples, and as community members. We will grow stronger, better, and healthier, and our relationships will grow alongside us. I will be here to guide the process. However, your participation will propel us forward. Each of us brings something unique to this space—our character, our ideas, and our experiences. Your contributions are what will enrich this process and give it meaning in your lives. Therefore, it is important that we get to know each other that we get comfortable together, as we embark upon this journey together.*
3. Ask participants to turn to the last person they were talking to and to have a more in depth discussion about the 3 points below. Explain to participants that they will be introducing their partner to the group so it is important to listen carefully.
 - a. Tell each other their names and what work they do
 - b. Have a more in depth exchange about their experiences related to the items on the sheet of paper.
 - c. Discuss what they each feel they can bring to the training that will benefit others (a skill, talent, attitude, approach, experience...)
 - d. Discuss what they are expecting to get out of the GROW training.

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(15 min)

4. Ask participants to introduce their partner to the group and share the strength the partner brings to the group. Write the strengths on flipchart. Also, have them share their expectations and write them on a flipchart as they are mentioned. *Once everyone has been introduced, refer to the flipchart of strengths and ask participants what they have learned from doing this activity. Emphasize that everybody is unique, and has different innovative qualities. Even if someone is self-employed or wage employed, it is possible to learn from one another in order to be successful at work. By sharing one's strengths with the group, we are starting to make connections and create a network amongst each other.*
5. Explain that you are now going to play a game. All participants will begin by walking around the room greeting each other, saying 'hello' and just moving about. When you clap your hands, you will call out a category, such as a "Favorite Color!" Participants will group themselves according to where they belong within that category e.g. those whose favorite color is blue will stand together, green will stand together etc. Once the groups are formed you will ask them to identify themselves, e.g. "We are the Blue group." You will then give everyone a topic to discuss within their groups for 1 minute. After 1 minute, you will call out that time is up and the participants will begin wandering around the room freely again, waiting for you to announce the next category. (See list of categories and questions below)
6. After a few seconds call out the first category. Groups may have a little trouble getting organized in the first round, so you can help them by asking questions (e.g. "Are you a blue? I see some other blues over there.") Use the following list of categories and discussion questions for each round:

Categories:

- a. Birth order (1st born, 2nd born, 3rd born, etc.)
- b. Favorite color
- c. Favorite food
- d. Favorite hobby or talent (e.g. sewing, singing, playing instrument, playing sports, cook)
- e. Month you were born

Discussion Questions:

- a. What makes you laugh?
- b. What do you do to relax?

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- c. If you could have dinner with anyone in the world, who would it be and why?
 - d. If you could go back to yesterday and change one thing, what would it be and why?
 - e. What are you most looking forward to in this process?
7. Continue the game until participants are energized or until time is up (estimate 4-5 rounds). Bring participants back to their seats.

Getting to Know the Project (60 min)

8. Gather participants back to the semi-circle after the ice-breaker. Explain: *Today we are going to begin an important journey together. Like any journey, before we get going, we first have to know where you're going! In this session, we're going to think about why we are here and where are we heading. What do we hope to achieve? How? What are our hopes? Expectations? Concerns? The road ahead will be exciting, challenging, rewarding and inspiring...so let's get started!*
9. Write the word *Indashyikirwa* in large letters across the middle of a flipchart paper on the flipchart stand. Ask participants what the word *Indashyikirwa* means to them. Encourage participants to call out answers at the pace of a fast brainstorm. Write down contributions around the flipchart as participants call them out (2 min).
10. Summarize that *Indashyikirwa* means 'agents of change' or 'change-makers.' *This means that we are all here to make changes that we believe are important in our lives and our community.* Ask participants what kind of changes they hope to see as a result of this project. Listen to responses from a few participants (3 min).
11. Take out the "Reduce Gender-based Violence in Our Homes and Communities" flipchart/poster. Ask for a volunteer to hold it up. Explain: *The aim of the Indashyikirwa project is to reduce gender-based violence in our homes and communities. We believe that this will lead to greater happiness, health, and development in our lives and the lives of others. However, we know that we cannot accomplish this goal overnight. Creating positive change will be a journey of many steps that we take together.*
12. Ask the volunteer holding the flipchart/poster to walk and hang it up in the back of the room.
13. Ask participants: *So how do we get from here (point to where you are) to there (point to where the poster is now hanging)? Like any journey, we will travel together and go step-by-step along the path!*
14. Explain that there are four major sections on our path of change (Point to the corresponding signs around this room)

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15. Invite participants to take a brief walk with you along the path of change. Ask participants to get up from their seats and follow you to Flipchart #1 (Change in Ourselves). Explain that we start our journey with “Change within Ourselves.” Ask participants what this means to them. Listen to responses from 2-3 participants.
Summarize that ‘change within ourselves’ refers to the changes we make as individuals, in our own knowledge, attitudes, skills, and behaviors.
16. Lead participants to the 2nd flipchart (Change in Our Relationships). Ask participants what this means to them. Listen to responses from 2-3 participants. Summarize that as we make changes within ourselves, we can begin to make changes in our relationships with our husbands, wives, boyfriends or girlfriends.
17. Continue in this way to the remaining two flipcharts, i.e. asking participants what the flipchart means to them and summarizing the meaning of each.
18. Return to your seats once you have walked through the whole path of change.
19. Summarize for participants: *As we have seen, change is a process that takes place over time. We must start the process of change within ourselves and then can gradually work to make positive changes in our relationships and the community. The first part of the Indashyikirwa project, the Couple’s Curriculum, focuses on initiating this process of positive change within ourselves and with our partners. Each of you is here with your partner so that you may go through this journey together. We will focus on the changes in our own lives, before focusing on others in our community. You will gain some skills to start conversations in your community. However, intensive community action will be the next step after this curriculum. Right now it’s about us. So what are we going to do?*
20. Hang the flipchart entitled *Indashyikirwa Couple’s Curriculum*. Briefly explain each of the components to participants.
 - a. Aims to create non-violent relationships
 - b. Works with couples
 - c. Fosters positive change within ourselves (individuals) and our relationships (couples)
 - d. Improves knowledge, attitudes, skills, and actions
 - e. Building foundation for community action
 - f. 5 months
 - g. 1 session per week (3-4 hours each)
 - h. ‘Take It Home’ exercise for each session
21. Ask if there are any questions. Answer questions that may arise (5 min) Invite participants to take a 10-minute break before returning for the next part of the session.

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(Facilitator's Note: During the break, hang the flipcharts entitled *What's Exciting/Interesting!* and *What Concerns Us* for the next session)

Activity 2: Great Expectations

✓ **Objectives** - By the end of the activity, participants will be able to:

- a. Identify their expectations for the training

🕒 **Time Required: 30 minutes**

🧠 **Methodology:** game, pair share, large group discussion

✍️ **Materials and Preparation:**

- 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 (approximately A5 size, sometimes called "VIPP" cards), enough for at least 4 per participant.
- Put markers and piles of A5/VIPP cards on the tables or floor near participants.



Steps:

1. Welcome participants back from the break. Introduce the next session: *Now that everyone has a clearer understanding of the aims of this project and curriculum, we want to hear your thoughts and feelings about what's ahead.*
2. Explain that you are going to divide into pairs, women paired with women and men paired with men. In pairs, participants will reflect upon what they've just learned about Indashyikirwa and the Couples' Curriculum and answer the following questions:
 - a. *What interests or excites you most about the next five months?*
 - b. *What concerns, if any, do you have about the process?*Each pair should come up with at least one answer per question and write their answers on the cards provided (one answer per card). Once they are finished, they can hang their cards on the corresponding flipcharts (5 min).
3. Ask participants to divide into same-sex pairs by finding the person sitting closest to them who is the same sex. Assist as needed, make sure that everyone has cards and markers and begin.
4. Call out when there is one minute left and when time is up (5 min). Ensure that all participants have hung their cards on the corresponding flipcharts.
5. Walk to the "What's Exciting/Interesting!" flipchart. Read participants' responses and try to draw out similarities and unique elements. Take comments or questions from 12 participants.

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6. Move to the “What Concerns Us” flipchart. Read participants’ concerns. Try to group them into similar categories.
7. For each of the main concerns, ask participants what you can do as participants and/or the facilitator to address that concern? Take one or two responses for each. *(10 min)*
8. Ask participants if there are any expectations or concerns that have not been raised that they would like to discuss. Allow for 1-2 additional contributions *(5 min)*.
9. Explain that you will now take a break. When you return, you will discuss how you to create a safe space within your group to share personal experiences and ideas throughout this program.

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Activity 3: Creating a Safe Space¹

- ✓ **Objectives** - By the end of the activity, participants will be able to:
 - ❑ Generate group norms for the training that will promote a supportive and open environment
- 🕒 **Time Required: 90 minutes**
- 🧠 **Methodology:** game, pair share, large group discussion
- ✍️ **Materials and Preparation:**
 - ❑ On a blank piece of flipchart paper, write the title “Characteristics of a Safe Space.”
 - ❑ Write the title “Discussion Questions” on a flipchart and write the following questions on it:
 - *Why is this important? ○ What makes this challenging to do? ○ How can we overcome those challenges?*
 - *What can we commit to as a group to make sure that our space maintains this quality for everyone?*



Steps:

1. Welcome participants back from the break. Conduct a small energizer if necessary to energize or center the group. **(10 min)**
2. Explain: *As we have learned from the earlier sessions, Indashyikirwa will be a personal journey for each of us and our partners. I will be a guide in this process, but it is your participation that will move us forward. Each one of us in this room brings a wealth of lived experience to this process. Each person’s contributions will make this experience richer and more meaningful. In this session we will explore how we can make the Couples’ Curriculum workshops a safer space for all of us to share our personal feelings and experiences.*
3. Continue: *We are now going to do a personal reflection exercise. A personal reflection exercise is one that we think about in our own minds, without discussing with others, based on our own ideas and experiences. It’s an opportunity to get in touch with your own emotions and thoughts, without feeling pressure or influence of others. Once we*

¹ Adapted from *Get Moving! (Second Edition)*, The GBV Prevention Network/ Raising Voices, 2012.

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have taken time to reflect personally, we may decide to share our ideas with others if we feel safe to do so. Personal reflection will be new for some us. At first, it might make us feel a little uncomfortable, might make us laugh, or might make us feel curious and eager. All of these emotions are ok. Eventually, personal reflection will become more comfortable, and will help us to learn and grow.

4. Conclude: *For our first personal reflection exercise, I am going to ask you to close your eyes. Closing our eyes can help us to block out distractions from the world around us and get in touch with what's inside of us. I will read out questions for you to think about in your mind about your own life. Try to remember the images and pictures clearly in your mind. When we are done, we will ask anyone who is comfortable to share their thoughts with the group. Let's begin: please close your eyes now.*

5. Once everyone's eyes are closed, read the following guided imagery. Read it very slowly so that participants have time to imagine many details. When you see the word "pause" stop and let a few seconds pass. Do not rush.

"With your eyes closed, think about a time when you felt very safe sharing personal information with an individual or group. (pause) Try to remember the details of that time. Who were you with? What personal information were you sharing? (pause) Think about what made you feel so safe. Did you feel safe automatically or did that person say or do something to make you feel safe? (pause) Did you have any concerns about sharing personal information? If so, what were those concerns? (pause) What helped you to get over those concerns and feel more comfortable to share? (pause) How did you feel after you shared the personal information? (pause) Did it help you in some way to share the information? How did it affect your relationship with the individual or group to share personal information about yourself? (pause) Now, when you are ready, please open your eyes.

6. Bring participants attention back to the main group and ask them: *Based on the experiences that you have reflected on, what do you feel are the characteristics of a safe space?*
7. Write participants' responses on the flipchart entitled "Characteristics of a Safe Space." Probe as needed to fully understand their ideas, e.g. if someone says confidentiality, ask them what they mean by confidentiality. (3 min).
8. Ask participants whether there is anything missing from the list. If the following have not been included, ask participants what they think about these:
 - a. Confidentiality (keeping things secret or private)
 - b. Non-judgmental behavior (supporting people rather than looking down upon them.

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Not judging their opinions or ideas)

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- c. Open communication (Everyone is free to speak about their feelings without fear of repercussions. People discuss problems or issues directly rather than behind someone's back)
 - d. Commitment (everyone shows equal commitment to creating a safe space and to the process. You can trust and rely upon others).
 - e. Trust (trust is usually built by combining the characteristics above).
9. Summarize: *Although we are all different, there is commonality in what creates a safe space for all of us. From this, let us try to identify those that will be most important to us for this process.*
10. Review the list and try to group similar responses into categories. Once you group them, put a star next to the four that seemed to be mentioned the most. Ask participants whether they feel these are the most important to the process and make changes as necessary. Circle the 4 characteristics identified as most important for creating a safe space during this curriculum.
11. Explain that you will divide participants into four groups. Each group will be given one of the four characteristics of a safe space and will have 15 minutes to talk about the discussion questions for that characteristic. They should record their answers on flipchart paper and will have 3 minutes to present back. Read the questions aloud from the flipchart:
- a) *Why is this important?*
 - b) *What makes this challenging to do?*
 - c) *How can we overcome those challenges?*
 - d) *What can we commit to as a group to make sure that our space maintains this quality for everyone?*

Note to Facilitator: For questions 3 and 4, encourage participants to be concrete and specific. Avoid generalizations like “don’t judge people” or “show respect.” These are words that everyone knows, but are hard to translate into reality. Encourage participants to get more specific by asking the question “How?” e.g. “How do you show someone you respect them?” or “How can you stop yourself from judging someone?”

6. Divide participants into four groups by counting off 1-4 or any other way. Assign each group one characteristic and begin.

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7. After 15 minutes, call out that time is up and bring participants back to the main group. Ask the first group to come up and present their discussions (3 min). When the presentation is completed, ask if there are any questions and give participants a chance to answer them.
 8. Move on to the next group. Repeat Step 8 until all groups have had a turn.
 9. After all, of the presentations, ask participant whether they feel confident that we will be able to commit to all of these ideas throughout our work together? Ask whether any of the suggestions or ideas *would be challenging or impossible?* Refine the list of ideas based on the responses, until the group has reached consensus. (10 min)
 10. Summarize: *Although we don't have complete control over what people think, say, do or believe, we all can and must contribute to making this space as safe as possible. The safer the space, the more powerful and rewarding will be this process.*
- *CLEAN-UP: When cleaning up, be sure to save the flipchart of the group's commitment to safer spaces, to hang on the wall as a reminder during other sessions

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Activity 4: Introducing the Take-Home Exercise

✓ **Objectives** - By the end of the activity, participants will be able to:

a. Apply the ideas that they have learned in their daily lives

⌚ **Time Required: 15 minutes** 👥 **Methodology:**

✍️ **Materials and Preparation:**

- ☐ Photocopy and cut the Take-Home Exercise at the end of this session (one for each participant)

Steps:

1. Introduce the final part of the first session by explaining that the main purpose of the curriculum is to provide participants with knowledge and skills that they can use in their daily lives. This is where the real growth and change takes place. Therefore, every week participants will be assigned a Take-Home Exercise. The Take-Home Exercises are designed to help participants apply the ideas that they have learned in that particular session. Take-Home Exercises involve reflection, discussion, and taking action as an individual or as a couple. Emphasize that:
 - a. The Take-Home Exercises are the most important part of the curriculum. Without them, the curriculum would not have any meaning.
 - b. It is essential that all participants do the Take-Home Exercise every week.
 - c. There won't be anyone to watch over them so it is up to everyone to make a commitment and be responsible for themselves.
 - d. The following week there will be designated time to reflect upon the exercise and share their feelings.
2. Introduce the Take-Home Exercise for this week by explaining that:
 - a. It will be important throughout this process for couples to get comfortable spending more time together and speaking about various issues.
 - b. This will be new for many participants and might feel uncomfortable at first. That is ok! The Take-Home Exercises will offer specific steps to guide them. As they complete the exercises each week, they will get more and more comfortable working together.
 - c. To get started, the Take-Home Exercise for this week focuses on scheduling time together as a couple and practicing talking about your ideas.

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3. Explain the Take-Home Exercise, provided in the box below (clarify as needed that participants do not need to write down their answers nor share them with anyone else in the group).
4. When you have finished introducing the Take-Home Exercise, thank everyone for their active participation today and their commitment to the journey together. Express your excitement to be working together and about the possibilities ahead. Remind participants of the date and time of the next meeting before closing.

Take-Home Exercise

Schedule “couple’s time”: schedule a specific time during the week to discuss your reflections from this process. This should be a time that both partners can commit to without distraction. We recommend at least 30 minutes, though you can take more.

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Session 2: It is All about Power



I. SUGGESTED TIME:
□□□□ hours/sessions

II. OBJECTIVE:

- ❖ To enable participants to create a safe space in which we feel comfortable to share personal thoughts, feelings and stories
- ❖ To enable participants align their expectations with the reality of the project and address their concerns about the process.

III. ACTIVITIES:

Activity 1: Take-Home Reflection

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 **Time required 30 minutes** 

Methodology:

 **Materials and Preparation:** Individual work, Pair-share



Steps:

1. Welcome everyone to the session. Remind participants that in the last session you too time to get to know each other and the Indashyikirwa project better. You also discussed the qualities of a safe space.
2. Invite participants to share their reflections about the Take-Home Exercise. You can use the following questions to guide the discussion:
 - a. *How was it to schedule time to speak with your partner? Were you both able to find time and keep your commitment?*
 - b. *How did it feel to speak with your partner in this way?*
 - c. *What made you comfortable? What made you uncomfortable?*
 - d. *Did you both share and listen equally or did one person share more or listen more? Why?*

****Note:** Be careful not to “over-expose” any one person or couple. Help to make connections between people’s ideas and draw out common implications for all.

Activity 2: Types of Power²

Time required 60 minutes

 **Methodology:**

 **Materials and Preparation:** Individual work , Pair-share

- a. Review the Types of Power handout and ensure that you are comfortable explaining the different types of power. Do the same for the Power Situations. Practice discussing the types of power with colleagues to make sure you that you are able to discuss power clearly.
- b. Photocopy and cut the power drawings, provided at the end of these instructions (1 copy of each drawing per 1-2 participants).

² Adapted from Michau, L. et al. *The SASA! Activist Kit for Preventing Violence Against Women and HIV*. Start Phase, Prep Training Module, p 27-31. Kampala: Raising Voices, Dec. 2008.

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- c. On separate pieces of A4 paper (or flipcharts cut in half), write the following titles in big bold letters (one per page). Tape each one to a different wall in the room and fold it up or cover it so that participants cannot see the titles: ○ Power Within ○ Power Over ○ Power With ○ Power To



Steps:

1. Introduce Session 2: *In this session we will spend time exploring the concept of power. Power is something that is always in our lives. It influences our decisions and choices, yet we rarely think about it.*
2. Ask participants: *“Please close your eyes just for a minute or so.”*
3. Once everyone’s eyes are closed, continue: *“Now in your own mind, try to imagine power. (pause) What does power look like to you? (pause) What images come into your mind? (pause). Now please open your eyes.”*
4. Ask: *“What was it that you imagined when you closed your eyes?”* Encourage participants to act out their images of power if they are comfortable doing so.
5. After several participants have described or acted out their images of power, pass around the first drawing (“Power Within”) until all participants have received one. Then tape that drawing to the flipchart on the wall.
6. Ask participants the following two questions:
 - a. Did you imagine anything like this when you were thinking about power?
 - b. How would you describe this type of power?
7. After both questions have been discussed, introduce the matching power term- *Power Within*- and write it on the flipchart next to the image.
8. Repeat steps 7 and 8 for each of the next three images, moving in order from “Power Over,” to “Power With” and ending with “Power To.”
9. Once you have discussed each of the four power images and the corresponding power term, ask all participants to stand in the middle of the room.
10. Uncover the four flipcharts around the room.
11. Explain: *“To further explore what these four types of power mean, we will do another exercise. I will read a series of statements. After each statement, move to the flipchart showing the*

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type of power that you feel the statement most describes. Remember to answer honestly and not simply to follow others."

12. Ensure the directions are clear, and then begin.
13. After each statement, invite one of the participants standing by each of the terms (participants may stand at different flipcharts or all at the same one) to share with the group why s/he chose that term. If there is disagreement, discuss and come to a consensus.
14. Bring participants back to their seats and give out the handout of the four types of power

Key Learning Points

- ☐ *There are different types of power: power within oneself, power over someone, power with others and power to act.*
- ☐ *Power can be used positively or negatively.*
- ☐ *Power Within, Power With, and Power To are positive uses of power. PowerOver is a negative use of power.*
- ☐ *Power is not in limited supply. One person having power does not mean she/he must take power away from another person. Everyone can have power.*

Handout 2.1: Power Situations

A "sugar daddy" promises his young girlfriend a new phone.	Power over
Mukasine feels good about herself.	Power within
The community passes a bylaw about violence against women	Power to
Kamaliza and Uwase are good friends who support each other in everything.	Power with
Karenzi tells Nyiraneza that she can stay with her if she feels scared at home.	Power with

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Semana forced Nyirahabimana to eat cold food, because he said she should not have let it get cold.	Power over
Uwimana does not feel ready for sex yet, but Kalisa convinced her with the threat to look for another girlfriend.	Power over
Karoli feels that he can create change and balance power in his relationship.	Power within
Mukabalisa organizes a community event.	Power to
Elizabeth faces many challenges, but does not let them spoil her life.	Power within
Mukashyaka supports her friend in setting up a center for supporting women who have experienced violence.	Power with
Gatera burns Nyiramisago's shoes, because she did not ask him whether she could buy them.	Power over
Kanakuze talks to her friends about the connection between power and gender-based violence.	Power to
Muhizi sees people insulting Kagabo who is talking about nonviolence at a meeting. He defends Musa.	Power with
Muhoza is confident that she can finish her studies.	Power within
Chaz shows a poster about stopping gender-based violence to men at the bar and starts a discussion with them.	Power to
Kamana organizes his neighbors to form a GBV watch group.	Power to
Muneza encourages his friend who is trying to change.	Power with
Richard whistles at girls on the street.	Power over
Mutesi decides she will not let anyone abuse her.	Power within

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Activity 3: Power and Indashyikirwa³

 **Time required 45 minutes** 

Methodology:

 **Materials and Preparation:** Individual work, Pair-share

- a. Photocopy “The Types of Power” handout, provided at the end of this session, for distribution to all participants.
- b. Prepare a flipchart with the 4 Types of Power.
- c. Write the guiding questions for the Take-Home Exercise on a piece of flipchart paper or photocopy them (1 per couple):
 - Have you ever thought about ‘power’ before? ○ When do you feel you have power and lack power? ○ Who do you think has power in their family or community? ○ How does it feel to lack power?



Steps:

1. Welcome participants back from the break. Introduce the next exercise: *In the last exercise, we were introduced to four types of power. In this exercise, we will continue to explore the different types of power and try to connect them to our work with the Indashyikirwa project.*
2. Walk to the flipchart that lists the four types of power. Ask participants which types of power are positive uses of power and which are negative (response: Power Within, With, and To are positive and Power Over is negative).
 - a. NOTE: It is common for participants to questions whether Power Over is always negative. Power Over is always a negative use of power; it is a means of controlling someone else and a form of violence.
3. Explain: *In this project, we will work systematically to strengthen our positive uses of power and reduce our negative uses of power. We will start by strengthening our **Power Within** (Point to ‘Power Within’ on the flipchart). *Power Within is the foundation for all other positive changes.**
4. Ask participants: *Why do you think this is true?* Listen to responses from 1-2 participants

³ Adapted from Michau, L. et al *The SASA! Activist Kit for Preventing Violence Against Women and HIV*. Start Phase, Prep Training Module, p 32-34. Kampala: Raising Voices, Dec. 2008.

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- (e.g., we have to recognize our own strength and worth in order to make a change; because we cannot support others to change unless we are making changes within ourselves).
5. Continue: *We will continue by building our understanding of **Power Over** as the root cause of GBV (point to 'Power Over' on the flipchart). We will examine our own attitudes and behaviors and build skills to help us reduce our use of Power Over.*
 6. Ask participants: *Why is this important?* Listen to responses from 1-2 participants (e.g. we have to understand the root cause of GBV in order to prevent it; we need skills for changing negative behaviors into positive ones; we need to be able to recognize 'power over' in our relationships and communities).
 7. Continue by explaining: *Once we strengthen these foundations, we will begin to join our **Power With** others to make positive change.*
 8. Ask participants: *Why is this important?* Listen to responses from 1-2 participants (e.g., lasting change requires support from others, when we work together, we can achieve greater change).
 9. Finally, explain that: *Ultimately, we will use our **Power To** take action in the community (Point to 'Power To' on the flipchart). Often times we jump to taking action before reflecting within ourselves and beginning our own process of change. In this curriculum and project, we will work step by step to strengthen our positive uses of power and reduce the negative ones.*
 10. Introduce the next activity: *"We will now divide into four groups. Each group will be asked to think of a creative way to teach all of us about one type of power. For assistance, you will be given a handout that reviews the types of power in detail. Each group will have **10 minutes** to develop their ideas and **5 minutes** to present them. You can create an image, song, drama, skit, presentation—whatever style or format your group prefers for helping others understand."*
 11. Ask participants to divide into four groups, by counting off by four until everyone has a number, and then grouping themselves by number.
 12. Ensure that there are no questions.
 13. Assign each group a type of power for the exercise.
 14. Alert the group when **5 minutes** remain.
 15. When **10 minutes** have passed, call "stop!" and invite the each group to present.
 16. After each group, conduct a discussion using the following questions:
 - a. *Why is this type of power important to understand when preventing genderbased violence?*

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- b. *Why this type of power is introduced (1st, 2nd, 3rd, 4th) in facilitating a process of change?*
- c. *Are there any comments?*

17. Summarize:

- a. *Indashyikirwa recognizes four types of power and introduces them in a phase to facilitate a process of change.*
- b. *Power is a complex idea that will take time and creativity to discuss amongst ourselves and in the community.*
- c. *Indashyikirwa promotes positive use of power and balancing power within relationships, because it benefits everyone!*

18. Thank participants for their active participation. Explain the Take-Home Exercise for the week and remind participants of the time and date for the next session before closing.

Take-Home Exercise

Try to start a conversation about power with one or more of your neighbors. You do not need to prepare a formal activity to “train” or “teach” them; just have a conversation. Some ideas for your conversation include:

- Have you ever thought about ‘power’ before?
- When do you feel you have power and lack power?
- Who do you think has power in their family or community?
- How does it feel to lack power?
- Would you like to continue to talk about positive and negative uses of power with me?

At the end of the week, schedule time with your partner to reflect upon your experiences. Discuss how it felt to have these conversations and any feelings or questions it raised in your minds.

Handout 2.3: Four Types of Power

Power within is the strength that arises from inside ourselves when we recognize the equal ability within all of us to positively influence our own lives and community. By discovering the positive power within ourselves, we are compelled to address the negative uses of power that create injustice in our communities.

Indashyikirwa will focus first on fostering our own *power within* of staff, then of couples and activists, and finally community members- each beginning their own process of change for preventing gender-based violence (GBV).

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Power over means the power that one person or group uses to control another person or group. This control might come from direct violence or more indirectly, from the community beliefs and practices that position men as superior to women. Using one's power over another is injustice.

In Indashyikirwa, as we harness power within, we will aim to increase the knowledge and attitudes towards *men's use of power over women*. Imbalance of power between men and women is the root cause of gender-based violence. The community's silence about this injustice hurts everyone.

Power with means the power felt when two or more people come together to do something that they could not do alone. *Power with* includes joining our power with individuals as well as groups to respond to injustice with positive energy and support. Indashyikirwa will then move beyond awareness raising of 'power over' and work to build skills for creating violence-free relationships and identifying alternatives to violence. We will use our 'power with' others to support each other as we change.

Power to is the belief, energy and actions that individuals and groups use to create change. *Power to* is when individuals proactively and preventatively ensure that all community members enjoy the full spectrum of human rights, and are able to achieve their full potential.

Finally, Indashyikirwa will help foster the *power to* take action to prevent violence in our own relationships and to create community norms that promote non-violence and its benefits.

Session 3: Power in our lives I.

SUGGESTED TIME:

□□□□ hours/sessions

II. OBJECTIVE:

- ❖ To help participants to process their experiences with the previous session's Take-Home exercise
- ❖ To enable participants identify the conditions when we feel we have power. ❖
To enable participants identify the conditions when we feel we lack power.
- ❖ To guide participants in experiencing the feeling of being powerless.

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- ❖ To enable participants explore who in communities is typically encouraged to use more power.
- ❖ To enable participants begin reflecting on how they use their power negatively and positively in their own lives

III. ACTIVITIES:

Activity 1: Take-Home Reflection

 **Time required 30 minutes** 

Methodology:

 **Materials and Preparation:** Individual work, Pair-share



Steps:

1. Welcome everyone to the session. Remind participants that in the last session, you talked about the different types of power. Everyone was then asked to go home and start a conversation about power with their neighbors.
2. 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 a conversation about power?*
 - b. *How did the other person react to this conversation? (Probe: how did you handle that?)*
 - c. *What did you find easy or comfortable about talking about power?*
 - d. *What did you find challenging or uncomfortable about talking about power?*
 - e. *What questions did this experience raise for you?*
3. Discuss participants' reflections, drawing out commonalities and addressing concerns.

Activity 2: Our Experiences of Power⁴

 **Time required 60 minutes** 

Methodology:

⁴ Adapted from Michau, L. et al. *The SASA! Activist Kit for Preventing Violence Against Women and HIV*. Start Phase, Deepening Knowledge Training Module, p 11-12. Kampala: Raising Voices, Dec. 2008.

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 **Materials and Preparation:** Individual work , Pair-share

- a. Tape four sheets of flipcharts together. On the large square of flipchart write the title: “I feel I have power . . .” On each of the four flipcharts, write one of the following words: *with, if, when, because*. Hang the square of flipcharts on the wall.
- b. Tape four sheets of flipcharts together. On the large square of flipchart write the title: “I feel I lack power . . .” On each of the four flipcharts, write one of the following words: *with, if, when, because*. Hang the square of flipcharts on the wall



Steps:

1. Introduce Session 3: *We have discussed that power is something that is always in our lives. It influences our decisions and choices, yet we rarely think about it. This next exercise will give us a chance to think about our own power. We will use the two flipcharts on the wall as guides.*
2. Uncover the flipchart, “I Feel I Have Power...” Read the title “I Feel I Have Power,” and then point one at a time to each of the four conditions below it saying “with,” “if,” “when,” “because.” Explain that this flipchart helps us to think about the conditions in which we feel we have power.
3. Ask participants to copy this table into their notebooks, and to come up with at least two examples for each of the conditions, i.e. “I feel I have power *with....*,” “I feel I have power *with....*,” “I feel I have power *when...*” and “I feel I have power *because...*” They should write their answers in their notebooks, in the corresponding box.
 - a. Highlight that this is an individual exercise that they should complete by themselves. There are no right or wrong answers.
4. Ensure there are no questions and tell participants they have **5 minutes** for the exercise. Begin.
5. Alert the participants when there is **1 minute remaining** and when **time is up**.
6. Ask participants if any of them would like to share with the group what they have written for the statement, “I feel I have power with . . .” Write their contributions in the appropriate space on the flipchart. Discuss and draw out similarities and differences. Move on the statement “I feel I have power if...” and repeat.
7. Repeat Step 9 for the remaining conditions (*with* and *when*).
8. When you have completed this part,
9. Debrief by asking:
 - a. *What can we learn from this exercise?* Example responses include:

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- i. Power is not in limited supply. I don't have to take power away from you to get power for myself. People often fear that someone else gaining power means they have to lose power. Instead we want to "balance" power.
 - ii. We all have situations in which we feel we have power and situations in which we feel we lack power.
 - iii. Power is not something that you always have or always lack. Even individuals or groups who are abused, oppressed or taken advantage of have some power within.
- b. *Why do you think this was an individual exercise?* Example responses:
- i. One thing we all have in common is that sometimes we feel we have power and sometimes we feel we lack power.
 - ii. Understanding our own experiences of power can help us to make more meaningful changes and to support others in making change.
- c. *What do you think are the consequences of feeling a lack of power?* Record contributions for this question on the single sheet of flipchart. (Contributions could include: hopelessness, low energy, fear, abuse, anger, etc.) Highlight:
- i. If we feel we lack power in our relationships, then our relationships are not healthy and strong
 - ii. When working with others, we want to be careful not to make them feel that they lack power. Instead, we want to help to foster their power within!

10. Summarize: *"We all have certain situations in which we feel powerful and those in which we feel powerless. These situations are different for everybody."*

Activity 3: Who Has Power?⁵

 **Time Required: 45 minutes** 

Methodology:

 **Materials and Preparation:** Individual work, Pair-share

- a. Photocopy the Powerful Choices Worksheet provided at the end of this session, one for each participant.
- b. Draw a template of the Powerful Choices Worksheet on a piece of flipchart paper so that you will be able to explain it to participants (you do not have to write each statement, but the columns and symbols).

⁵ Adapted from Michau, L. et al. *The SASA! Activist Kit for Preventing Violence Against Women and HIV*. Start Phase, Deepening Knowledge Training Module, p 13-14. Kampala: Raising Voices, Dec. 2008

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Steps:

1. Explain to participants: *At some point in our lives, we all have had an experience in which someone had power over us. We are going to do an exercise that will help each of us remember how it feels when someone uses her or his power over us. In this exercise you will be asked to remember an experience from your past. You will later be asked to share that experience with others, so choose a memory that you feel comfortable sharing.*
2. Ask participants to get comfortable, close their eyes and listen carefully to what you will read to them. Ask them to create pictures in their minds of their personal experiences, as you read.
3. Once everyone's eyes are closed, read the following guided imagery. Read it very slowly so that participants have time to imagine many details. When you see the word "pause" take a deep breath and silently count to five to let a few seconds pass.

Think of a time when you were in a situation in which you felt you had no power. (pause) It could be a time when you were younger or an adolescent or maybe you were an adult. (pause) Maybe it was years ago or maybe it happened quite recently. (pause) It is a time when you felt powerless. (pause) Someone else was using her or his power over you. (pause) It could have been a friend, a parent, a sibling, another community member, a boss. She or he could have been older or younger, female or male, or even a group of people. Think about what she, he or they were doing to use power over you. (pause) What happened? (pause) What was the situation? (pause) Try to picture yourself in that situation. Where were you? (pause) Try to imagine the person or people who were using their power over you. (pause) Remember the details of that interaction. Remember what happened. What words were said? (pause) What were the expressions on people's faces? (pause) On your face? (pause) How did it feel to have someone use power over you? (pause) Try to remember your feelings specifically. What were your emotions? Did you feel angry, sad, ashamed, not able to react, something else? (pause) Now, when you are ready, open your eyes.

4. Ask participants: *Please turn to your neighbor and share this experience in which you felt a lack of power. Describe your experience briefly. Explain how it made you feel when someone had power over you. I will notify you when **3 minutes** have passed, at which time you can switch roles and have the other person talk about her or his experience.*
5. Ensure there are no questions, then tell the participants to begin.
6. After **3 minutes** ask the pairs to switch roles of teller and listener.
7. After another **3 minutes** have passed, ask participants to return to the large circle if they had moved elsewhere.

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8. Debrief the exercise:
 - a. *You have just remembered what it's like to have someone use her or his power over you. How did it make you feel to be in that situation?"* List contributions on the flipchart.
 - b. *Think about our community. Is there one group of people who is typically allowed to use more power than another? Who?*
 - c. *Are men as a group typically allowed to use more power than women?*
 - d. *Do you think women in our community feel the same emotions you had in the situation you have imagined?*
1. Explain: *We have seen the consequences of feeling powerless and that everyone had the choice to use their power positively or negatively. However, we do not often pay attention to how we use our power. This next exercise will help us think about how we use our power as individuals.*
2. Hand out the Powerful Choices Worksheet and hang the flipchart template on the wall.

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3. Explain: *I will read aloud each statement and then pause, allowing you time to reflect on the statement. Please tick either 'always,' 'sometimes,' or 'never' for each statement.*
4. Demonstrate on the flipchart template how to do the exercise and point out the symbols on each of the columns so that those who cannot read can identify the relevant columns.
5. Emphasize: *This is a personal exercise for self-reflection that will not be collected or shared with others, so please answer honestly.*
6. Ensure there are no questions and begin. Read the number of each question to be sure that those who cannot read can recognize the numbers. You may want to repeat each statement twice. Pause for several seconds between statements to give enough time for participants to answer (Note: you may provide extra support to those who are not comfortable reading or filling out forms. Provide support as needed).
7. Once everyone has completed the worksheet, debrief the exercise:
 - a. *What was it like for you to complete this worksheet?*
 - b. *What did you find difficult?*
 - c. *What do your answers tell you about yourself?*
 - d. *Many of us might not want to show this to others. What does this tell us about how we use our power?*
 - e. *Were there any questions that you did not want to answer honestly?*
 - f. *When we use our power over someone else do we usually feel good about this?*
 - g. *Is treating all people equally and with respect easy all the time? Why or why not?*
8. Ask if there are any questions about today's session before you discuss the Take-Home Exercise.
9. Summarize the session: *Using one's power over another person creates negative feelings, such as resentment, hopelessness and anger. Using one's power over another person is abusive. It is a violation of that person's rights.*

Take-Home Exercise

Observe your own interactions this week (with your partner, children, relatives, friends, neighbors, etc. over the course of the next week). Identify at least two instances when you used your power positively and two instances when you used your power negatively. You can either write these down or remember them.

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9. Thank participants for their active participation. Explain the Take-Home Exercise for the week and remind participants of the time and date for the next session before closing.

At the end of the week, schedule time to discuss these observations with your partner:

- a. Share the incidents of positive and negative use of power that you observed in yourself*
- b. Discuss what made each instance a positive use of power or a negative use of power.*
- c. Reflect upon how it made you feel to use your power positively and how it felt to use your power negatively.*
- d. Share ideas on how you could have changed your negative use of power to positive.*

(Facilitators Note: Emphasize to participants that none of us is perfect! We all struggle with power sometimes. Therefore, they should not be hard on themselves every time they use power negatively. We all have those moments. It is important to notice those moments so that we can learn from them).

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Worksheet : Powerful Choices

No.	Statement	Always √	Sometimes ¥	Never ≠
1.	When I talk to my partner, I raise my voice.			
2.	Being chosen for this program makes me feel more important than my neighbors.			
3.	I cannot stand it to be refused sex.			
4.	I decide how the household money is spent.			
5.	I decide how our agriculture products are used			
6.	I can initiate sex with my partner			
7.	When my children do not listen, I beat them.			
8.	When I quarrel with someone, I do not apologize first. I wait until they come to make up with me.			
9.	I feel that people have the right to buy sexual favors.			
10.	I feel that it's ok for a husband/boyfriend to beat his wife/ girlfriend, if he has a good reason			
11.	I feel ashamed to greet people who have less status than I do, especially when we are in public.			
12.	I easily shout at my domestic worker.			
13.	I have to have the final decision in all matters at home.			

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14.	When I am nervous, I become aggressive.			
15.	I easily call a person a liar, stupid, ugly, etc.			
16.	My sexual pleasure is prioritized more than my partner's in my relationship is.			

Session 4: G is for Gender



I. SUGGESTED TIME:

□□hours 45 minutes/sessions

II. OBJECTIVE:

- ❖ To help participants to process their experiences with the previous session's Take-Home exercise
- ❖ To enable participants identify the different roles and characteristics our communities impose on females and males
- ❖ To help participants build understanding of the difference between "sex" and "gender," including the fact that gender can change.

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- ❖ To become aware of the different tasks and roles men and women take on in the household and discuss if and how those roles could be exchanged

III. ACTIVITIES:

Activity 1: Take-Home Reflection

🕒 **Time required 30 minutes** 👤

Methodology:

✍️ **Materials and Preparation:** Individual work, Pair-share

📝 **Steps:**

1. Welcome everyone to the session. 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. 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. *How did it feel to talk about power with your partner?*
3. Discuss participants' reflections, drawing out commonalities and addressing concerns.

Activity 2: Gender Lifelines ⁶

🕒 **Time required 75 minutes** 👤

Methodology:

⁶ Adapted from Rethinking *Domestic Violence: A Training Process for Community Activists*, Raising Voices, 2004.

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 **Materials and Preparation:** Individual work, Pair-share

- Draw a large chart/table on a flipchart that has 3 columns and 5 rows and takes up the full page (see small image below):
 - Draw four columns
 - Title the first column “Age,” the 2nd column “Girls,” and the third column “Boys.”
 - Draw five rows across the columns.
- Labels the first row “0-5,” the next one “5-10,” the next one “10-15” and so on (in 5-year increments) until you get to 25



Steps:

1. Introduce Session 4: *in this session, we are going to explore how the power imbalance between men and women came to be and why it exists. Let us begin by taking a closer look at the lives of girls, boys, women and men.*
2. Explain: *You are going to work in groups to consider the lives of girls and boys in our community, starting from birth until age 25. In your groups, you will think about and discuss all of the things that characterize a girl’s life and boy’s life at different phases. You can think of the phases in five-year increments: ages 0-5, 5-10, 10-15, etc. Think about how boys and girls are expected to behave, how they are treated, how they are valued, what they are expected to wear, what they are allowed to do, who they associate with etc. in each phase. You will discuss as a group and record your answers in a table on a piece of flipchart paper like this (Show the sample flipchart).*
3. Walk participants through an example: Babies may be dressed in different colors and spoken to differently if they are girls or boys. So in the “0-5” row, under “Girls” you would write that people talk to them in a soft and sweet way and they wear pink. In the “Boys” column you would write that they are praised for being a boy and wear blue.
(point to the relevant boxes on the table/chart so that it’s clear to participants).
Girl children may be made to wear dresses, take care of younger siblings, be quiet or eat less than boys. So you would write those answers in the “5-10” or “10-15” row, under the “Girls” column (point out the relevant box to participants).
4. Explain that they will have 25 minutes to complete the exercise and 3 minutes to present their work.
5. Divide participants into three groups, hand out flipchart paper and markers, and begin.
6. Announce when there are **5 minutes** and **1-minute** left. After **25 minutes** have passed, ask participants to return to the main group.

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7. Ask the first group to come to the front of the room to present. As they present, help to draw out key points of discussion, highlighting the difference between sex and gender.
8. After 3 minutes have passed, call up the next group. Repeat Step 7 for the remaining two groups (10 min):
9. Summarize by introducing the definitions of “sex” and “gender:”
 - a. *Biological differences determine whether someone is male or female. This is known as a person’s ‘sex.’ Sex is determined at birth.*
 - b. *The other differences that we see and experience between boys and girls, men and women, are roles and characteristics that communities and society assign to them. We call this ‘gender.’*
10. Ask probing questions as needed. For example:

Groups may discuss the clothes that babies or young girls wear. You can ask whether girls are born wearing skirts. Most participants will laugh and say “of course not.” This can open a discussion about how we all come out the same, with only differences in our bodies. But immediately, our communities begin to shape us differently, depending upon whether we are girls or boys. We are taught to wear different things, behave in different ways, etc.
11. After each group has presented, ask for any questions and give participants a chance to help answering them as possible.

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Key Learning Points

☐ *From birth, and sometimes even before, we socialize girls and boys differently. We teach girls to behave in different ways than boys, have different expectations*

of girls and boys and value them differently. This is unfair, and restricts opportunities for girls and women.

☐ *Gender differences randomly assign women and girls a lower status compared to men. This creates an imbalance of power between men and women, which is harmful to our relationships and our communities.*

☐ *We often believe that the way that men/boys and women/girls behave is simply*

‘natural’” We use this to justify treating women and girls differently from men and boys. However, gender differences are differences that we create.

☐ *Gender can change! As communities and cultures change and grow, so can our rigid expectations about how we should behave simply because of our sex*

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Activity 3: The 24-hour Day⁷

🕒 **Time required 60 minutes** 🧑

Methodology:

✍️ **Materials and Preparation:** Individual work, Pair-share

Steps:

1. Welcome participants back from the break. Introduce the next exercise: *Now that we know the difference between sex and gender, we are going to further explore the idea of gender roles.*
2. Ask participants: *What do we mean by ‘gender roles.’* Listen to responses from 1-2 participants.
3. Summarize: *Gender roles are the different roles that women and men are expected to play in their families, communities, work places, etc. because of society’s ideas about the differences between men and women.*
4. Explain that you will now divide into 5 groups. Each group will imagine a typical day in the lives of a wife and husband in their community. On a piece of flipchart paper, they will draw two columns- one for the wife, one for the husband- and list the activities or tasks they each perform over a 24-hour period (1 day). Participants can write the tasks or draw images to represent them. They should also note whether each of the tasks is paid or unpaid. Groups will have 10 minutes to complete the activity. Once they are finished, they should hang their flipchart on the wall in the back or front of the room, creating a “gallery” of flipcharts.
5. Divide into 5 groups by counting off 1-5, or any other means. Hand out flipchart papers and markers and begin (10 min).
6. Announce when there are 5 minutes and 1 minute left and when time is up. If groups have not yet hung their flipcharts on the wall, ask them to do so.
7. Invite participants to take “gallery walk,” going around the room to study the work of other groups. Ask them to note what is the same and what is different from theirs.
8. After 5 minutes, ask participants to return to their seats.
9. Debrief the exercise by facilitating a discussion about men and women’s roles and status in society:

⁷ Adapted from Promundo and CARE International in Rwanda. 2012. *Journeys of Transformation: A Training Manual for Engaging Men as Allies in Women’s Economic Empowerment*. Washington, DC, USA, and Kigali, Rwanda: Promundo and CARE Journeys of Transformation adapted from One Man Can. Workshop Activities: Talking to men about gender, domestic and sexual violence and HIV/AIDS. South Africa: Sonke Gender Justice; UNDP (2007) Gender Awareness and Development Manual: Resource Material for Gender Trainers. Kabul: Gender Equality, UNDP Afghanistan; Promundo et.al. (nd) Working with Young Women: Empowerment, Rights, and Health. Rio de Janeiro: Promundo.

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- a. *What have you noticed how men and women spend their days? What differences do you see?*
- i. *Who generally carries out more activities or tasks during the day, men or women?*
(response: women) ii. *Who generally has more leisure time, men or women?*
(response: men) b. *How do you define work?*
- c. *Which of these activities or tasks are considered work?* (probe to highlight the point that though we often say that women don't work, they are working very hard inside the home every day. This work is unpaid and often goes unnoticed).
- d. *How do you think this division of roles affects women? Men? The relationship and household?*
- i. (possible responses for women: they are exhausted, no time to rest, not interested in sex, stressed, connect with children more than men)
- ii. (possible responses for men: feel pressure to provide, drink or hang around when they want, don't connect strongly with children, have more power)
- iii. (possible responses for household/ relationship: when one or both partners are stressed out and exhausted, or when the other has more power/rights, then this negatively impacts their relationship and the household. It's also not an efficient way to manage the household).
- e. *Which activities do you think a man could never do? Why?* (probe whether this is because of a biological difference between men and women, i.e. whether men are born without the ability to do these things, or is it just what we expect of men?
Highlight that gender differences are imposed, not created)
- f. *Which activities do you think a woman could never do? Why?* (probe as above)

Key Learning Points

❖ *The idea that certain types of work should be done by women and others by men*

is based on gender socialization (what we believe they should do), not biology (what they are naturally capable of doing).

❖ *Women and men are both capable of doing tasks/activities traditionally done by the other.*

❖ *Gender roles put tremendous burden on women, whose work inside the home is not valued. It is important that we recognize the important contributions that women make to households and communities.*

❖ *The strict division of gender roles negatively influences women, men, and their relationship and household. Balancing gender roles would help to create healthier and more efficient household*

10. Thank participants for their active participation. Explain the Take-Home Exercise for the week and remind participants of the time and date for the next session before closing.

Take-Home Exercise

Part 1: As a couple, identify the ways that you socialize your children according to gender, e.g. expect girls to speak softly or allow boys to play while girls help with housework (if you do not have children you can discuss how you were socialized). Discuss at least one thing that you can do to treat boys and girls equally (these changes apply whether you only have one sex or both sexes).

Part 2: Together, choose one activity/household task that has traditionally been done by the opposite-sex in your family (man takes traditionally woman's task, and woman takes traditionally man's task) Each of you carry on with the task for one week. Observe how it feels and be prepared to discuss it next week

Session 5: Rights and Reality



I. SUGGESTED TIME:

□□hours 45 minutes/sessions

II. OBJECTIVE:

- ❖ To help participants to process their experiences with the previous session's Take-Home exercise
- ❖ To enable participants demonstrate how women and men experience human rights differently.
- ❖ To enable participants explore the implications of injustice.
- ❖ To build awareness on how Rwandan laws aim to protect equal rights between women and men
- ❖ To enable participants reflect upon how they access rights in their relationship and where there are power imbalances.
- ❖ To appreciate the benefits of balancing power and accessing rights equally

III. ACTIVITIES:

Model Couples in Eliminating Gender-Based Violence

Activity 1: Take-Home Reflection

 **Time required 30 minutes** 

Methodology:

 **Materials and Preparation:** Individual work, Pair-share

 **Steps:**

1. Welcome everyone to the session. 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 the term “gender” and “gender roles.” Listen to responses from 1-2 participants. Summarize that gender refers to the characteristics, behaviors, and roles that society assigns to men and women, girls and boys on the basis of their sex.
2. Invite participants to share their reflections about the Take-Home Exercise. You can use the following questions to guide the discussion:
 - a. *What did you notice about how you socialize 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. *How did it feel to take on a role that is traditionally done by the opposite sex?*
 - i. *What were some of the challenges? Benefits?*
 - c. *Do you think you could maintain these changes? Why or why not?*
 - d. *What did you learn from this experience?*

3. Discuss participants’ reflections, drawing out commonalities and addressing concerns.

(Note to Facilitator: It is not expected that participants will feel comfortable to change or share gender roles overnight. It is normal for there to be resistance or discomfort. The aim at this point in the curriculum is to understand the impact of the rigid division of gender roles on their families and to start considering alternatives).

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Activity 2: Human Rights and Reality⁸

 **Time required 60 minutes** 

Methodology:

 **Materials and Preparation:** Individual work, Pair-share

- Photocopy the Human Rights Worksheet and Reality Worksheet provided at the end of these instructions (one for each participant).
- Create a template of the Human Rights Worksheet and Reality Worksheet on flipcharts. You do not have to write every phrase but the main headings so that you can show it to participants.
- Prepare a flipchart with two columns: one titled “Men” and the other titled “Women.” Hang it on the wall and fold it upwards so that the title is covered.



Steps:

1. Introduce this session by explaining to participants: *We have been exploring the issue of power. We have said that in this project we aim to foster positive uses of power and reduce negative uses of power. In this session we are going to make the connection between power and rights.*
2. Ask participants: *What does the word ‘rights’ mean to you?* Listen to answers from 2-3 participants.
3. Explain: *Rights are things that we are entitled to or freedoms that are guaranteed to us. The laws in our country and internationally guarantee that all human beings have the same rights. In reality, however, all people do not enjoy their rights equally.*
4. Hand out the Human Rights Worksheet to each participant. Hang the flipchart template on the wall.
5. Explain to participants that the worksheet begins with the phrase, “I believe that everyone has a right to...” (Indicate where this is on the flipchart). In the column below, there are different ideas for completing that sentence, e.g. “make decisions” or “speak their mind” (so the full sentences would be ‘I believe that everyone has a right to make decisions’ and ‘I believe that everyone has a right to speak their minds’). Point to where the numbers and statements are listed on the flipchart.

⁸ Adapted from Michau, L. et al. *The SASA! Activist Kit for Preventing Violence Against Women and HIV*. Start Phase, Deepening Knowledge Training Module, p 21-29. Kampala: Raising Voices, Dec. 2008.

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6. Continue explaining that you will read aloud each of the ideas to complete the sentence “I believe that everyone has a right to...” Participants should think about whether they agree, disagree, or are not sure about the statement you read. They should then tick the corresponding box on their worksheet for “Agree,” “Disagree,” or “Not Sure,” depending upon what they believe. For example, if they do not believe that everyone has a right to make decisions, then they would tick the box for “Disagree.” If they are not sure whether everyone has a right to make decisions, they would tick “not sure.”

Note: Symbols have been added to each column to help those who cannot read to remember which columns indicate “Agree,” “Disagree,” and “Not Sure.” Be sure to point out the symbols and explain which ones correspond to which answer.

7. Ask whether there are any questions and answer anything that needs to be clarified.
8. Begin by reading the first statement. Repeat the statement and pause before moving the next. Continue until you complete the first worksheet. Emphasize that this is a private exercise and participants do not need to discuss with their neighbors.
9. After completing the worksheet, ask: *Are there any human rights that are listed here that you disagree with or are not sure about? Discuss (5 min).* (Facilitator’s note: Try not to get ‘stuck’ on specific examples or one-off scenarios. The aim of this conversation is to understand people’s beliefs and help them make the connection to power. The second worksheet will explore the reality of rights in more depth).

10. Explain: *We are now going to look at another worksheet. The next worksheet will be completed in small groups. Let’s first review the work together.*

11. Hand out the Reality Worksheet to all participants. Hang the flipchart template on the wall.

12. Explain: *This sheet begins with the question ‘Do most... (blank)... have the power to...’ with a list of situations below. Next to the question, there are two columns to fill in the blank: ‘Men in Your Community’ and ‘Women in Your Community.’ (So the question becomes ‘Do most men in your community have the power to...’ and ‘Do most women in your community have the power to...’). Each group should think about the **reality** of whether most men in your community and most women in your community have the power to do each of the things listed. Your answers should reflect what actually happens, not what you would like to happen. You will mark your answers by ticking ‘Yes,’ ‘No’ or ‘Not Sure,’ in the columns for men and women, based on what you believe. Remember that you are answering about whether **MOST** men and **MOST** women in your community have the power to do this, not **EVERY** man or woman. There will always be exceptions, but we want to know what is most common.*

(Note: Be sure to point out the symbols and explain which ones correspond to which answer so that participants who cannot read are able to follow the exercise).

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13. *Groups will have 5 minutes to do this.*
14. Ensure there are no questions. Ask participants to form 10 small groups by counting off 1-10 and dividing into groups by number. Divide into groups and begin.
15. Alert participants when only **1 minute** remains.
16. Call out “*Time’s Up*” when **5 minutes** have passed.
17. Ask the groups to count the total number of ticks for “yes” in the men’s column, and the total number of ticks for “yes” in the women’s column. Ask each group to share their totals with all participants. Uncover the flipchart with the column “Men” and “Women” and write the numbers on the flipchart in the appropriate column.
18. Ask:
 - a. *Did women receive less ticks for ‘yes’ than men? Why?*
 - b. *Do you think this is right or fair? Why or why not?*
19. Summarize: *If we believe that all people share the same basic human rights, yet half the population are not able to enjoy these rights, this is injustice. This injustice exists because men are given more power by society than women.*
20. Ask participants: *What happens when there is injustice like this in our lives and communities? What does this mean for women and men, children and families, the community and society?* (sample responses: women cannot reach their full potential, communities do not develop as strongly, relationships are not as strong as they could be, men also do not reach their full potential).
21. Summarize: *The denial of rights is called injustice. Injustice happens when one group of people consistently has more power than another group. Injustice affects all members of a community. This injustice, this imbalance of power, is the root of gender-based violence.*

Worksheet 5.1: Human Rights

No.	I believe that everyone has a right to	Agree √	Disagree ×	Not Sure √
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1.	Make decisions about their lives			
2.	Speak their mind			
3.	Earn money			
4.	Make decisions about finances			
5.	Decide when they want (and do not want) to have sex			
6.	Come and go freely from home			
7.	Privacy			
8.	Rest			
9.	Information			
10.	Safety			
11.	Healthcare			

Handout 5.2: Reality Worksheet

No.	Do most have the POWER to...?	MEN in Your Community			WOMEN in Your Community		
		Yes ✓	No ✗	Not Sure ?	Yes ✓	No ✗	Not Sure ?
1.	Make decisions about their lives						

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2.	Speak their minds						
3.	Earn money						
4.	Make decisions about finances						
5.	Decide when they want (and do not want) to have sex						
6.	Come and go freely from home						
7.	Have privacy						
8.	Rest						
9.	Access information						
10.	Live free of fear						
11.	Be safe at home and in public						
12.	Protect themselves from STIs						
TOTAL NUMBER OF TICKS							

Activity 3: What the Law Says

 **Time required 60 minutes** 

Methodology:

 **Materials and Preparation:** Individual work, Pair-share

- Tape 2 pieces of flipchart paper together to create one big piece. Across the middle, write the words “Equal Rights between Men and Women” in big bold letters. Hang this in the front of the room. Cover it until ready to use in the session.
- Prepare a flipchart with the title “Rwandan Laws and Policies” and the following bullet points underneath:
 - Constitution
 - 1999 Inheritance Law
 - 2008 Prevention and Punishment of Gender-based Violence (GBV) Law
- Make 2 photocopies each of the “Situation Statements for Group 1” and the “Situation Statements for Group 2,” provided at the end of this exercise. Cut them

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along the dotted lines and clip Group 1 together and Group 2 together for use during the game.

Steps:

1. Welcome participants back from the break. Introduce the next exercise: *We will now look at the rights that we all have as Rwandan citizens.*
2. Uncover the flipchart that says “Equal Rights between Men and Women.”
3. Explain that in Rwanda, the law guarantees equal rights between men and women. This means that according to the law, men and women are entitled to the same freedoms.
4. Hang the flipchart with the Rwandan Laws and Policies listed on it. Explain that there are 3 major laws in Rwanda that guarantee equal rights between men and women: the Constitution, the Inheritance Law (1999), and the GBV Law (2008). Each of these aims to protect equal rights in different ways:
 - a. The Constitution of Rwanda is the basis for all other laws and calls for equal rights between men and women and gender equality. It also states that women will occupy at least 30% of posts in decision-making bodies.
 - b. Rwanda’s 1999 inheritance law establishes three marital property regimes and grants equal inheritance rights to male and female children of civil marriages.
 - c. The Law on the Prevention and Punishment of Gender-Based Violence (the GBV Law) focuses on gender-based violence. It defines gender-based violence and specifies the penalties for committing certain crimes. The minimum penalty is a prison sentence of six months and maximum is life imprisonment.
5. Let participants know that you are now going to play a game to help everyone understand the laws that protect our equal rights. In this game, they will all get a chance to become lawyers!
6. Explain the game:
 - a. *In a moment, we will form 2 groups by counting off 1-2. Each group will come to the front and form a line, facing the other group. To begin, Group 1 will play the role of community members and Group 2 will become lawyers!*
 - b. *I will come around and hand out a strip of paper to each community member. On that strip of paper is written a situation that you have seen in your community. You are not sure whether this situation is legal or illegal.*
 - c. *You will approach your lawyer, who is the person standing directly opposite you from the other group, to ask for advice. You will ask your lawyer:*
 - i. *Is this legal or illegal according to Rwandan Law?*

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ii. Why?

- d. *Your lawyer will explain whether this is either legal or illegal. If it illegal, they must explain how this example denies equal rights between men and women.*
 - e. *After one round, we will switch roles and the community members will become lawyers.*
7. Ensure that there are no questions and begin by counting off 1-2 to form 2 groups. Ask each group to form a line in the front of the room, facing the other group.
 8. Next, hand out the Situation Statements for Group 1 (one per participant) to Group 1.
 9. Invite them to approach their lawyers for advice. Give them 3 minutes to get advice from their lawyers (3 min).
 10. After 3 minutes have passed, ask for volunteers to read their situation and explain whether it is legal or illegal and why (Note: all of the situations are illegal). Probe to help participants highlight how this situation denies equal rights to men and women. Listen to responses for each one of the examples given. (5 min)
 11. After 5 minutes have passed, ask participants to return to their lines. This time, switch roles- Group 2 will become the community members and Group 1 will become the lawyers.
 12. Give out the Situation Statements for Group 2 (one per participant) to Group 2.
 13. Repeat steps 11 and 12 (10 min).
 14. After you've discussed all of the scenarios, invite participants to return to their seats.
 15. Ask participants: *Why is it important to understand what the Rwandan Law says about equal rights between men and women?* Listen to responses from 2-3 participants (2 min).
 16. Open to a blank piece of flipchart paper and write "What Can We Do?" at the top. Ask participants: *If we know the laws, what can we do to help make sure they are implemented?* Keep this at the pace of a quick brainstorm and record participants' responses on the flipchart. Sample responses include:
 - a. Treat boys and girls and women and men equally in our own families.
 - b. Treat women and men equally where we work.
 - c. Ensure that girls/women and boys/men have equal opportunity to go to school, access health care, etc.
 - d. Do not threaten or harass about dowry
 - e. Do not take away women's inheritance or threaten denial of inheritance.
 - f. Report to a local leader or police when we know of cases of GBV or discrimination against women and girls.
 17. Ask if participants have any questions or comments. Summarize the exercise:
 - a. *Rwandan law guarantees equal rights between women and men.*
 - b. *As Rwandan citizens, we are all entitled to these rights and responsible for upholding them in our homes and communities.*

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c. We can seek support from others if we feel that these rights are being violated.

18. Thank participants for their active participation. Explain the Take-Home Exercise for the week and remind participants of the time and date for the next session before closing.

Take-Home Exercise

Think about the Human Rights and Reality worksheet that we completed during this session. Throughout the next week, pay close attention to how you and your partner access these rights within your household. Notice whether one of you has more power than the other to access their rights.

At the end of the week, schedule time with your partner for Take-Home discussion. Choose two examples of rights in your relationship, which the husband has more power to access than the wife. Discuss how this affects your relationship. Then discuss how it could benefit you if you both had the power to access these rights equally in your relationship.

Hand out 5.3: Situation Statements a. For Group 1

A family allows their boy children to go to school but not their girl children

A man has another sexual partner outside of his marriage

A man forces a woman to have sex against her will

A woman has given birth to her last child and, like all the others before, it is a girl. They refuse to give proper care to the child, as they did not need another girl.

A woman who is raped gets pregnant. She goes to the clinic for care but they refuse to help her, saying that they do not help women in such a condition.

A man forces his wife to have sex when she does not want to, insisting that since he paid dowry for her, she now belongs to him.

A family forces their youngest daughter to drop out of school and marry an older man because they can get a good price for her.

A man denies his wife to eat dinner as punishment for preparing the meal late

b. For Group 2

A woman loses her job because she becomes pregnant

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Someone offers money to families for their girls in order to send them to work as domestic workers in other countries

----- A

doctor who treats a victim of rape refuses to appear in court

----- A

man exposes himself to a group of girls as they are walking to school

A girl is kicked out of school when she becomes pregnant

A woman reports to police that her husband is being violent. They tell her that these are private matters, and send her home to work it out with her husband.

A woman asks for a job in a local shop. The owner says that she can have the job if she first gives him sexual favors

A husband insists that his wife has sex with him as many times as he wants even if she says no

A girl's neighbor, who helps to take care of her, puts the girl's hand on his private parts and tells her it is ok because he is a friend

Session 6: GBV- The Basics



I. SUGGESTED TIME:

□□□□ hours/sessions

II. OBJECTIVE:

- ❖ To help participants to process their experiences with the previous session's Take-Home exercise
- ❖ To enable guide participants in understanding the types of gender-based violence.
- ❖ To enable participants demonstrate the relationship between genderbased violence and power and control.
- ❖ To enable participants identify and examine the effects of violence.

III. ACTIVITIES:

Activity 1: Take-Home Reflection

⌚ Time required 30 minutes 🧑

Methodology:

Model Couples in Eliminating Gender-Based Violence

 **Materials and Preparation:** Individual work, Pair-share




Steps:

1. Welcome everyone to the Session. Remind participants that in the last session, you talked about human rights, reality, and injustice. Couples were asked to reflect upon their access to rights within their relationships.
2. Ask participants whether they had an opportunity to fill out the Human Rights and Reality Take-Home Exercise worksheet. Invite participants to share their reflections about the Take-Home Exercise. You can use the following questions to guide the discussion:
 - a. *What did you notice about rights in your relationships?*
 - b. *Do both partners have equal rights in your relationships?*
 - c. *What were the biggest differences between the man's rights and woman's rights?*
 - d. *How do you think this affects your relationships?*
3. Discuss participants' reflections, drawing out commonalities and addressing concerns.

Activity 2: What is Gender-based Violence⁹

 **Time required 60 minutes** 

Methodology:

 **Materials and Preparation:** Individual work, Pair-share, small groups Write the following definition on a flipchart, and hang it on the wall:

Gender-based violence (is a term for any harmful act that is perpetrated against a person's will and that is based on socially ascribed (i.e. gender) differences between males and females. It includes acts that inflict physical, sexual, mental, emotional or economic harm as well as threats of such acts, coercion, and other deprivations of liberty. These acts can occur inside the home (in private) or outside of the home (in

⁹ Adapted from Michau, L. et al. *The SASA! Activist Kit for Preventing Violence Against Women and HIV*. Start Phase, Deepening Knowledge Training Module, p 32-34. Kampala: Raising Voices, Dec. 2008.

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public).¹⁰ GBV is most commonly committed against women and girls as a way of controlling them.

□ Prepare four flipcharts, each with one of the following titles, and set them aside:

○ physical violence ○

emotional violence ○

sexual violence ○

economic violence



Steps:

1. Introduce the session: *It is the goal of our work together to reduce GBV. We hear this term a lot. But what is this 'gender-based violence' or 'GBV' that we keep talking about? Do we know what it really means? Now that we have a stronger understanding of power and gender, we can examine the meaning of gender-based violence.*
2. Ask one participant to read the statement on the flipchart or read it aloud yourself if reading is sensitive or challenging in the group:

Gender-based violence (is a term for any harmful act that is perpetrated against a person's will and that is based on socially ascribed (i.e. gender) differences between males and females. It includes acts that inflict physical, sexual, mental, emotional or economic harm as well as threats of such acts, coercion, and other deprivations of liberty. These acts can occur inside the home (in private) or outside of the home (in public). GBV is most commonly committed against women and girls as a way of controlling them.

3. Explain to participants that definitions can seem complicated, so you will now read the definition again, line by line, and stop to discuss the different aspects.
4. Read the first line of the definition and pause. Ask participants what they think we mean when we say that the violence 'that is based on socially ascribed (i.e. gender) differences

¹⁰ Adapted from Inter-agency Standing Committee. *Guidelines for Integrating Genderbased Violence Interventions in Humanitarian Action: Reducing Risk, Promoting Resilience and Aiding Recovery*, 2015 and cross-referenced with Rwandan Law.

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between males and females.’ Take responses from 1-2 participants. Highlight the following key points:

- a. GBV happens because we have different expectations of women and men and do not value them equally. Our expectations condone men using power over women.
- b. Gender-based violence is often justified as a means of fulfilling gender roles (or punishment for not fulfilling gender roles).
- c. Gender-based violence is different from random acts of violence. Random acts of violence occur at any time because of specific incidents; they happen once and are finished. GBV is part of an ongoing system in which we socialize men and women differently and value women less than men.

Note to Facilitator: Point D is very important and often overlooked. It is important that people understand this in order to really understand what is GBV.

5. Explain: *There are many forms of gender-based violence. They are usually categorized into four types: physical, emotional, sexual and economic.*
6. Hang the four prepared flipcharts on the wall, not too close to each other.
7. Explain the exercise:
 - a. *Each group will work on the type of violence named on their flipchart.*
 - b. *Each group has **5 minutes** to come up with as many examples of that type of violence as possible.*
8. Ask the participants to divide into four groups by choosing which type of GBV you would like to discuss and standing in front of that flipchart (Note: if groups are really uneven then you may have to ask some people to switch groups).
9. Ensure there are no questions, and then ask the participants to begin.
10. Alert the participants when only **1 minute** remains.
11. Call “*Time’s Up*” when **5 minutes** have passed.
12. Ask participants to come back to the larger circle.
13. Ask one participant from the “physical violence” group to present their work.
14. After the presentation, ask the group:
 - a. *What are some other examples you could put under this type of violence?*
 - b. *Does anyone have a question about this type of violence?*

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15. Ask for the next group to present their examples and repeat the discussion questions. Continue like this for each group.

Facilitator's Note: It is common for participants to focus only on extreme forms of violence. Probe as needed to help participants identify the other common forms of violence that affect people's day-to-day lives.

16. Go back to the definition of violence against women.

17. Read the last phrase: *GBV is most commonly committed against women and girls, as a way of controlling them.* Ask participants to turn to their neighbor and discuss what this means. Give participants **5 minutes** for this discussion.

18. When **5 minutes** have passed, facilitate a group discussion about this last phrase by asking the following questions:

a. Why do you think gender-based violence is most commonly committed against women and girls?

- i. Because society gives more power to men as a group than to women.
- ii. Because gender roles and expectations condone violence against women.
- iii. Because in society, we view women as less valuable than men.

b. How do you think gender-based violence is linked to control?

- i. Because as a society we expect men to demonstrate that they are in control of their partners or daughters.
- ii. As a community, it is seen by many as normal for men to control women. Without this external control, women are considered unable to manage themselves.

c. Is gender-based violence always a form of 'power over?' Is it always negative?
(Response: Yes. All types of GBV are an abuse of power and meant to control the victim.)

(Note to facilitator: It is likely that participants will ask about GBV against men. If they do, you can explain that there are some cases of GBV 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

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It is common for participants to want to debate the point of GBV against men for a long time, despite the reality on the ground. It is important not to let this drag for too long. Try to focus on the main points and continue to move the conversation forward.

19. Ask participants if there are any questions about the meaning of gender-based violence. Answer any questions before moving to the next session

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Activity 2: Effects of Violence

Facilitator's Note:

It can be challenging for participants to think about the day-to-day consequences of GBV that occur in everyday lives and in couples where violence is less extreme. Participants may focus on extreme forms of violence and brainstorm only extreme consequences, e.g. suicide, divorce, dropping out of school. The purpose of this exercise is to try to understand the common effects of GBV that affect all of us, such as what it means for a relationship when one partner fears the other, in addition to those severe consequences. It is important to help participants connect with this issue personally and to probe in ways that helps them identify the emotional impacts of GBV and ways it hinders the healthy functioning of a couple, family, and community.

 **Time Required: 60 minutes** 

Methodology:

 **Materials and Preparation:** Individual work , Pair-share, small groups **Photocopy the Scenarios provided at the end of these instructions.**

Steps:

1. Explain to participants: *In this exercise, we will explore the effects that gender-based violence has on women, men, children, and the whole community.*
2. Explain that in a moment you will divide into 4 groups. Each group will receive a scenario about a couple and discussion questions. The group will read the scenario together and then discuss the questions. Each group will have 10 minutes to discuss and 5 minutes to present.
3. Divide into groups by counting off 1-4 or any other way. Give out the scenarios (1 to each group) and begin the exercise.
4. Circulate between the groups to make sure everyone is on track. Encourage groups to imagine themselves as the characters in the scenario and think about the real impacts (10 min).
5. Alert the participants when there are **5 minutes** remaining, **1 minute**, and when time is up
6. After 10 minutes have passed, bring all of the groups back to plenary. Invite the first group to present. Ask them to begin by reading their scenario aloud to all of the participants. They can then read the discussion questions and present their responses.

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

7. After the first group has finished presenting, ask participants whether they have any questions or anything they would like to add. Probe as needed to help participants reflect upon how this type of GBV really affects the individuals involved and hinders the healthy functioning of the couple and family.
8. Continue in this way with each of the remaining groups. Probe as needed to pull out key consequences. Example of impacts include (these are to guide you in probing, you do not need to read them):
 - a. Impact on women:
 - i. Physical: physical injuries, unwanted pregnancies, reproductive health problems.
 - ii. Emotional: fear, isolation, self-doubt, low self-esteem, lack of ability to reach their full potential, low expectations of themselves and others, frustration, unhappiness, acceptance of things that harm them
 - b. Impact on children: physical and emotional consequences, learn 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 parents, cannot reach their full potential
 - c. 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
 - d. 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.
9. After all of the groups have presented ask participants: *How do you think it affects our communities when we condone and accept these forms of GBV in our relationships?* (sample responses: it prevents our communities from fully developing and perpetuates negative uses of power between men and women).

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Key Learning Points

- ❖ *GBV negatively impacts women, men, children, families and communities. The effects are both physical and emotional.*
- ❖ *GBV prevents women from reaching their full potential. This, in turn, prevents families and communities from reaching their full potential.*
- ❖ *GBV in couples prevents the partners from enjoying a strong, healthy relationship.*
- ❖ *Children who witness or experience GBV in their homes are more likely to grow up to be violent. They also face problems in their psychological, physical and intellectual development.*
- ❖ *Relationships and families without GBV have the potential to grow stronger*

10. Thank participants for their active participation. Explain the Take-Home Exercise for the week and remind participants of the time and date for the next session before closing.

Take-Home Exercise

As individuals (separate from your partner): take some time to think about the four types of GBV that we discussed today: physical, sexual, emotional, and economic. For each type, ask yourself what are the most common examples from within your own community. Write them down or remember them. Think about how this affects women, men, children, families and the community.

With your partner: discuss what the benefits would be for families and communities if GBV was not acceptable within couples. How would the relationships and families be stronger?

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Handout 6.1: Scenarios

Scenario 1:

Shema and Patience are married. They have 4 children. Shema 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 Shema working on the farm. Life can be hard.

Shema 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, in order 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?*
 - a. *What are the physical consequences?*
 - b. *What are the emotional consequences?*
3. *How do you think it makes her feel about herself?*
4. *How do you think Shema feels about himself? What do you think he believes about his power in this relationship?*
5. *How do you think witnessing violence affects Shema and Patience's children?*
 - a. *How does it make them feel?*
 - b. *What does it teach them about relationships between men and women?*

Scenario 2:

Shema and Patience are married. They have 4 children. Shema 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 Shema working on the farm. Life can be hard.

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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 Shema 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, Shema 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?*
 - a. *What are the physical consequences?*
 - b. *What are the emotional consequences?*
3. *How do you think it makes her feel?*
4. *How do you think this affects Shema and Patience's relationship?*
5. *How do you think this affects their sexual relationship?*
6. *What do you think Shema and Patience will teach their children about sexuality?*

Scenario 3:

Shema and Patience are married. They have 4 children. Shema 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 Shema working on the farm. Life can be hard.

Patience is not allowed to work outside the home. Shema 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 Shema 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 Shema; this is not a woman's place. When Shema comes home after spending time at the bar, Patience fears

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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 Shema 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?*
- 4. How do you think this affects the management of the household?*
- 5. How do you think it affects the relationship between Shema and Patience?*
- 6. What do you think Shema and Patience's children learn from this?*

Scenario 4:

Shema and Patience are married. They have 4 children. Shema 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 Shema working on the farm. Life can be hard.

Shema 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 best 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. Shema 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 Shema and Patience's relationship?*
- 5. How do you think this affects their children?*
 - a. What do you think this teaches their children learn about relationships between men and women?*

Session 7: Understanding 'Power Over'



I. SUGGESTED TIME:

□□ hours/sessions **II.**

OBJECTIVE:

- ❖ To help participants to process their experiences with the previous session's Take-Home exercise
- ❖ To Strengthen participants' understanding of "power over" as the rootcause of GBV.
- ❖ Help participants connect personally with the reality of "power over" in their own communities.
- ❖ To enable participants explore what "power over" looks like in intimate relationships.
- ❖ To enable participants identify examples of "power over" in their relationships and come up with ideas for trying to balance power.

III. ACTIVITIES:

Activity 1: Take-Home Reflection

Model Couples in Eliminating Gender-Based Violence

 **Time required 30 minutes** 

Methodology:

 **Materials and Preparation:** Individual work, Pair-share



Steps:

1. Welcome everyone to the Session. Remind participants that in the last session, you talked about the meaning and consequences of gender-based violence (GBV).
2. Invite participants to share their reflections about the Take-Home Exercise. You can use the following questions to guide the discussion:
 - a. *What kinds of GBV did you notice in your community?*
 - b. *Did you notice anything now that you had not thought of as GBV before?*
 - c. *How do you think this affects your community?*
 - d. *What do you think would be the benefits of violence-free relationships for families and communities?*
3. Discuss participants' reflections, drawing out commonalities and addressing concerns.

Activity 2: The New Planet¹¹

 **Time required 60 minutes** 

Methodology:

 **Materials and Preparation:** Individual work, Pair-share

- Photocopy and cut out all cards provided at the end of these instructions, so that there are 30 of each Rights Card and 15 of each Life Card.
- Prepare 30 pieces of tape.

¹¹ Adapted from Michau, L. et al. *The SASA! Activist Kit for Preventing Violence Against Women and HIV*. Awareness Phase, Influence Attitudes Training Module, p 6-11. Kampala: Raising Voices, Dec. 2008.

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- ❑ Place the Rights Cards and Life Cards in separate piles for each type of card on a table off to the side in the empty part of the room. Place them upside down so that participants cannot read what is on them.



Steps:

1. Explain to participants: *“In this exercise we will all become citizens of a New Planet. On this planet we do one thing all the time—greet each other! We also listen to and seriously follow the laws of the land.”*
2. Explain: *“Participants will walk around the room and introduce themselves by name to everyone, one by one. Every time you meet someone for a second or third time, you should provide new information about yourself (e.g., where you live, if you have children, etc). For all greetings you should use your real identities.”*
3. Ask participants to stand and to begin moving around and greeting each other.
4. While they are doing so, turn over the four piles of Rights Cards.
5. After **2 minutes** of participants introducing themselves, call *“Stop!”* Get participants’ undivided attention and ensure participants remain standing.
6. Explain: *On this New Planet there are special laws and the people on this planet do whatever the laws say.* I will now read the first of three laws on the new planet.

Law Number One

Welcome to all noble citizens of our New Planet! You are a planet of happy, friendly people, always eager to meet someone new, always ready to tell them something about yourself. As citizens of this planet, you each have a right to four things:

** First, you have a right to **physical safety**, which protects you from being physically hurt. You will each get this card that represents your right to physical safety. (Show the card for “physical safety” to the group.)*

** Second, you have a right to **respect from others**, which protects you from people treating you unkindly or discriminating against you. You will each get this card that represents your right to respect from others. (Show the card for “respect from others” to the group.)*

** Third, you have a right to the **opportunity to make your own decisions**, which protects you from people who prevent you from having money or property or access to information. You will each get this card that represents your right to the*

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opportunity to make your own decisions. (Show the card for “opportunity to make your own decisions” to the group.)

* *Fourth, you have a right to **control over your sexuality**, which protects you from people forcing you into marriage, sex, commercial sex work, or any type of unwanted sexual activity. You will each get this card that represents your right to control over your sexuality.* (Show the card for “control over your sexuality” to the group.)

Please come and collect your cards (one for each right) and continue greeting each other.

7. While participants continue greeting each other turn over the two piles of Life Cards next to the pieces of tape prepared.
8. After **3 minutes**, call “*Stop!*” and gather participant’s undivided attention.
9. Explain that it is time to read the second law.

Law Number Two

To all noble citizens of our New Planet, the whole population of our planet will now be divided into two parts. Half of you will now become “squares,” and the other half will become “circles.” You will each pick a card representing one of these groups; it is called your Life Card. You must have a Life Card to survive on this New Planet. Please collect a card and tape it on your chest. Then, continue greeting each other.

10. After **3 minutes**, stop the participants and read the final law.

Law Number Three

To all noble citizens of our New Planet, times have changed. We now officially declare that circles have more power than squares. If I clap my hands (ring bell/blow whistle) while a circle and a square are greeting each other, the circle can take one of the square’s four rights. If the square has no more rights, the circle can take the square’s Life Card. If a square loses his or her Life Card he or she must stand frozen in place for the rest of the game. Even though squares know of this risk, they must continue greeting circles. Please continue greeting each other.

11. Periodically clap your hands (ring bell/blow whistle). Once a third of the participants are standing frozen, end the game by yelling “*Stop!*” and explaining that the new civilization will now be put on hold in order for discussion.
12. Have the group sit in a large circle to debrief the exercise.
13. Discuss the experience of living on the New Planet using the following questions:
 - a. “How did you feel when you received your four rights?”

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- b. *“How did you feel when you were divided into circles and squares?”*
- c. *“Squares, how did you feel when the circles were given more power? How did you feel being at risk of having your rights taken away at any time? How did it affect your behavior?”*
- d. *“Circles, what was it like to have the most power?”*

14. Draw comparisons between the New Planet and life in our community according to the following:

a. Ask participants:

i. *Does every human have a right to these same four things? (yes!)*

ii. *How is our community divided into different ‘categories’ of people?*

(Make sure “female and male” are among the responses.) iii. *What happens when society gives one group more power than another?*

iv. *When society gives some people more power, is this fair or just? (no)*

v. *Who is usually given more power in our community? (examples: men,*

cer vi. Do some people use this power to disregard the rights of others?

vii. *How do imbalances of power between women and men limit women’s lives in the world (i.e., their choices and movement in society)?* b.

Explain:

i. *When there is an imbalance of power between a woman and a man, we say that the man is using his power over the woman. This power imbalance exists because community members are unaware, accept it or are just silent about it. This is the root cause of GBV.*

ii. *For this situation to change, we will need to begin that change ourselves.*

c. Explain that in this room we all respect each other’s rights. There are no more circles and squares. Ask participants to redistribute the rights cards until everyone has one of each.

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Trainer tool 7.1






Model Couples in Eliminating Gender-Based Violence

Activity 3: Power Over in Our Relationships ¹²

 **Time required 70 minutes** 

Methodology:

 **Materials and Preparation:** Individual work, Pair-share

- On a piece of flipchart paper, draw four quadrants by drawing a line vertically down the middle of the paper, and horizontally across the middle of the paper (as shown below). Title each quadrant as follows: 1) Respect from Your Partner ★; 2) Physical Safety   3) Control Over Your Sexuality  4) Opportunity to Make Your Own Decisions ✓
- Make four copies of the “Examples of Fundamental Rights in Our Relationships” Sheet provided at the end of these instructions. For each sheet, cut the statements into strips of paper by cutting along the table lines. Mix up the strips so that they are not in order and keep them in a pile to give out during group work. You should have four complete piles to give to four separate groups.

Make four copies of the discussion questions provided at the end of these instructions.



Steps:

1. Welcome participants back from break. Introduce the next exercise: *In the New Planet exercise, we saw what happens when one group of people is given more power than another. Just as this happens in society, it happens in our relationships. In this exercise, we are going to explore the imbalance of power in our own relationships.*
2. Ask participants to remind you of the 4 rights you saw in the New Planet. (response: physical safety, respect from others, opportunity to your own decisions, control over your sexuality)
3. Explain: *These same rights apply to our own relationships. We are now going to work in groups to look at specific examples of these rights in our relationships and whether both partners have the power to access them.*
4. Explain that in a moment you are going to divide into four groups.

¹² Adapted from Michau, L. et al. *The SASA! Activist Kit for Preventing Violence Against Women and HIV*. Awareness Phase, Influence Attitudes Training Module, p 6-11. Kampala: Raising Voices, Dec. 2008.

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- a. Each group will receive a piece of flipchart paper. On the flipchart, they will draw 4 quadrants to represent each of the four rights, i.e. Physical safety, respect from others, opportunity to make your own decisions, and control over your sexuality. (Show the sample flipchart).
 - b. You will then give out strips of paper to each group as well as a set of discussion questions. On the strips of paper are written specific examples of each of the four rights.
 - c. As a group, participants will review the examples and place the example in the relevant quadrant on the flipchart. E.g. if something is an example of the right to control over your sexuality, they would tape the strip of paper in the “Control Over Your Sexuality” quadrant.
 - d. After putting all of the strips into the relevant quadrants, groups will discuss the discussion questions provided.
 - e. When they have finished, they should hang their flipcharts with the completed quadrants in the front of the room.
 - f. Groups will have 30 minutes to complete this exercise
5. Ensure that there are no questions.
 6. Divide participants into four groups by counting off 1-4 or any other way. Give out a piece of flipchart paper, a complete pile of the “Examples of Fundamental Rights” strips of paper, and a copy of the discussion questions to each group.
 7. Circulate between the groups to ensure that they are on the right track and get a sense of the discussions. (30 min)
 8. Let participants know when there are **5 minutes** remaining. After **30 minutes** have passed, call out “Time’s Up” and call participants back to the main group.
 9. Ask groups to hang their completed flipcharts if they have not done so already.
 10. Review all of the completed flipcharts, calling out the Examples of Fundamental Rights in a Relationship and the categories they belong to. Discuss any discrepancies or questions.
 11. Next, discuss in plenary the discussion questions. Begin by asking participants: *Do you think that both partners in a relationship should have equal power to enjoy all four of these rights? Why or why not?*

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12. Then, beginning with physical safety, ask participants the following and listen to their responses (*5 min*):

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- a. *Do both partners typically have equal power to enjoy this right in their relationship?*
- b. *Which partner usually has more power to enjoy this right?*
- c. *How do you think this impacts the woman, man, and their relationship?*
- d. *What would be an example of balancing power so that both partners access this right equally?*

13. Ask participants what they think would happen if partners balanced power in their relationship so that both partners could fully enjoy all of these rights? (Response: couples who balance power have happier and healthier relationships).

Key Learning Points

- ❖ *In most relationships in our communities, men have more power than women. This is the root cause of gender-based violence.*
- ❖ *We often do not recognize the imbalance of power in our relationships because it is seen as normal.*
- ❖ *When couples balance power in their relationships, then both the man and woman enjoy their rights fully and the relationship grows stronger.*
- ❖ *Balancing power can be challenging but rewarding for both women and men. It challenges attitudes and beliefs and puts women and men in new roles that they are not used to.*

14. Thank participants for their active participation. Explain the Take-Home Exercise for the week and remind participants of the time and date for the next session before closing.

Take-Home Exercise

As individuals, reflect upon the rights and power to access those rights that we discussed today (physical safety, respect from your partner, control over your sexuality and opportunity to make your own decisions). Then, think your own relationship and identify at **least two examples of power imbalance** where one partner has more power than the other does. If you

are the one using power over, this may be something you now see in a different light. Try to

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be honest. It can be difficult to accept when you have power over someone else, but doing so will help your relationship to grow.

As a couple, schedule time for discussion. Each of you share the examples you chose and why they are important to you. Together, come up with one idea for how you could balance power more equally for each example. Discuss what the challenges will be and what the benefits

74 would be. | Page

Trainer tool 7.2: Photocopy (4x) and Cut Examples of Fundamental Rights in Our Relationships

PHYSICAL SAFETY

My partner does not beat me

My partner does not cause me physical harm in any way

My partner does not threaten to cause me physical harm

I do not fear for my safety when my partner is around

My partner does not deny me the right to eat or have adequate food

My partner does not prevent me from accessing medical care

RESPECT

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My partner speaks to me as an equal and treats me as an equal

My partner listens to me

My partner values my thoughts and opinions

My partner respects me as a person

My partner respects my time

My partner does not coerce me into doing things

My partner doesn't threaten me

My partner is honest with me

My partner is faithful

My partner appreciates me and expresses appreciation

My partner does not insult me

My partner values my needs in the relationship equal to their own.

My happiness and wellbeing are prioritized equally to my partner's

My partner and I share household responsibilities

I do not fear my partner

OPPORTUNITY TO MAKE MY OWN DECISIONS

I can make decisions about my life

My partner and I make important household decisions together

I am free to come and go from my home equally to my partner

I am free to have friends outside of the family

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My partner supports my friendships with others

I have the right to work outside the home

I can enjoy my free time and so can my partner

I can make decisions about spending and saving money equally to my partner

I do not have to ask permission to access money

CONTROL OVER MY SEXUALITY

I can say no to sex with my partner without repercussion

I can initiate sex in my relationship

I can make decisions about family planning

My sexual pleasure is equally prioritized in my relationship

I am not forced to have sex

Trainer Tool 7.3: Photocopy (4x)

Discussion Questions:

1. *Do you think that both partners in a relationship should have equal power to enjoy all four of these rights? Why or why not?*
2. *For each of the 4 rights, think about the different examples noted and discuss the following:*
 - a. *Do both partners typically have equal power to enjoy this right in their relationship?*
 - b. *Which partner usually has more power to enjoy this right?*
 - c. *How do you think this impacts the woman, man, and their relationship?*

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- d. *What would be an example of balancing power so that both partners access this right equally?*

Session 8: Gender, Power and Sexuality



I. SUGGESTED TIME:

☐☐hours 45 minutes/sessions

II. OBJECTIVE:

- ❖ To help participants to process their experiences with the previous session's Take-Home exercise
- ❖ To increase participant's awareness about how gender impacts the assumptions and judgments we make about people's sexual desires and behaviors
- ❖ To enable participants identify common perceptions and norms around sexuality.
- ❖ To help participants clarify myths and misperceptions about men and women's sexuality.

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- ❖ Partners discuss their reflections from the session as a means of starting to talk about sex.

III. ACTIVITIES:

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Activity 1: Take-Home Reflection

 **Time required 30 minutes**  **Methodology:**

 **Materials and Preparation:** Individual work, Pair-share

Steps:

1. Welcome everyone to the session. Remind participants that in the last session, you looked at power imbalances between men and women. Participants were asked to go home and reflect upon the power imbalances in their relationships and choose the examples most important to them to discuss with their partner. They were then to try to think about ways to balance power more equally.
2. Invite participants to share their reflections about the Take-Home Exercise. You can use the following questions to guide the discussion:
 - a. *Which of the examples of balancing power did you choose as most important to you? Why?*
 - b. *What examples did you come up with for balancing power more equally?*
 - c. *What will be some of the challenges of implementing these changes? Benefits?*
 - d. *How did it feel to try to discuss balancing power with your partner?*
 - e. *How can you make these conversations more comfortable?*
3. Discuss participants' reflections, drawing out commonalities and addressing concerns.
4. Summarize: *We all struggle with power in our relationships. It can feel uncomfortable to begin this conversation. However, as we become more aware of the benefits of balancing power in our relationships, we can begin to make changes one step at a time. We will work together to support each other through that process.*

Activity 2: Double-Standards

 **Time required 45 minutes**  **Methodology:**

 **Materials and Preparation:** Individual work, Pair-share

- Practice reading the Story of Keza and Story of Mugisha provided at the end of these instructions.
- Be prepared to challenge the use of disrespectful local slang terms.

Steps:

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(Men and Women Separately)

1. Introduce this exercise by explaining that in today's session you will start to look more closely at the relationship between gender, power and sexuality. This can be a sensitive topic, so you have separated into groups by men and women.
2. Explain that in a minute you are going to divide into two groups. One group will stay in the room and the other will leave the room. You will come around to both groups to read them a story. You will then give them questions for discussion. The groups will discuss the questions about their story separately. They will have 15 minutes to do this. While you are reading the story of the first group, the other group should discuss their reflections about the Take-Home exercise or previous sessions.
3. Divide the participants into two groups ask one group to go outside while the other remains inside.
4. Gather the first group and read to them the **Story of Keza** followed by the discussion questions (provided at the end of these instructions). Let them know that they have 15 minutes to complete their discussion.
5. Go to the second group and read to them the Story of Mugisha, followed by the discussion questions (provided at the end of these instructions). Let them know that they have 15 minutes to complete their discussion.
6. After **15 minutes** have passed, call all participants back into the room.
7. Ask the group that read about Keza to share briefly its responses to each of the questions at the end of the story. When they get to question #3, label one of the blank flipcharts "Keza." Write the words that the group has chosen to describe Keza on the flipchart
8. Repeat step 8 for the group that read about Mugisha. Label the other blank flipchart "Mugisha" and record their responses to question #3 there.
9. Give participants a minute to look at the words on the flipcharts. Ask whether the words are mostly similar or different. Ask participants whether they would like to know what happened in the other story that was different from their own story.
10. Reveal that the two stories are identical. The only thing that is different is the sex of the person in the story.
11. Facilitate a discussion using the following guiding questions:
 - *What do we notice about the responses for Keza compared to the responses for Mugisha?*
 - *What does this tell us about the standards for girls'/ women's sexuality compared to the standards for boys'/ men's? Possible responses:*

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- There is a sexual 'double standard' for boys and girls
- Boys are often permitted, or even pressured, to be sexually active.

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- Girls are often socialized to be submissive to their boyfriends, husbands and to men in general.
 - Girls often receive negative or contradictory messages about sex.
 - Taking risks (including sexual ones) is commonly expected of boys and men in many settings.
 - Girls and women are expected to be sexually appealing but not sexually active or interested. (and media images may 'sexualize' girls at a young age).
- *How does this 'double-standard' affect girls?*
 - *How does it affect boys?*
- Possible responses:
- Girls become submissive in relationships and boys/men more aggressive.
 - Girls and community members define their worth based on their beauty and men's opinions of them. ○ Girls'/women's sexual desires and needs are not prioritized. Girls/women and their partners do not learn about how to satisfy female needs.
 - Boys feel entitled to have sex when they want it ○ Boys may feel significant pressures to "prove their manhood" through early, repeated, and sometimes even aggressive sexual experience, even if they prefer to delay sex.
 - Boys/men and girls/women do not learn how to engage in healthy sexual relationships. This creates an imbalance of power in sexual relationships in the future.
- *How does this double-standard affect husbands and wives?*
- Women's sexual pleasure is not prioritized. Partners do not explore how to please the woman.
 - The sexual relationship is seen as something that is primarily for the man's enjoyment.
 - Partners do not enjoy the benefits of a healthy mutual sexual relationship.

Key Learning Points

We are conditioned from the time we are young to believe different things about men and women's sexuality. These harmful gender norms suppress women's sexuality and condone men's power over women in sexual relationships.

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How we are socialized about sexuality in when we are young affects our sexual | relationships as adults; it often prevents us from having healthy sexual Page relationships.

☐ *Healthy sexual interactions between couples are an important part of healthy relationships*

☐ *Healthy sexual relationships involve balancing power between partners.*

Trainer tool 8.1: The Story of KEZA

Keza first had sex at the age of 16. Her two friends sometimes teased her that she had never had a boyfriend, and they encouraged her to be a friend to a certain boy and to have sex with him. She was curious, but mostly she felt pressured by her friends, so she asked the boy out and they had sex. Most everyone at school found out that Keza and the boy had had sex.

Over the next two years, Keza had sex with four other boys. One was a schoolmate; one was a neighbor, one she met at a community event, and one she met through a friend. She enjoyed having sex. Keza knew that she did not want to marry any of these boys, but she was nice to each boy at the time, and she never lied to them about her feelings. Having sex partners made Keza feel attractive and important.

Most of the time, Keza was careful about using condoms, but one time she became pregnant and had a miscarriage. Another time she got a sexually transmitted infection from a partner but was treated for it immediately.

Now Keza is engaged to a young man whom her family wants her to marry. She likes this young man, but she knows that she is expected to refrain from having sex with him until they marry in two years. When she was visiting her cousin in another village, she ran into one of her old boyfriends who wanted to have sex with her again, and Keza decided that it wouldn't hurt anyone to have sex this one time before settling down in marriage. She felt, "After all, two years with no sex is a long time." Afterward, she confided in her closest friend, who was understanding.

After reading this story, think about these questions, then discuss them with your group:

1. What do you think Keza's peers think about Keza? What "label" might they use to describe Keza?
2. What do you think other people in the community think about Keza?
3. How do you feel about Keza?
4. Create a list of at least 3- 4 words that you think best describe Keza. Choose any words that you think best describe her and write them on a flipchart.

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The Story of MUGISHA

Mugisha first had sex at the age of 16. His two friends sometimes teased him that he had never had a girlfriend, and they encouraged him to ask out a certain girl and to have sex with her. He was curious, but mostly he felt pressured by his friends, so he went ahead and asked the girl out and they had sex. Most everyone at school found out that Mugisha and the girl had had sex.

Over the next two years, Mugisha had sex with four other girls. One was a schoolmate, one was a neighbor, one he met at a community event, and one he met through a friend. He enjoyed having sex. Mugisha knew that he did not want to marry any of these girls, but he was nice to each girl at the time, and he never lied to them about his feelings. Having sex partners made Mugisha feel attractive and important.

Most of the time, Mugisha was careful about using condoms, but one girl did become pregnant and she had a miscarriage. Another time he got a sexually transmitted infection from a partner but was treated for it immediately.


Now Mugisha is engaged to a young woman whom his family wants him to marry. He likes this young woman, but he knows that he is expected to refrain from having sex with her until they marry in two years. When he was visiting his cousin in another village, he ran into one of his old girlfriends who wanted to have sex with him again, and Mugisha decided that it wouldn't hurt anyone to have sex this one time before settling down in marriage. He felt, "After all, two years with no sex is a long time." Afterward, he confided in his closest friend, who was understanding.

After reading this story, think about these questions, then discuss them with your group:

1. What do you think Mugisha's peers think about Mugisha? What "label" might they use to describe Mugisha?
2. What do you think other people in the community think about Mugisha?
3. How do you feel about Mugisha?
4. Create a list of at least 3- 4 words that you think best describe Mugisha. Choose any words that you think best describe him and write them on a flipchart. **Activity 3:**

The Truth about Our Sexuality

 **Time required 75 minutes**  **Methodology:**

 **Materials and Preparation:** Individual work , Pair-share

- Review the worksheet provided at the end of these instructions
- Prepare two signs, one labelled "Yes," the other labelled "No." Hang them on opposite sides of the room or far apart on one wall

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Steps:

1. Welcome participants back from break. Introduce the next exercise by saying that we are now going to look at our own perceptions of sexuality.

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2. Explain that you are going to play a game called “Yes or No.” Point to the “Yes” and “No” signs hanging in the room. Explain that you will read a statement and participants will answer whether the statement is yes or no by walking to the corresponding sign. Encourage participants to answer honestly and not just to follow the group.
3. Ask participants to gather in the middle of the room and begin by reading the first statement.
4. Ask someone from the “Yes” group to explain why they answered “yes.” Then ask someone from the “No” group to explain why they answered “no.” Allow for 2-3 minutes of discussion as needed. Reveal the correct answer to the group.
5. Read the next statement and repeat Step 4. Continue like this until you have read and discussed all of the statements.
6. Bring participants back to their seats for a debrief:
 - a. *What were some of the things you thought were ‘yes’ at the beginning of the session that turns out to be ‘no’?*
 - b. *What effect can this kind of misinformation have on our feelings about our sexuality and ourselves?*
 - c. *What do you notice about society’s messages about male sexuality compared to its messages about female sexuality?*
 - d. *How do you think this affects our sexual relationships?*
 - e. *Why do you think we get different messages about male and female sexuality?*

Key Learning Points

-  *Gender norms have given us misinformation about male and female sexuality.*
-  *These gender norms create an imbalance of power in sexual relationships.*
-  *A healthy sexual relationship is one in which both partners have equal power*

Take-Home Exercise

Try to start a conversation with your partner about sex this week. If you are not used to communicating with your partner about sex, this can be uncomfortable. Therefore, try to choose

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- Thank participants for their active participation. Explain the Take-Home Exercise for the week and remind participants of the time and date for the next session before closing.

a time together that would be comfortable for both of you. It may be appropriate to choose a time when there are no children around.

To help guide the discussion you may discuss the following questions:

- Which statement(s) from today's exercise did you think were a 'yes' and then found out were not 'yes'?
- Which was the most surprising?
- Why did the truth surprise you?

Make a commitment for this week to communicate with your partner when you would like to have sex and to listen to whether he/she also desires to have sex. Agree to only have sex if you both desire to

Trainer Tool 8.2: The Truth about Our Sexuality

Statement	T/F	Explanation
1 It is the man's role to initiate sex.	No	This belief is conditioned by gender roles; in fact, women can also initiate sex. Even those women who follow traditional gender roles often develop an indirect way to communicate their desire for sex to their partners.
2 It is the wife's obligation to have sex with her husband whenever he wants it, except if she is sick or menstruating.	No	A healthy sexual relationship is one in which both partners have equal power. This means engaging in sex when both partners desire to and having the equal right to refuse sex.
3 In an intimate relationship, the man's sexual pleasure takes priority over the woman's sexual pleasure.	No	To have a healthy sexual relationship, both partners' sexual pleasure should be prioritized equally.

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3	Most women do not really desire sex.	No	Most women do desire sex. However, if a woman does not get pleasure from sex, she may lose interest. It may be common for women not get pleasure from sex when their sexual pleasure is not prioritized equally to men's.
4	If someone is male, then he wants to have sex all the time.	No	Men do not always desire sex. They experience variations in their levels of desire, as do all people. It is normal for men not to want sex sometimes.
5	If one partner wants to use a condom, it is because they don't trust the other partner or think their partner is cheating on them.	No	Choosing to have safe sex is the right and responsibility of both partners in an intimate relationship. Desire to have sex with a condom does not reflect a partner's faithfulness.
6	It is ok for a man to have multiple sexual partners but not a woman; this is only natural.	No	A healthy sexual relationship requires mutual commitment and equal power. If one partner is accepted to have multiple sexual partners while the other is expected to remain faithful, then there is an imbalance of power. This negatively affects the health of both partners. The
			acceptability of men having multiple partners but not women reflects gender norms, not biological differences.

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7	A woman who likes sex a lot can't be trusted to be faithful to her partner.	No	Enjoying sex is natural for men and for women. A person's enjoyment of sex has nothing to do with his or her trustworthiness. The idea behind this statement, that women should not like sex, reflects the double standard that it is acceptable and expected that men, but not women, like sex. This idea is unfair, inaccurate, and a stereotype.
8	The social expectation that women should not want sex can affect their level of desire.	Yes	Sexual desire is affected by social expectations. If a woman thinks she should not want sex, she may suppress or deny her desire.
9	Fear of becoming pregnant or of becoming infected with an STI can affect sexual desire.	Yes	Emotional states, such as fear, can affect a person's sexual desire.
10	If you desire sex, you have to have it.	No	Sexual desire does not have to lead to sexual activity. In fact, people can enjoy feeling "turned on" without wanting to have sex. If you want to have sex, but your partner does not want to, then you can refrain from having sex.
11	The easiest way to know how to please your partner is to talk about what he or she likes and what feels good.	Yes	Every person has his or her own preferences concerning what is sexually arousing. Rather than guessing what one's partner likes or finds pleasurable, it is quicker and more reliable just to ask her or him. Communication is one key to having a positive sexual relationship that is pleasurable to both partners.

Model Couples in Eliminating Gender-Based Violence

Session 9: Common Triggers of GBV in Couples



I. SUGGESTED TIME:

□□hours 45 minutes/sessions

II. OBJECTIVE:

- ❖ To help participants to process their experiences with the previous session's Take-Home exercise
- ❖ To enable participants identify common triggers of GBV in couples including excessive alcohol use, jealousy, and disagreements about income/property awareness about how gender impacts the assumptions and judgments we make about people's sexual desires and behaviors

III. ACTIVITIES:

Activity 1: Take-Home Reflection

⌚ Time required 30 minutes 🧠 Methodology:

✍ Materials and Preparation: Individual work, Pair-share

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Steps:

1. Welcome everyone to the Session. Remind participants that in the last session, you talked separately as men and women about gender, power and sexuality. You learned that gender plays a big role in creating power imbalance in our sexual relationships, and that many of the things we thought were true about our sexuality are actually myths. Participants were asked to try to speak with their partners at home about some of things you learned during the session.
2. 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 try to talk to your partner about sex in this way?*
 - b. *What did you find most interesting about what you learned during the last session?*
 - c. *What did the session make you realize about power in sexual relationships?*
3. Discuss participants' reflections, drawing out commonalities and addressing concerns.

(Facilitator's Note: It may be sensitive for participants to share these reflections, so give people time to answer and do not force anyone to speak if they are not willing).

Activity 2: Common Triggers of GBV

Time required 60 minutes **Methodology:**

Materials and Preparation: Individual work, Pair-share

- Make four photocopies of the Couple Scenario provided at the end of this exercise
- Photocopy the Couple Role Plays sheet at the end of this session and cut along the dotted lines
- Prepare a flipchart with the title *Triggers of GBV in Couples*. Below the title write the following:
 - Excessive alcohol use (by men)
 - Jealousy
 - Disagreements about income/property



Steps:

Facilitator's Note

It is important to understand the difference between disagreements about income/property and poverty. Poverty as a state of being is not necessarily a trigger of GBV. Poverty can lead

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to disagreements and stress about income/property that DO trigger GBV. It is the disagreements about income/property that trigger instances of GBV. Should participants mention poverty as a trigger, you can help to make the distinction, while validating the very real challenges that poverty presents. Try not to get too “stuck” on the issue and simply help to draw out the main point.

1. Introduce the session: *We have seen that power imbalance is the root cause of GBV. This is what underlies everything. Other factors then come into play to spark the violence to happen. We call these factors “triggers.”*
2. Write the word “trigger” on a flipchart. Ask participants what they think it means when one thing “triggers” something else. Listen to and record their responses at the pace of a fast brainstorm (1-2 min).
3. Explain that a trigger is an action or event that sets off or stimulates something else. Give an example: *Imagine that there is a tree in your yard that has been growing old and is dying. Another tree begins to take it over and its roots begin to come out of the ground. Its branches become weak. One day, a child jumps up to pull on the leaf of the tree and a branch collapses. The root cause of that problem was that the tree was old and being overrun by another tree. However, the child pulling on the leaves was what “triggered” the branch to actually fall.*
4. Ask if there are any questions and clarify as needed.
5. Ask participants: *What are the things that couples usually argue or quarrel about?* Encourage participants to call out the first things that come to their mind as a quick brainstorm. Write down their contributions on a flipchart (3 min).
(Note: This question is specifically worded to ask what couples most often argue or quarrel about, NOT what causes violence).
6. Review the list that participants come up with and try to group them into general categories. It should end up being similar to the most common triggers of GBV flipchart (i.e. men’s excessive alcohol use, jealousy, and disagreements about income/property) with perhaps some additional.
7. Reveal the “Triggers of GBV in Couples” flipchart. Share with participants that research shows that some of the most common triggers of intimate partner violence are:
 - a. excessive alcohol use by men;
 - b. jealousy; and
 - c. and disagreements about income/property
8. Explain that this means that when there is an imbalance of power between partners, then using alcohol excessively, feeling jealous, or disagreeing about income/ property are likely to trigger GBV.

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9. Draw out the similarities between these triggers and what participants found in their brainstorm.
10. Explain that in a moment you will read an introduction to a couple named Mugabo and Mutesi. Participants will then divide into groups. Each group will receive a different scenario for this couple. Each group will prepare a role-play based on the scenario that they have received. They will have **8 minutes to prepare** the role-play and **3 minutes to perform** it.
11. Invite participants to listen carefully, and read the introduction to Mugabo and Mutesi. You can read it twice to ensure everyone has heard and understood it:

Mugabo and Mutesi are married. They are raising 5 children. 1 is a baby and the rest are in school. Mugabo works as a laborer in construction. Sometimes there is a lot of work, sometimes there is none. Mutesi stays home to take care of the children and the house. Mugabo goes out each day, hoping he will earn enough money, and stays out very late. She cannot ask him where he has been. When he comes home, Mutesi must have dinner prepared. Sometimes, if the prices have gone up in the market, then she has to buy less than usual. He sometimes gets annoyed about this. They both worry about money but do not talk to each other about it, for it is the man's business. At the beginning of each school term, when it is time to pay fees, things are particularly difficult.

12. Divide participants into 4 groups by counting off 1-4 or any other way. Hand out one of the scenarios to each group and remind them that they have 10 minutes to prepare their role-play.
13. Let participants know when there is one minute left and call out "Time's Up" after 10 minutes have passed.
14. Bring the groups back together and ask them to present their role-plays one at a time, for 5 minutes each. Begin with Group 1 and continue until all groups have gone.
15. When all groups have completed their role plays, debrief with the following questions:
 - a. *What could we see through these role-plays?*
 - b. *In which situations was there more likely to be violence?*
 - c. *Why is it important to understand what triggers violence between partners?*

Key Learning Points

It is important to understand the root cause of GBV in couples, as well as the situations, behaviors, and emotions that trigger it. If we recognize the triggers of violence, then we

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can try to reduce them and stop ourselves from reaching the trigger point. This will help us to prevent GBV in our relationships

16. Thank participants for their active participation. Explain the Take-Home Exercise for the week and remind participants of the time and date for the next session before closing.

Take-Home Exercise

For one week, try to notice which things trigger arguments or violence in your relationship. You may write these down or remember them for the next session. Discuss these triggers with your partner and try to come up with at least two positive alternatives to violence in these situations.

Handout 9.1: Couple Scenario (Photocopy and Distribute)

Mugabo and Mutesi are married. They are raising 5 children. 1 is a baby and the rest are in school. Mugabo works as a laborer in construction. Sometimes there is a lot of work, sometimes there is none. Mutesi stays home to take care of the children and the house. Mugabo goes out each day, hoping he will earn enough money, and stays out very late. She cannot ask him where he's been. When he comes home, Mutesi must have dinner prepared. Sometimes, she doesn't have enough food and has to prepare less than usual. He sometimes gets annoyed about this. They both worry about income but do not talk to each other about it, for it is the man's business. At the beginning of each school term, when it is time to pay fees, things are particularly difficult.

Couple Role Plays (Photocopy and Cut)

Role Play 1: General stress (no trigger)

It is a typical night at Mugabo and Mutesi's house. Mugabo has gone out to look for work and stayed out late. Mutesi serves him dinner when he gets home. He notices that the food on the plate is less than usual. (Mutesi explains that the prices in the market have gone up).

What do you think happens next?

Role Play 2: Excessive alcohol use

Mugabo decides to join his friends at the bar at the end of a long day. He comes home very drunk and it is very late. He notices that the food on the plate is less than usual. Mutesi explains that the food has not been enough the food in stock is over.

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What do you think happens next?

Role Play 3: Jealousy

Mugabo comes home at the end of a long day. He notices that the food on the plate is less than usual. Mutesi explains the food supply has not been enough. She says that their old neighbor Philbert has recently opened a shop told her that Mugabo should stop in if he is looking for work. Mugabo cannot understand when and why Mutesi was talking to Philbert, unless she is up to something behind his back.

What do you think happens next?

Role Play 4: Disagreements about money

Mugabo comes home at the end of a long day. He notices that the food on the plate is less than usual. Mutesi explains that the prices in the market have gone up. Mugabo says that she must be wasting their money on other things. Mutesi accuses him of wasting their money on alcohol.

Session 10: Pausing for reflection



I. SUGGESTED TIME:

□□ hours 15 minutes/sessions

II. OBJECTIVE:

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- ❖ To enable participants Solidify participants' learning of key outcomes from sessions 1-9
- ❖ To strengthen self-awareness of participant's own change process and build mutual understanding between participants.
- ❖ To foster mutual understanding and support amongst participants and between participants and facilitator.

III. ACTIVITIES:

(Women and men separately)

Activity 1: Participant Teach-Back

 **Time required 90 minutes**  **Methodology:**

 **Materials and Preparation:** Individual work , Pair-share

- Photocopy and cut the Review Cards provided at the end of this session.
- Review sessions 1-9 for key points. Look at the Review Cards at the end of this session and make sure you are confident in the answers for each one.



Steps:

1. Welcome everyone to this session: *Today we are going to take a step back and pause to reflect. We have been learning many new concepts and skills. But learning and change are a process. It is important that we continue to review these ideas and reflect upon our experiences in order to best support each other through this process of change.*
2. Explain that today you will review the sessions you've completed to date. You will divide into 4 groups. (Hold up the stack of Review Cards) Each team will pick 2 cards (1 team will pick 3). On each card are questions or phrases about the session topic. As a team, you will answer the questions or complete the phrases on the card. You will then have a chance to teach it back to the rest of the group. You can use any creative method that you would like to teach back to the group. You can use songs, pictures, dramas, etc. You will have 20 minutes to prepare and 5 minutes to present.
3. Divide into 4 groups by counting off 1-4 or any other way. Invite a representative from each group to come up and pick cards. Once they have 2 cards (one group will have 3), groups can spread out and begin preparing their presentations.
4. Circulate between the groups to answer any questions and make sure they are on the right track. (20 min)

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5. Call out when 5 minutes are left, 1 minute, and when time is up.
6. Gather groups back to the main circle and begin the presentations. Allow 5 minutes for each presentation. Save questions for after all presentations have been completed, unless something is urgent. (30 min)
7. After all presentations have been completed, ask if there are any questions for any of the groups or about any of the topics presented. Take questions from participants. As much as possible, give the opportunity for participants to answer questions for other participants. Help to clarify any misunderstandings or issues that remain unclear. (20 min)
8. When there are no further questions, invite participants to break before the next part of the session.

Trainer Tool 10.1: Review Cards

Session 1: Starting the Journey Together

1. Describe the aim of the Indashyikirwa project and Couple's Curriculum
 2. Explain how the Couple's Curriculum will work
 3. Describe at least 3 characteristics of a safe space
-

Session 2: It is All About Power

1. Describe the 4 types of power.
 2. Which types of power are positive and which are negative?
 3. How do the types of power relate to the Indashyikirwa project?
-

Session 3: Power In Our Lives

1. When you feel powerless, how does this affect you and your relationship?
 2. Why is it important to know that we all have times when we feel we have power and all have times when we feel we lack power?
-

Session 4: G is for Gender

1. How would you describe the meaning of "gender?" 2. How does gender relate to power?

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Session 5: Rights and Reality

1. What does the Rwandan Law say about men and women's rights?
 2. Can you name the laws that protect Rwandans against different forms of GBV?
 3. In reality, do men and women have the power to access their rights equally?
 4. How does this impact relationships and communities?
-

Session 6: GBV: The Basics

1. What is the root cause of GBV?
 2. What are the different types of GBV and their consequences?
 3. What are the benefits of non-violent relationships?
-

Session 7: Understanding 'Power Over'

1. How does men's power over women affect women, men and communities?
2. What are some examples of 'power over' in our relationships?

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3. What are the four rights that we had on the “New Planet” and should both partners have these same rights within our relationships?
-

Session 8: Gender, Power, and Sexuality

1. Describe at least 2 of the double standards that exist for men and women’s sexuality in your community?
 2. What are some common misconceptions about women and men’s sexuality?
 3. How would you describe the imbalance of power in men and women’s sexual relationships?
-

Session 9: Triggers of GBV in Couples

1. What are three of the most common triggers of GBV in Couples?
 2. What are some alternatives to using violence when you reach the trigger point?
-

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Activity 2: Personal Reflection

 **Time required 45 minutes** 

Methodology:

 **Materials and Preparation:** Individual work , Pair-share

Create a flipchart with the title “Core Concepts” and the following bullet points.

Hang the flipchart in the front of the room:

- What is Indashyikirwa? ○
- Creating a Safe Space ○
- Types of Power ○ Our
- Experiences of Power ○
- Human Rights and Reality ○
- Gender ○ GBV Basics ○
- Understanding Power Over ○
- Power and Sexuality ○
- Triggers of GBV ○ Do we need a head of household?



Steps:

1. Welcome participants back from the break. Introduce the next part of the session: *The rest of this session gives us time to reflect upon the changes in our knowledge and attitudes over the past few weeks, and how this is affecting our lives.*
2. Remind everyone that we have all committed to making this a safe space. So participants should get comfortable and feel free.
3. Point to the flipchart with the list of Core Concepts. Ask participants to reflect upon the various sessions that we reviewed earlier in the day. Ask whether anyone would like to share any general reflections about the process so far.
4. Facilitate a reflective discussion using the following guiding questions. (40 min) (For female only groups, probe to make sure that women feel safe in this process and that the program is not unintentionally putting them at greater risk. For male-only groups, probe to understand whether they recognize imbalances of power as they try to make changes and whether they actually believe in the changes).

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- a. *Which of these topics do you think is most important for you and your relationship? Why?*
 - b. *How has your understanding and exploration of power affected you (or your relationship)?*
 - c. *How has it been to begin to reflect upon these issues and discuss them with your partners?*
 - i. *What have been some of the benefits?*
 - ii. *What have been some of the challenges?*
 - iii. *Do you feel you have safe space to engage in these discussions with your partner at home? Why or why not?*
 1. *What needs to happen to create a safe space if you do not have one?*
 - d. *Have you begun to question any of the ideas or beliefs about men and women's relationships that you used to have? If so, which believes?*
 - e. *What has been the most interesting to you so far?*
 - f. *What do you hope to achieve by continuing to participate in this program?*
5. Ask if participants if they have any questions or concerns they would like to share. If any major individual concerns are raised, create time after the session to meet privately with individuals.
6. Thank participants for their open and active participation. Remind them of the time and date for the next session.

Session 11: What Makes a Healthy Relationship?



I. SUGGESTED TIME:

☐☐hours 30 minutes/sessions

II. OBJECTIVE:

- ❖ To enable participants identify the characteristics of a healthy relationship
- ❖ To enable participants identify the concrete actions that partners can do or not do in order to foster positive feelings in the other.
- ❖ To enable participants demonstrate how ideas about healthy relationships apply in real life.
- ❖ To help participants identify key behaviors that partners can change in order to contribute to a healthier relationship and practice making some changes.

III. ACTIVITIES:

Activity 1: What Makes a Healthy Relationship?

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 **Time required 60 minutes** 

Methodology:

 **Materials and Preparation:** Individual work, Pair-share

- Prepare a long sign out of flipchart paper that says “*In a healthy relationship, my partner...*” and hang it high on the wall in front of the room.
- Prepare 4 flipcharts with the following titles. Hang the 4 flipcharts next to each other, leaving space in between them, under the “*In a healthy relationship, my partner...*” banner :
 - *Makes me FEEL...* *Believes/Thinks...*
 - *Does/ Is...*
 - *Does NOT/ Is NOT...*
- Cover or fold the flipcharts so that participants cannot read what is on it. Prepare another flipchart that says the following:

In a healthy relationship, I...

 - *Make my partner FEEL....*
 - *Think/Believe...*
 - *Do/ Am...*
 - *Do NOT/ Am NOT...*
- Prepare a large supply of blank cards, A5 or smaller (enough cards for every participant to use several).



Steps:

1. Introduce this session by explaining: *We are all a part of this program because we want to make our relationships better and stronger. We have agreed that this means fostering relationships without gender-based violence. However, it is not enough to recognize the kind of relationship that we **do not** want; we also need to be able to create the kind of relationship that we **DO** want. Today we will explore our ideas about what makes a healthy relationship.*
2. Explain: *In a moment, I am going to ask you to close your eyes. When you close your eyes, I will guide you in imagining what a healthy relationship looks like for you. Everyone please get comfortable and close your eyes.* (Facilitator’s note: It might be new for people to sit with their eyes closed, so give people a moment to get comfortable and give them a gentle reminder to keep their eyes closed). Begin the guided imagery. Speak slowly and pause where noted:

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Imagine you are in a healthy relationship with your partner. Picture yourself and your partner. (pause) How do you feel in this relationship? (pause) How do you feel when your partner is around you? Do you feel safe? Do you feel good about yourself? (pause) How do you feel when you are apart? (pause) How does your partner feel about you? In this healthy relationship, what does your partner think about you? What beliefs does she/he have about you? (pause) What does your partner think is the right way to behave or interact in your relationship? What does she/he think is not right? (pause) What does partner do that makes this relationship healthy? (pause) What does your partner NOT do? (pause) What do you do? What do you NOT do? (pause) Do you and your partner talk about things? What kinds of things do you talk about? (pause) Does your partner appreciate you? How does she/he show appreciation? (pause) Does your partner respect you? How does she/he show respect? (pause)

What happens when problems arise? How do you and your partner handle challenges in this healthy relationship?

What else makes this relationship healthy?

3. Ask participants to open their eyes. Ask how it felt to imagine this kind of relationship. (2 min)
4. Explain: *In our images of a healthy relationship, we imagined that our partners **make us feel** a certain way, **think or believe** certain things about us, **do** certain things, and **do NOT do** certain things that make the relationship healthy. We are now going to discuss these images.*
5. Uncover the flipcharts at the front of the room. Read the top statement aloud along with each of the statements below it: *"In a healthy relationship, my partner...*
 - a. *Makes me feel....*
 - b. *Thinks/Believes...*
 - c. *Does/ Is...*
 - d. *Does NOT/ Is NOT...*
6. Explain to participants that you are now going to divide into groups of three to discuss their visions of a healthy relationship, using these four categories: *In a healthy relationship, my partner makes me feel.... my partner thinks/believes.....my partner does/ is....my partner does not/ is not...* (Point to the relevant squares on the flipchart as you read them). The groups will be same-sex, i.e. women with women and men with men. Each group will discuss and write their answers for each category on cards that you will distribute. They should write one answer on each card. When they are done,

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they should hang their cards on the corresponding flipchart in the front of the room. They will have **7 minutes** to do this.

7. Ask participants to turn to their neighbors and form groups of three with the nearest participants of the same sex, i.e. women with women and men with men. Distribute cards and markers to participants and begin.
8. Let participants know when there are **3 minutes** and **1 minute** remaining. Call out when time is up.
9. Gather the group's attention back to the center. For each category, review the characteristics of a healthy relationship that the participants have come up with by reading off some of the cards. Highlight those that are repeated often or fall into similar groupings and write main themes on a separate flipchart. (Facilitator's Note: participants may list things that represent harmful gender norms or imbalance of power. In these cases, ask the group about the gender norms being perpetuated and whether these are healthy, or just what we are conditioned to believe). Below are some examples of types of answers:
 - a. *Makes me feel....* Loved, safe, respected, happy, trusted, happy, valued, appreciated
 - b. *Thinks/believes...* that I am important, that my opinions matter, that we are equal, that violence is wrong, that my relationships with friends/family are important, that I am smart, that I am special
 - c. *Does/ Is...*trust me, respect my opinion, treat our children well, honest, talk to me, share responsibilities, spend time with me and my children, make economic decisions together, faithful, prioritize my sexual pleasure
 - d. *Does not/ Is not...*hit me, hit my children, talk down to me, shout at me, try to control my movements, neglect my children stop me from seeing my friends, monitor my texts/phone calls, try to control or take money, force me to have sex when I do not want it
10. After you have completed all of the categories, ask participants if there is anything they would like to add to any of categories.
11. Once you have finished, ask participants to review the flipcharts. Ask them if they have any reflections to share (*2 min*). Highlight that while we are all different, we share many commonalities in what we want out of our relationships whether we are men, women, older, younger, etc. We all want to feel happy, positive, loved, and respected in our relationships.

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12. Explain that it can be easy to think about what we want from our partners in our relationship, but we do not often think about how we make our partners feel in our relationships. What if we changed these statements around? Reveal the second flipchart and read it aloud: *In a healthy relationship, I...*
 - a. *Make my partner feel....*
 - b. *Think/Believe...*
 - c. *Do/ Am...*
 - d. *Do NOT/ Am NOT...*
13. Ask participants to return to their groups of three and discuss the categories again, this time focusing on expectations of themselves within a relationship, i.e. how **I** make my partner feel, what **I** think/believe, what **I** do and do not do. This time they should write their answers in their notebooks (*7 min*).
14. Begin. Let participants know when there are **2 minutes** remaining and when **time is up**.
15. In plenary, begin with the first category and ask participants to share their reflections. Listen to responses from several participants and record their answers on a flipchart.
16. Repeat this for the remaining 3 categories.
17. After you have gone through all 4 categories, ask participants whether anything changed when we changed the statements to focus on ourselves. Discuss whether there are any differences between the expectations we have of our partners and the expectations we have of ourselves to create a healthy relationship (*5min*).

Note: It is common for responses about how we want our partners to make us feel to be “light” emotions such as happiness, respect, love, joy. However, when we switch to think about how we should make our partners feel, the tone often changes and we think of things like “tolerating” or “accepting mistakes.” This highlights a discrepancy in how we view our own responsibility for showing our partners love, appreciation, happiness.

18. Debrief the exercise with the following guiding questions:
 - a. *What does this exercise tell us about healthy relationships?* (Highlight that they require commitment from both partners and that they require mutual respect, balancing power and equality).
 - b. *What does this tell us about how we treat our partners, and our partners treat us?* (We do not often think about the full impact of how we treat our

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partners and how they treat us. We don't always realize how strongly harmful gender norms influence how we act in our relationships)

- c. *Are any of these things harder to do than others? If so, which ones?*
- d. *Which of these things do we pay more attention to and which do we pay less attention to? (We don't often think about how we make our partners feel)*
- e. *Do you think it would be possible to have this kind of relationship? Why or why not? (It is possible! No one can be perfect, but we can try to understand what makes a healthy relationship and be the best partner we can be*

Key Learning Points

A healthy relationship is one in which we feel respected, valued, and appreciated, one in which we share responsibilities and decisions, communicate openly, are honest, nonviolent and treat each other as equals. In later sessions, we will come back to this idea and make specific commitments to our partners and ourselves. Now let us try to

explore even further what a healthy relationship looks like in our everyday lives

Activity 2: Feelings into Actions

🕒 **Time Required: 60 minutes** 👤

Methodology:

✍️ **Materials and Preparation:** Individual work , Pair-share

- Prepare 4 flipcharts with the following titles (leaving space beneath them to write):
 - Safe ○ Respected ○ Trusted ○ Valued Equally
- Hang each of the flipcharts on a different wall around the room.
- Next to each of the flipcharts above, tape together 4 large blank flipcharts to make a giant square.

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- ❑ Place several different colors of markers near each of the flipcharts (you can place them on the floor, on a table, etc.)
- ❑ Prepare a flipchart with the following discussion prompts and hang it on the flipchart stand or wall in front of the room. Cover it so that participants cannot read it:
 - I feel ____ (*insert feeling word here*)____ in my relationship **when my partner...**
 - I would feel ____ (*insert feeling word here*)____ in my relationship **if my partner would.....**
 - I do not feel ____ (*insert feeling word here*)____ in my relationship **when my partner.....**

Steps:

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1. Welcome participants back from the break. Introduce the next part of the session: *In the last exercise, we talked about what makes a healthy relationship. Some things came up that are easy to identify and define (e.g. not hitting your partner), while other ideas came up that harder to define- things such as 'respect,' 'trust,' 'appreciation.'* We all value these things. Yet we do not always know what they actually look like in real life. In this session, we are going to think about what we can do or not do to foster these positive feelings in our relationships.
2. Draw participants' attention to the 4 signs around the room. Explain that you are going to dig deeper into the following 4 important aspects of a healthy relationship identified in the last exercise, i.e. feeling *safe, respected, trusted, and valued equally*. For this exercise, participants are all going to become artists.
3. Continue explaining that in a moment you will divide into four groups. Each group will be assigned one of those categories. As a group, they will discuss what their category means to them, i.e. what it means to feel safe, respected, trusted or valued equally in your relationship. Groups will use the following prompts to guide the discussion (Show flipchart with the discussion questions):
 - a. I feel ____ (*insert feeling word here*) ____ in my relationship **when my partner...**
 - b. I would feel ____ (*insert feeling word here*) ____ in my relationship **if my partner would....**
 - c. I do not feel ____ (*insert feeling word here*) ____ in my relationship **when my partner....**

(Facilitator's Note: Encourage participants to be as concrete and specific as possible, e.g. I do not feel safe when my partner comes home drunk, I feel respected when my partner consults me on important decisions for the household).
4. Once they have finished discussing, they will turn their words into pictures! Each group will create a large drawing that represents the ideas from their discussion. As a group they will have to figure out how to make their drawing: what images to draw, where, etc. Everyone in the group must contribute to the drawing. There are plenty of markers for everyone to participate.
5. When all of the groups have done, they will have 2 minutes to do a "gallery walk" through the beautiful drawings of healthy relationships. After the gallery walk, each group will present its artwork to the rest of the participants. They will have **25 minutes** to complete the discussion and murals and **3 minutes** to present.
6. Ask if there are any questions. To divide into groups, ask participants to stand near the flipchart that they are most interested in. If groups are very uneven then politely ask some participants to join another group.
7. Begin the exercise. Circulate between the groups and make sure that they are on track.

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8. Let participants know when there are **5 minutes** and **1 minute** remaining to complete the murals and call out when time is up.
9. When time is up, invite participants to walk at their own pace and direction through the “gallery.” (2 min).
10. Call all participants over to the first mural: SAFE. Give the group 3 minutes to present.
11. After the presentation, summarize the things that make us feel or not feel safe/respected/appreciated/valued equally in a relationship. Record these on the corresponding flipchart (safe, respected, etc...). Ask if other participants have anything to add or any questions.

(**Facilitator’s note: Be sure to highlight any answers which may actually perpetuate harmful gender norms. E.g. if a man says he feels respected when his wife calls him by the name “my boss,” reserves a special seat for him, or prepares a special diet. These are actually examples of harmful gender norms that place greater value on the man and, therefore, are not signs of *mutual* respect. Discuss how we do not always recognize harmful gender norms and that they are not healthy).
12. Move around to each group and repeat Steps 11 and 12 for all of the groups.
13. When all of the groups have presented, return to the larger circle.
14. Ask participants why we did this exercise?
 - a. *If we want to be in a healthy relationship then we have to understand how our specific actions, words, and behaviors affect our partners.*(Example, it’s easy to say that we should “respect” each other, but harder to think about what we actually do that demonstrates respect or makes our partner feel disrespected).
 - b. *Partners do not always have the same ideas about what demonstrates safety, respect, trust, equal value, etc. in a relationship. It is important to understand our partners’ views and feelings in order to build a healthy relationship.*
 - c. *Some of our ideas about healthy relationships are actually rooted in unhealthy gender norms and power dynamics. We must recognize these in order to change them.*
15. Thank participants for their active participation. Explain the Take-Home Exercise for the week and remind participants of the time and date for the next session before closing.

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Take-Home Exercise

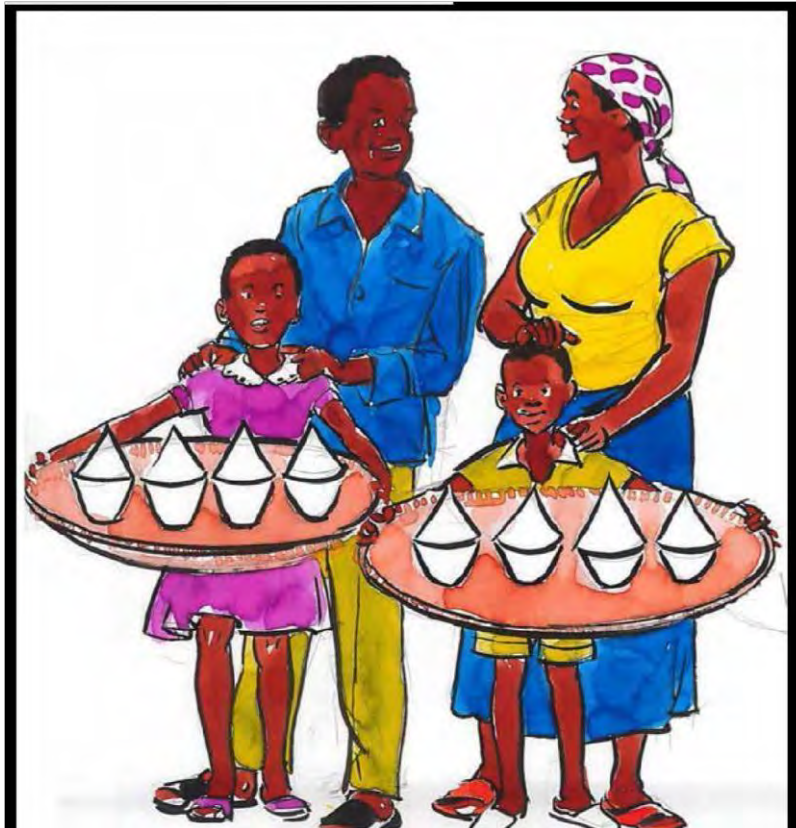
Private Reflection: Take some time to reflect upon what was discussed in this session. Ask yourself whether your relationship feels healthy. Do you feel safe, respected, trusted, and valued equally? Does your partner? Why or why not?

Partner Reflection: With your partner, discuss whether your relationship is as healthy as it could be. Together, identify the 1-2 most important things that each of you can do to improve your relationship. Make a commitment for one week to improve these behaviors. If you break

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this commitment, mark an “x” on a blank page in your notebook. See whether you can make it to next week with as few “x”s as possible.

Session 12: Building the Foundations for a Healthy Relationship



I. SUGGESTED TIME:

□□ hours minutes/sessions

II. OBJECTIVE:

Model Couples in Eliminating Gender-Based Violence

- ❖ To help participants process the experiences and learning from the previous session's Take-Home exercise
- ❖ To enable participants build commitment to sharing positive time between partners.
- ❖ To enable participants build understanding of the different types of communication (verbal and non-verbal)
- ❖ To help participants recognize how gender and power influence unhealthy communication norms

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III. ACTIVITIES:

Activity 1: Take-Home Reflection

 **Time required 30 minutes** 

Methodology:

 **Materials and Preparation:** Individual work, Pair-share

 **Steps:**

1. Welcome everyone to the session. Remind participants that in the last session, you talked about the characteristics of a healthy relationship. Participants were asked to go home and reflect with their partners on the things that they can do to try to build a healthier relationship. They committed to try to make some changes.
2. Invite participants to share their reflections about the Take-Home exercise. You can use the following questions to guide the discussion:
 - a. *What behaviors did you identify that do not contribute to a healthy relationship with your partner?*
 - b. *What changes did you commit to making in your relationship?*
 - c. *Was it easy or difficult to make a change? What would it take to be able to maintain that change?*
 - d. *Was it easier to identify your own negative behaviors or those of your partner? Why?*
 - e. *What behaviors did you identify that do contribute to a healthy relationship?*
3. Discuss participants' reflections, drawing out commonalities and addressing concerns.

Activity 2: Sharing Positive Time

 **Time required 60 minutes** 

Methodology:

 **Materials and Preparation:** Individual work, Pair-share

- Prepare two flipcharts with the following titles: 1) Examples of Positive Time; 2) Characteristics of Positive Time

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Photocopy the Tips for Sharing Positive Time handout, provided at the end of this exercise (1 for each participant)

Steps:

1. Introduce the session: *Today we are going to look at how to start building the foundations for a healthy relationship by sharing positive time with your partner and communicating as a couple. To begin, I am going to ask each of you to sit next to your partner.*
2. Give partners time to move seats. Once they are next to their partners, explain that sharing “positive time” with your partner is fundamental to good communication and a healthy relationship.
3. Ask participants they think we mean by the term “positive time.” Listen to answers from 3-4 participants.
4. Summarize that ‘positive time’ is any time that a couple shares together, ideally oneonone, for the purpose of enjoyment and strengthening their connection. Positive time does not have to be an event or occasion and does not require any money or other resources. It should be simple to do, free, and enjoyable for both the man and woman in the relationship.
5. Ask participants to close their eyes and think about someone in their life whom they enjoy spending time with. This could be any person- a relative, friend, neighbor, or someone else. It should be someone they truly enjoy spending time with. Guide them in the following imagery, reading slowly and clearly and pausing for a few seconds as indicated between sentences:

Think about someone in your life whom you enjoy spending time with in your life. This should be a person whom you see somewhat regularly, not someone you’ve only met once or twice. Where do you spend time together? (pause) What do you do in your time together? (pause) How long do you typically spend together? (pause) Do you usually talk a lot when you’re together or are you quiet? (pause) What makes this time enjoyable? Why do you enjoy spending time with this person? (pause) Do you make plans to spend time together or does it just happen automatically? Now open your eyes.
6. Ask for participants to share their reflections. Listen to reflections from 3-4 participants. After each person shares her/his reflection, ask the group :
 - a. *What is the example of positive time in this story? (e.g. sitting together, sharing a meal, taking a walk, telling stories). Record responses on the “Examples of Positive Time” flipchart.*

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They should discuss a specific day and time that would work to share this positive time and write it down or draw a picture in their books to help them remember (3 min)

14. Begin the work in pairs. Alert participants when 3 minutes have finished.
15. In plenary, ask some couples to give examples of the positive time that they came up with. If they've all come up with the same example, try to probe for additional examples. Explain that sharing positive time will be part of their Take-Home Exercise this week.

Key Learning Points

- a. *When couples enjoy positive time together, they become more comfortable together and more willing to communicate openly and positively throughout their relationship.*
- b. *There are plenty of ways to create positive time together that are free, simple and easy to do*
- c. *Strict gender roles and norms cause us to believe that we cannot take time to enjoy ourselves with our partners. However, spending positive time is important for a healthy relationship.*
- d. *It is important to schedule positive time each week*

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Handout 12.1: Tips for Creating Positive Time (Photocopy and Distribute)

1. Put aside 10-20 minutes a few times a week, just for you and your partner to enjoy.
2. Start with a time that is easy to commit to, such as just before bed or after a meal.
3. Make a list of things that you both enjoy doing. Identify those that are free and easy to do on a weekly basis and those that you might save for a special occasion.
4. Start by scheduling positive time at least 1 day per week. Eventually you may increase the number of days.
5. Use the time to say nice things about your partner and how you feel about them.

Do's	Don'ts
<p data-bbox="256 793 816 898"><i>To create positive time with your partner, do:</i></p> <ul data-bbox="305 976 816 1806" style="list-style-type: none">• Find something enjoyable for both partners• Start small- just 10-20 minutes a few times a week• Speak nicely about how you feel about your partner• Show appreciation for your partner• Communicate as equals	<p data-bbox="833 793 1383 898"><i>During positive time with your partner, do not:</i></p> <ul data-bbox="881 976 1383 1806" style="list-style-type: none">• Criticize your partner• Talk about mistakes she/he has made• Discuss your problems• Ask a lot of questions• Follow strict gender roles (e.g. men can only talk about some things; women should behave a certain way).• Talk as if one person is the head of household and the other is not

Activity 3: Why Communicate?

 **Time required 75 minutes**

 **Methodology:** Individual work, Pair-share  **Materials and Preparation:**

- Prepare a flipchart with the title: *Types of Communication*. Underneath the title, write the following (Hang the flipchart in the front of the room and cover it or fold it up):
 - Verbal: expressing something using spoken words
 - Non-verbal: expressing something without using spoken words such as gestures, facial expressions, and “body language,” as well as unspoken understandings, assumptions, cultural or environmental conditions
- Prepare a flipchart with the title: “Why Good Communication is Important.” Underneath the title, write the following (hang the flipchart in the front of the room and cover it or fold it up)
 - Build Trust
 - Maintain Connection
 - Foster Understanding
 - Solve Problems
 - Make Decisions
 - Create a Safe Space
- Photocopy the Case Studies provided at the end of this exercise (2 copies of each).

Steps:

1. Welcome participants back from the break. Introduce the next session by asking participants: *We often talk about communication. However, communication can mean different things to different people. What does communication mean to you?* (Listen to answers from 2-3 participants).
2. Summarize: *Communication is when we express our thoughts, feelings or information. Good communication is essential to a healthy relationship. We can communicate in many different ways.*
3. Give the following example to participants: *Imagine that I have just cooked a meal of matooke and meat and asked all of you to try it. I want to know whether you like it. Therefore, I am going to ask you whether you like the meal. Those on this side of the room (point to the participants on the left side) have already finished eating so can use words, those on the other side (point to the right side of the room) have their mouths still full of food still, so cannot use words.*
4. Ask a few participants on each side of the room whether they liked the meal, reminding them as necessary which side can use words and which side cannot.

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5. Once you have seen several examples of responses, ask participants whether they understood who liked the meal and who didn't like the meal.
6. Walk to the *Types of Communication* flipchart at the front of the room and uncover it. Explain that today we are going to look at the two most common ways we communicate in our relationships: 1) Verbal Communication; and 2) Non-verbal communication. (You may note that there are other forms of communication such as written communication and media communication, e.g. text and internet, but these are not the focus of our day-to-day interactions so we will not focus on them here)
7. Ask 2 participants to volunteer to read each of the definitions on the flipchart. (If few participants are able to read, then read them aloud to the group).
8. Ask participants which type of communication they think is most important? Listen to answers from 1-2 participants. Explain that *verbal and non-verbal communication are both important and work together to create healthy communication*. Ask the group to think about the example of the meal that you used earlier. You may make a facial expression when you eat the meal that lets me know that you don't like it. However, in order to understand *why* you don't like it- perhaps you think it's too salty or not salty enough- you need to explain it using words. On the other hand, if you say you like someone's cooking, but every time they make dinner you find an excuse not to join, then they will know how you *really* feel.
9. Summarize that positive verbal and non-verbal communication are both critical to a healthy relationship. In this session, you'll start by looking at verbal communication.
10. Ask participants: *What do husbands and wives commonly talk about?* Keep this at the pace of a quick brainstorm. Record answers on a flipchart. (possible responses: money, school fees, politics, children, problems) (5 min).
11. Next ask what things couples do NOT talk about? Keep this at the pace of a quick brainstorm. Record answers on a different flipchart. (5 min) (possible responses: sex, positive things, fears, gender roles).
12. Review the two lists with participants. Ask participants why we talk about certain things as a couple but not others? (3 min).
 - a. *The things we communicate about as partners are conditioned by gender norms and power imbalances in our relationships*
 - b. *Therefore, some things are considered ok for women or men to discuss while others are not, e.g. women not feeling like it's appropriate to talk to their husbands about money or sex, men not feeling like it's appropriate to talk about their emotions, etc.*
13. Ask participants whether they think it is important to communicate about the things on both lists. Listen to responses for 1 minute.
14. Explain to participants that you are now going to review case studies of three different couples and how they communicate. You will divide into 6 groups. 2 groups will look at

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the story of Cyusa and Mahoro, 2 groups will look at the story of Kamaliza and Karemera , and 2 groups will look at the story of Peter and Nancy. Each group will receive a different scenario for how their couple communicates. In their groups, they will read the case study and discuss the questions at the end. They will have **10 minutes**

to do this. After 10 minutes, you will gather everyone back together and give instructions for the next part of the exercise.

15. Divide into 6 groups by counting 1-6 or any other means. Hand out the photocopies of the case studies and begin.
16. Alert participants when there are 2 minutes left and when time is up. After **2 minutes** gather the groups' attention.
17. Explain: *You will now join your group with the other one that is working on the same couple, i.e. Cyusa and Mahoro, Kamaliza and Karemera , Peter and Nancy. In your combined groups, you will compare the different styles of communication that your couple used. Then, you will choose two people to present your couple's scenario and the two different communication styles they used. You will have **15 minutes** to prepare and 5 minutes to present.*
18. Ask the groups to combine the groups and begin the discussions. Circulate between the groups to ensure that they are on track. Announce when there are 5 minutes left and alert participants when time is up.
19. After 15 minutes have passed, bring the groups back to the main circle. Ask the first group to present (*5 min*). At the end of the presentation, ask if there are any questions. Continue the presentations with the next two groups.
20. After all of the groups have completed their presentations, facilitate a discussion about the different styles of communication presented:
 - a. *What have we seen in these examples?*
 - b. *Why is it important for couples to communicate?*
21. Uncover the flipchart on "Why Good Communication is Important." Review with the group. Good communication in couples is important to:
 - a. **Build Trust**- communicating openly and honestly helps to build trust between partners rather than suspicion and doubt.
 - b. **Maintain Connection**- communicating keeps us connected to our partners, which is important for maintaining a strong relationship. Good communication helps to grow together, not apart.
 - c. **Foster Understanding**- the only way to really understand our partner's thoughts, feelings, concerns, and ideas is to talk to them.
 - d. **Solve Problems**- Working together with our partners helps us to solve problems more efficiently and positively. Allows us to overcome obstacles.

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- e. **Make Decisions:** good communication helps us to make decisions that are best for the family and for ourselves.
- f. **Create a Safe Space:** when we communicate well, then we can be our true selves with our partners. This reduces internal tension caused by hiding our true selves, and helps to build a more authentic and stronger relationship.

Key Learning Points

- a. *Good communication is essential to a healthy relationship.*
- b. *Couples communicate both verbally and non-verbally. Positive communication in both areas is key to a strong relationship.*
- c. *The things we communicate and do not communicate about in our relationships are conditioned by gender norms and imbalance of power.*
- d. *In order to balance power in our relationships, we must change the way we communicate and what we communicate about.*

22. Thank participants for their active participation. Explain the Take-Home Exercise for the week and remind participants of the time and date for the next session before closing.

Take-Home Exercise

Commit to sharing positive time with your partner at least once this week, according to what you agreed to in the first part of today's session. This should be time that you both enjoy, where you speak nicely to each other and do not discuss problems or criticize. Start simple. Reflect upon what it takes to commit to this time, how it feels to share this time together, and how it affects your relationship throughout the rest of the week.

Try to talk to your partner about one thing this week that you do not usually talk about.

Handout out 12.2: Case Studies (Photocopy and Distribute)

Case Study 1: Cyusa and Mahoro

Cyusa and Mahoro are married. Cyusa works as a farmer. Mahoro stays home to care for their children but is also an excellent tailor. She does not have a shop, but sometimes women from the neighborhood ask her to make things for them and she earns some little extra money. This year a neighbor requested many pieces for a wedding, and Mahoro earned more than usual. Cyusa collects whatever money Mahoro has at the end of each week and gives her a weekly allowance. They are both happy about the extra money

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earned this month. However, they have different ideas about how to use it. Cyusa would like to buy new shoes. Mahoro would like to save the money so that eventually she can buy a sewing machine.

Communication Style 1:

Mahoro and Cyusa do not discuss how to use the money, but keep their ideas for how to use the money to themselves. They both understand that it is the man's responsibility to make financial decisions for the household. He doesn't have to ask permission from his wife or seek her input. Cyusa comes home one-day wearing new shoes and Mahoro knows how he has decided to use the money. They continue to go about their lives as usual, even though Mahoro is upset. She does not understand why Cyusa would spend money on shoes only for himself. *Questions:*

- 1. Is this an example of good communication or lack of communication?*
- 2. What do you think this way of making decisions communicates to Mahoro? To Cyusa?*
- 3. How do you think this affects Cyusa and Mahoro's relationship?*
- 4. Do you think this style of communication allows Cyusa and Mahoro to make the best decision for their situation?*
- 5. How do you think this will affect other decisions that arise in the future?*

Case Study 2: Cyusa and Mahoro

Cyusa and Mahoro are married. Cyusa works as a farmer. Mahoro stays home to care for their children but is also an excellent tailor. She does not have a shop, but sometimes women from the neighborhood ask her to make things for them and she earns some little extra money. This year a neighbor requested many pieces for a wedding, and Mahoro earned more than usual. Cyusa collects whatever money she has at the end of each week and gives her a weekly allowance. They are both happy about the extra money earned this month. However, they have different ideas about how to use it. Cyusa would like to buy new shoes. Mahoro would like to save the money so that eventually she can buy a sewing machine.

Communication Style 2:

Cyusa and Mahoro put aside time one evening to discuss their financial situation. They discuss how much extra money they have earned and calculate how much of it they will need to use towards monthly expenses. Mahoro presents her idea about saving the money to buy a sewing machine. Together, they try to estimate the cost of a sewing machine and figure out how long it would take them to save that amount. They then calculate how much

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extra money she might be able to earn if she had a sewing machine. Cyusa then shares his idea of buying a new pair of shoes. He sees this as a necessity so that he can continue to work comfortably and efficiently every day. He thinks this would be a good month to buy them since they have the extra money and do not have to take away from any of the other necessities. Together they weigh out the options and come up with a plan for using the money.

Questions:

- 1. Is this an example of good communication or lack of communication?*
- 2. What do you think this way of making decisions communicates to Mahoro? To Cyusa?*
- 3. How do you think this affects Cyusa and Mahoro's relationship?*
- 4. Do you think this style of communication allows Cyusa and Mahoro to make the best decision for their situation?*
- 5. How do you think this will affect other decisions that arise in the future?*

Case Study 3: Karemera and Karemera

Kamaliza and Karemera have been married for 10 years. Their marriage was arranged by family and they waited until married to have sex. They have 4 children. Karemera likes to have sex at least 3 times per week. Kamaliza can only remember experiencing real pleasure only once during their marriage, so does not understand why they should have sex so often. He also always wants to have sex late at night when she is exhausted from a long day. She usually hopes that he will come home so late that she will already be sleeping. Even if he still wants to have sex, if she is already sleeping, she will not have to really pay attention.

Communication Style 3:

Kamaliza and Karemera continue their relationship in this way. Kamaliza cannot tell Karemera about her sexual experience with him because it is not appropriate for women to talk about such things. Likewise, Karemera believes that men are more sexual than women are, so he never really considers how Kamaliza feels during sex. Anyway, this is not something to talk about. It is just something you do. In addition, as a married couple, it is your wife's responsibility.

Questions

- 1. Is this an example of good communication or lack of communication?*
- 2. What do you think this situation communicates to Kamaliza? To Karemera?*
- 3. How do you think this style of communication affects the quality of Kamaliza and Karemera's sex life?*

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4. *How do you think this affects Kamaliza and Karemera relationship overall?*

Case Study 4: Kamaliza and Karemera

Kamaliza and Karemera have been married for 10 years. Family arranged their marriage and they waited until married to have sex. They have 4 children. Karemera likes to have sex at least 3 times per week. Kamaliza can remember experiencing real pleasure only once during their marriage, so does not understand why they should have sex so often. He also always wants to have sex late at night when she is exhausted from a long day. She usually hopes that he will come home so late that she will already be sleeping. Even if he still wants to have sex, if she is already sleeping, she will not have to really pay attention.

Communication Style 4

Though they feel a little embarrassed at first, Karemera and Kamaliza decide that it would be beneficial for them to talk about what is pleasurable and not pleasurable for them during sex. Since Kamaliza is not very sure what would bring her pleasure, they agree to try together to find ways to make sex more pleasurable for her. She explains how uncomfortable it is for her when he comes home late and wants to have sex and she is so tired. Karemera does not try to force her to have sex at these times and instead they have sex at a time when they both desire it.

Questions

1. *Is this an example of good communication or lack of communication?*
2. *What do you think this situation communicates to Kamaliza? To Karemera?*
3. *How do you think this style of communication affects the quality of Kamaliza and Karemera sex life?*
4. *How do you think this affects Kamaliza and Karemera relationship overall?* **Case Study**

5: Peter and Nancy

Peter and Nancy are married and have five children. Since the older kids are now going to school, things seem even more difficult to manage than before. School fees are an added expense. Prices in the market seem to have gone up so even caring for the children is more expensive. Nancy is exhausted trying to care for the children and manage the household. She is frustrated that Peter is not bringing in much money and wonders what he is out doing all day. Peter has been having a hard time finding work and feels embarrassed that he is not providing well for his family. He worries each morning. He sometimes lies to his friends about his work and meets them out even though he does not have money.

Communication Style 5:

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When Peter gets home at night, he is tired and frustrated. Nancy is annoyed that he has not brought home money. They are both stressed. Peter does not talk about his stress with anyone as men are not supposed to talk about their feelings. Nancy does not know what Peter has been doing all day but cannot ask him because it is not her place. Therefore, they both just go about their business, mostly avoiding each other. They do not speak much, just some grunts and nods here or there. Both of them assume that the other is thinking bad things about them.

Questions

- 1. Is this an example of good communication or lack of communication?*
- 2. How do you think this style of communication affects Peter? Nancy?*
- 3. How do you think this style of communication affects Peter and Nancy's relationship?*
- 4. How do you think Peter and Nancy will be able to handle other stressful situations that arise?*

Case Study 6: Peter and Nancy

Peter and Nancy are married and have five children. Since the older kids are now going to school, things seem even more difficult to manage than before. School fees are an added expense. Prices in the market seem to have gone up so even caring for the children is more expensive. Nancy is exhausted trying to care for the children and manage the household. She is frustrated that Peter doesn't seem to be bringing in much money and wonders what he is out doing all day. Peter has been having a hard time finding work and feels embarrassed that he is not providing well for his family. He worries each morning. He sometimes lies to his friends about his work and meets them out even though he doesn't have money.

Communication Style 6:

Peter and Nancy share a meal together at the end of a long day. After the meal, they sit for a little while and talk. Peter listens while Nancy describes how it is getting more difficult to manage the household on their usual budget. She explains that she feels concerned when he comes home without money, because she worries about whether they will be able to make it. Then she starts to feel tense and suspicious. Peter says that he understands that things have been difficult these days. He tells Nancy how difficult it has been to find work. It seems that no one is looking for labor anymore and he spends all day searching for someone to hire him. He feels that he is disappointing her and the family but is not sure what else he can do. They both express appreciation for the difficulty they are facing and how hard the other is working. They agree that it will be important for them to come up with a plan on how best to manage. Right now they are tired, so they will talk more another time.

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Questions

1. Is this an example of good communication or lack of communication?
2. How do you think this style of communication affects Peter? Nancy?
3. How do you think this style of communication affects Peter and Nancy's relationship?
4. How do you think Peter and Nancy will be able to handle other stressful situations that arise?

Session 13: Managing Triggers (Part 1)- Feelings



I. SUGGESTED TIME:

□□hours 45 minutes/sessions

II. OBJECTIVE:

- ❖ To help participants process the experiences and learning from the previous session's Take-Home exercise
- ❖ To enable strengthen participants' ability to identify and talk comfortably about different feelings.
- ❖ To help participants recognize the situations that bring about different feelings inside them.
- ❖ To enable participants identify positive things participants can do to manage their feelings when they feel negative emotions.

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III. ACTIVITIES:

Activity 1: Take-Home Reflection

🕒 **Time required 30 minutes** 👤

Methodology:

✍️ **Materials and Preparation:** Individual work, Pair-share



Steps:

1. Welcome everyone to the session. Remind participants that in the last session, you talked about building the foundations of a healthy relationship by creating positive time with your partner and communicating openly. Couples were asked to agree upon how to spend positive time with their partner and practice at least two times during the week.
2. Invite participants to share their reflections about the Take-Home Exercise. You can use the following questions to guide the discussion:
 - a. *What kind of positive time did you share with your partner?*
 - b. *Were you able to keep your commitment to sharing the positive time that you had agreed on? Why or why not?*
 - c. *How did it feel to try to share positive time with your partner?*
 - d. *How did the positive time affect your relationship the rest of the week?*
3. Discuss participants' reflections, drawing out commonalities and addressing concerns.

Activity 2: Getting in Touch with Our Feelings

✓ **Objectives** - By the end of the activity, participants will be able to:

- Strengthen ability to identify and talk comfortably about different feelings.
- Help participants recognize the situations that bring about different feelings inside them.

🕒 **Time Required: 75 minutes**

👤 **Methodology:** Individual work, Pair-share ✍️ **Materials and Preparation:**

- Have a stack of A5 (VIPP) cards ready.
- Hang numbers 1-4, each written on a separate piece of paper, in the front of the room. Leave some space between them.



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- ❑ Prepare 4 flipcharts: 2 with a silhouette of a male stick figure, 2 with a silhouette of a female stick figure, such as this. Do not hang them until it is time to use:
- ❑ Prepare many small pieces of tape to hang cards on the wall, and put them on the edge on the flipchart stand or table at the front of the room for easy access.

Steps:

1. Announce the start of the session. Begin by asking 2-3 participants how they are *feeling* right now? Then, ask another 2-3 participants what they are *thinking* about right now?
2. Ask participants whether the two questions are the same? Ask whether the answers were the same. Explain: *As human beings, we have the capacity to think* (point to your head) *and to feel* (point to your heart). *How we think and how we feel combine to influence our behaviors. Therefore, if we want to change our behaviors, we have to be able to identify and manage our thoughts and our feelings. We're going to start today by looking at our feelings.*
3. Ask participants what are "feelings"? Listen to responses from 3-4 participants. Summarize by saying: *Feelings are our emotions. Everybody has them- men, women, children, educated, uneducated. We feel them in our bodies and hearts. We can have many different feelings, sometimes at the same time, and they may change from moment to moment.*
4. Explain that we will now divide into four teams and have a race. Each team will come up with as many "feeling" words as possible in 2 minutes. They will write each word down on a separate card, and then hang the cards on the wall under your team's number. The team with the most feeling words hanging on the wall at the end of one minute wins. If your group has a hard time coming up with feeling words, you can ask each other questions such as "What do you feel when someone says something nice about you?" or "What do you feel when you step on something that hurts your foot?" Remind them that groups should not begin until you call out "Ready, Set, Go!"
5. Divide into four groups by dividing the circle into four so that groups are according to where participants are sitting. Give out a stack of A5/ VIPP cards and markers to each group.
6. Call out "Ready, Set, Go!" to start the race.
7. Time 2 minutes on your watch/clock and shout out "Stop!" when time is up. Have all groups return to their seats.
8. Review the feelings words at the front of the room. Make sure they are all actually feeling words. Remove those that are not (and ask participants why they are not). Count up which team has the most and pronounce the winner.
9. Get participants attention again. Explain that different situations can bring about different feelings. Now that we understand what are feelings, it's important to try to understand what makes us feel a certain way.

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10. Look at the feeling words identified and with the group. Ask participants if they remember the feeling that was identified as a common trigger of GBV (response: jealousy).
11. Write the word “Jealousy” on a flipchart.
12. Ask participants to another of the feeling words that they think contributes to GBV, e.g. “anger” or “frustration.” Write that down on the flipchart as well.
13. Next, ask participants to identify 2 feeling words that are positive, e.g. “happy,” “peaceful” and write them down on a flipchart. You should have 4 feeling words now written on a flipchart.
14. Explain to participants, that they are going to get back into their groups and discuss examples of situations or things that make them feel each of these 4 things. For example, groups will discuss examples of things that make them feel jealous. For example, maybe when your neighbor makes more money than you, you feel jealous, or maybe when your wife talks to another man you feel jealous. Each group should come up with at least 3 examples for each feeling word. Groups will not have to present. We will simply listen to some of the examples (10 min).
15. Get back into groups and give them 10 minutes to discuss.
16. Announce when there are 5 minutes left, 1 minute left, and when time is up.
17. Gather back in plenary. Begin with the first feeling word and ask participants to share some examples from their group of situations or things that make them feel that way. Listen to responses from 3-4 participants
18. Continue in this way for each of the remaining 3 feeling words.
19. Summarize that different situations cause each of us to feel differently. If we can learn to identify those feelings when they arise inside of us, then we can better control how they affect us. One way that we can start to recognize our feelings is by identifying *where* we feel them.
20. Ask participants to think privately about *where* in their bodies they feel the different feelings being discussed. For example, do they feel jealousy in their heart, head or stomach? Do they feel anger in their eyes or hands? Do they feel certain feelings in more than one place?
21. Give participants one minute to think about this while you hang the four flipcharts of body silhouettes in the front of the room.
22. Explain that these are our bodies, male and female. Ask participants to come up and paste their feeling cards onto the body images in the places where they feel them (They can all do it at the same time) Men should place images on the male body and women should place images on the female body. If they feel a feeling in more than one place, they can create another feeling card so that they can hang it in multiple places.
23. Begin. Show participants where to find the pieces of tape and give them 3 minutes to hang their feeling cards.

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24. Once completed, invite participants to take a short “gallery walk” with you to observe the different bodies and where we feel feelings in our bodies. Begin at the first silhouette, with participants standing close to the silhouette. Review where people marked their feelings. Ask if there are any questions or observations to share. Do this for each of the 4 silhouettes (10 min). Have participants return to their seats.
25. Debrief the session by asking participants: *Why is it important to be able to visualize our feelings and to know where we feel them?*
 1. *If we know what they look like in our minds and where we feel them, we can more easily recognize when we are feeling them.*
 2. *When we recognize our negative feelings, we can take steps to diminish them.*
 3. *Since negative feelings such as jealousy and anger act as triggers for violence, if we can reduce those feelings we can help to prevent GBV.*

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Activity 3: Managing Our Feelings

✓ **Objectives** - By the end of the activity, participants will be able to:

- a. Identify positive things participants can do to manage their feelings when they feel negative emotions.

🕒 **Time Required: 60 minutes**

👤 **Methodology:** Individual work, Pair-share

✍️ **Materials and**

Preparation:



Steps:

1. Welcome participants back from the break. Introduce the next part of the session: *In the previous exercise we learned how to recognize different feelings. We saw a range of feelings—some that feel good, and others that feel bad. It is normal to feel badly sometimes. What we want is to be able to recognize when we feel that way and learn strategies to make ourselves feel better. This is what we will focus on for the rest of today's session.*
To begin, it is important to understand that we do not feel our emotions with the same intensity all of the time. You can be a little bit happy, very happy or extremely happy! You can be a little disappointed, very disappointed or extremely disappointed! Each feeling has a range of intensity.
2. Use the following example to illustrate different intensities of feeling:
 - a) Ask 1-2 participant how she/he would feel if they found 3000 Rwandan Francs and were told they could keep it.
Then ask the same participants how MUCH they would feel that feeling, e.g. a little, medium amount, or a lot?
 - b) Next, ask the same participants how they would feel if they found 100,000 Rwandan Francs and were allowed to keep it?
Then ask them how MUCH they would feel that in THIS situation?
 - c) Finally, ask the same participants how they would feel if they found 300 Rwandan Francs and could keep it. How MUCH would they feel that feeling?
3. Explain to participants that if we think about this example, we can measure the intensity of our happiness by amounts of money (feeling a little happy is like 300 Francs, feeling happy is 3000 Francs, feeling really happy 100,000 Francs). We can use other ideas or 'scales' to help us measure the intensity of our feelings, e.g. a pot of rice (a pot with only a little bit of rice, a pot that's half full and a pot that's full of rice would indicate different levels of emotion), a coke bottle (empty, half full, full can equate to how much we feel something), numbers from 1-10 where 1 is the least and 10 is the most, etc.

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4. Explain to participants that you will practice measuring the intensity of emotions by using the money scale.
5. Ask the following questions and ask them to rate their intensity of feelings using the money scale (or the scale of their choice). Listen to responses from 1-2 participants for each question:
 1. *How did you feel when your first child was born? How intensely did you feel this (sample response: Happy at 300,000 RWF).*
 2. *How did you feel the last time you ate a good meal (sample response: happy at 3000 RWF).*
 3. *How did you feel when we took a break after the last session (sample response: 300 RWF)*
6. Practice this with additional questions until you are sure that participants can distinguish different intensities of feelings.
7. Ask participants: *Why is it important to be able to understand the intensity of our feelings* (Listen to responses from 2-3 participants). Summarize:
 1. *This will help us to recognize when a feeling becomes so intense that it can trigger violence.*
 2. *It is not possible to completely eliminate negative feelings. However, it is possible to make ourselves feel LESS negative (or more positive). For example, if you are very angry, it is unlikely that you will suddenly become extremely happy. However, you can make yourself feel LESS angry.*
 3. *When we understand this, then we can try to reduce our negative feelings as a means of preventing violence.*
8. Ask participants if there are any questions and clarify as needed (5 min).
9. Next, ask: *Which of the feelings that we've identified in today's session are ones that feel bad?* Record their answers on a flipchart.
10. Ask participants what they do to make themselves feel better when they experience these emotions? Listen to examples from a few participants and list them on a flipchart (5 min)
11. Explain we will now look at other things that we can do when we have negative emotions to REDUCE the bad feeling and make ourselves feel better.
12. Begin by introducing participants to deep and slow breathing. Explain that breathing slowly and deeply can help to calm you down. Breathing quick and shallow can make you more stressed. To breathe deeply, we breathe in through our nose and breathe out through our nose *and* mouth (demonstrate this).
13. Continue to explain that when we breathe in, we can count to 4 as we breathe out, we also count to 4. (Demonstrate this, remembering to breathe in through your nose and out through your nose and mouth).

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14. Finally, when we breathe in, we focus on filling our *stomachs* with air, not raising our shoulders (Demonstrate breathing in so that the air fills your stomach, and breathing out so that your stomach deflates. You can put your hand on your stomach to show how the stomach rises and falls).
15. Explain that sometimes it helps to close your eyes or to focus on a specific spot in front of you (on the floor, on the wall, etc.). Some people also find it helpful to say the words “calm down” or “relax” in their mind as they are breathing.
16. Ask participants to sit comfortably with arms by their side. Invite them to close their eyes or focus on a specific spot on the wall.
17. Begin to practice breathing for 3 minutes. Be sure to practice with the participants. (Note that it may take some moments for participants to get used to the practice and to engage in silence. Be patient and gently remind them to use the techniques being taught).
18. After three minutes have passed, bring participants’ attention back to the discussion.
19. Ask participants for reflections on how that felt. Ask whether it helped them to feel more relaxed. Listen to responses and discuss for 3 minutes.
20. Explain that breathing in this way is one strategy for reducing negative feelings. There are other strategies as well.
21. Give out the handout entitled “Techniques for Reducing Negative Feelings” Ask a different participant to read each one aloud, or read them aloud if your group is not able to read.
 - a) *Take a walk*: (fresh air and exercise) help to relieve stress
 - b) *Talk to a friend*: Talking to someone else before you approach the person you are having an issue with, may help to calm you down.
 - c) *Sit quietly and breathe slowly and deeply*: Count to 4 as you breathe in and 4 as you breathe out. Be sure to fill your stomach with air rather than tensing your shoulders. This helps us to relax.
 - d) *Avoid excessive drinking*: Overuse of alcohol can make our negative emotions even stronger and lead us to negative behaviors
 - e) *Go to sleep*: Things often feel better the next day. Sometimes a little rest helps us to feel better.
 - f) *Make a list of all the things you have to be thankful for*. Focusing on the positive can help to balance out the negative.
 - g) *Sing a song*. Music is often associated with positive feeling and helps to distract us.
 - h) *Be physically active*: Exercise and activities make us physically feel better which helps to make us emotionally feel better.
22. Ask participants if they have any other examples to share.
23. Remind participants of the feelings discussed earlier that contribute to GBV. E.g. jealousy, frustration or anger).

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24. Explain to participants that they will now work with the person next to them. to discuss which strategy they would use to reduce each of these emotions when they feel them. What strategies do they think could help to decrease the intensity of the emotion. (7 min)
25. After 7 minutes have passed, bring the group back to plenary. Ask participants to share some of the strategies they discussed. Which did they prefer to use? Which ones did they not want to use? Probe why and why not about the different examples (7 minutes).
26. Ask if there are any questions and debrief the exercise:
 - a) *Negative feelings can trigger negative behaviors.*
 - b) *We all have the power to reduce these negative feelings.*
 - c) *It is important to recognize which feelings trigger negative behaviors and to have strategies for reducing the intensity of those feelings*
 - d) *Using these strategies requires practice but also offers huge benefits.*
27. Thank participants for their active participation. Explain the Take-Home Exercise for the week and remind participants of the time and date for the next session before closing.

Take-Home Exercise

At the end of each day this week, try to identify the different feelings that you had throughout the day. Before you go to sleep, either write them down or draw images to

symbolize the different feelings in your notebook. Notice which feelings come up a lot, and which ones come up only at specific times.

Choose one of the strategies for reducing negative feelings that we learned today to practice this week. When a negative feeling arises, try to identify it and practice using the strategy to reduce it. Tell your partner which strategy you intend to practice so that you can each help to remind the other to use your strategies. At the end of the week, sit with your partner to discuss your experiences in trying to manage your negative feelings.

Handout 13.1: Techniques for Reducing Negative Feelings (Photocopy and Distribute)

1. *Take a walk:* (fresh air and exercise) help to relieve stress
2. *Talk to a friend:* Talking to someone else before you approach the person you are having an issue with, may help to calm you down.
3. *Sit quietly and breathe slowly and deeply:* Count to 4 as you breathe in and 4 as you breathe out. Be sure to fill your stomach with air rather than tensing your shoulders. This helps us to relax.
4. *Avoid excessive drinking:* Overuse of alcohol can make our negative emotions even stronger and lead us to negative behaviors

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5. *Go to sleep:* Things often feel better the next day. Sometimes a little rest helps us to feel better.
6. *Make a list of all the things you have to be thankful for.* Focusing on the positive can help to balance out the negative.
7. *Sing a song or listen to music.* Music is often associated with positive feeling and helps to distract us.
8. *Play sports:* Exercise and activities make us physically feel better which helps to make us emotionally feel better.

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Session 14: Managing Triggers (Part 2) - Thoughts

I. SUGGESTED TIME:

□□hours 45 minutes/sessions

II. OBJECTIVE:

- ❖ To help participants recognize what a thought is and how it is different from a feeling.
- ❖ To create awareness of the relationship between thoughts, feelings and behaviors using the Thinking Triangle.
- ❖ To help participants practice using the Cognitive Triangle to change unhelpful thoughts into more helpful ones, as a step towards behavior change

III. ACTIVITIES:

Activity 1: Take-Home Reflection

🕒 Time required 30 minutes 👤

Methodology:

✍ **Materials and Preparation:** Individual work, Pair-share



Steps:

1. Welcome everyone to the session. Remind participants that in the last session, you learned how to identify different feelings, the intensity of feelings, and the situations that trigger those feelings. You also looked at strategies for reducing negative feelings and were asked to choose one to practice at home.
2. Invite participants to share their reflections. Debrief using the following guiding questions:
 - a. *How was it to try to identify the different feelings that you have throughout the day?*
 - i. *Did you notice certain feelings that are more common and others that are less common?*
 - ii. *Were you able to identify negative feelings?*

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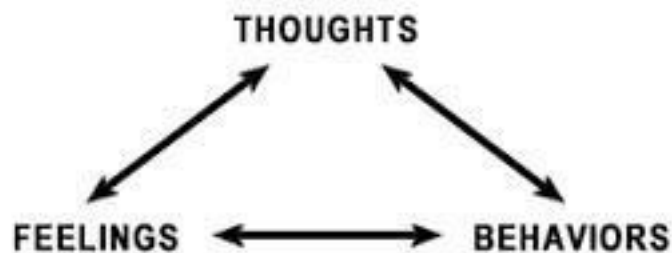
- b. How was it to try to manage negative feelings using the strategies we learned?
 - c. Which strategy did you choose? Were you able to stick to it?
 - d. What were the benefits of using the strategy? Challenges?
 - e. Did you notice any difference in your relationship when you tried to use this strategy?
3. Discuss participants' reflections, drawing out commonalities and addressing concerns.

Activity 2: The Thinking Triangle

🕒 **Time required 75 minutes**

👤 **Methodology:** Individual work, Pair-share ✍️ **Materials and Preparation:**

- Get a large roll of string that is enough for participants to hold on to one end and throw to another participant across the room
- Draw 2 Thinking Triangles on two different flipcharts (hang them next to each other or on separate flipchart stands):



- Cut out the Statement Cards provided at the end of this exercise
- Make 3 "X" marks on the floor using tape, that form a large triangle with about a meter of space between them.

👤 **Steps:**

1. Introduce the session: *In the last session, we talked about our feelings, and said that our feelings live inside our hearts and other parts of our bodies. Today, we are going to focus on our thoughts.*
2. Ask participants where our thoughts live. Summarize that thoughts are ideas or opinions that we think in our minds.
3. Ask the following questions to participants and call on one participant to answer each

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- a. *Imagine that I came into this session today and brought us a very delicious meal of rice. What would you say to yourself in your head? What would go through your mind—as soon as you saw it, even before you could say anything?”*
 - b. *What if we were outside doing this training, and it started raining all of a sudden. We didn’t expect it and started getting very, very wet? What would go through your mind—as soon as that happened, even before you could say anything?”*
 - c. *What if you were walking down a road in your village and a moto driver came driving by so fast that he spread dust everywhere and almost hit someone along the side of the road. What would go through your mind—as soon as you saw it, even though you could not say anything?*
4. Explain that thoughts are going through our minds all the time. Sometimes we do not even notice them. We do not always say our thoughts aloud, but are still there. Thoughts are different from feelings but the two are connected.
 5. Ask for 3 volunteers to come to the front of the room. Ask them to stand on the pieces of tape that you have put on the floor.
 6. Give the ball of string to one of the volunteers.
 7. Explain that you are going to read a scenario aloud to the group. You will then ask them questions and they will each answer as if they are the person in that scenario. You will ask the first question to the volunteer who is holding the string. After they answer you, they will hold on to the loose end of the string and throw the ball of string to the next volunteer . (*Demonstrate this. By holding the end of the string and throwing the ball, two people should be connected by a piece of string). You will then ask a question to the next volunteer holding the string. They, too, will answer, hold onto a loose piece of the string and throw the ball to the remaining volunteer (so that they are still connected by string). You will repeat this process again with the 3rd person, who will throw the ball of string back to the first volunteer after they’ve answered the question.
 8. Make sure there are no questions (Note to facilitator: it will become clearer once you begin the exercise).
 9. Read the following scenario aloud to the group.

You are walking home from church and see a group of your neighbors standing around and talking. Just as you walk by, they start laughing.

10. Ask the volunteer who is holding the string: *What goes through your mind when you walk past the group of neighbors and the neighbors start laughing?* (if the person

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- cannot come up with an example, you can probe for possible responses: I think they are laughing at me).
11. After the participant answers, have them hold onto the end of the string and throw the ball to the next volunteer.
 12. Turn to the next volunteer and repeat the situation, this time including the thoughts that the first person mentioned, i.e. *So when you walked past the neighbors and they started laughing, and you were thinking '(insert here what volunteer 1 said)', how did you feel?* If the participant struggles, you can probe for things like feeling mad, sad, annoyed.
 13. Next ask the same volunteer how intensely they felt that feeling using the money scale (e.g. 300 RWF, 3000 RWF, 30000 RWF or 300,000 RWF).
 14. Have the 2nd volunteer hold on to the piece of string and throw the ball to the 3rd volunteer, so that all 3 are now holding a piece of string.
 15. Turn to the 3rd volunteer and again, repeat the situation, what they were thinking, and add how they were feeling, and ask them *what they would DO if thinking and feeling this way*. It helps to give an example the first time you teach the triangle because we are looking for an immediate behavior in that moment that they heard the neighbors laughing (e.g. you walked away quickly, made a sad face, shouted at them), e.g. *So you walked by the group of people, they were laughing. In this moment, you said you were thinking, 'they are laughing at me,' and you were feeling mad and sad. What action or behavior did you do at that moment? For example, what did your face look like? Show me! Did you say anything? run away or do anything else with your legs and hands?*
 16. Have the third person hold onto the string and throw the ball back to the first. Now all three volunteers should be connected by a string forming a triangle.
 17. Stand on the outside of the triangle, visible to participants. Repeat the scenario aloud participants: *So someone was walking home from church, saw a group of their neighbors standing around talking, and as soon as they walked by, the group started laughing.*
 18. Walk over to the first volunteer and ask participants: *What went through the person's mind when they walked by and the neighbors started laughing.* Listen to the responses and ensure they match what the volunteer had said.
 19. Add what they've said onto the scenario and repeat the whole thing aloud. *So the person walked by and the neighbors started laughing and s/he thought.....*
 20. Follow up by asking: *How did this make the person feel? And to what intensity?*
 21. Walk to the 2nd volunteer, following the string. Listen to responses, ensuring that they match what the volunteer had said.
 22. Add this on to the scenario and repeat the whole thing aloud: *So the person walked by and the neighbors started laughing and s/he thoughtand s/he felt*

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23. Next walk over the third volunteer and ask participants: *What did this person then do?* Listen to responses and ensure they match what the volunteer had actually said.
24. Add this on the scenario, repeating the full story with all of its components: *So the person walked by and the neighbors started laughing and s/he thought..... and s/he felt.....and then s/he.....*
25. Walk back to the first volunteer and ask if the person is now thinking positive or negative thoughts, and feeling positively or negatively?
26. Ask participants: *What can we see from this demonstration? What does the string tell us?* Listen to responses from 3-4 participants.
 - a. *Thoughts, feelings, and behaviors are all interconnected. What we think affects how we feel and how we behave. And how we behave contributes back to the cycle.*
 - b. *If we have negative thoughts, then our feelings and behaviors are likely to be negative. If we more positive thoughts, then this can contribute to more positive feelings and behaviors.*
 - c. *If we want to change our behaviors, then we need to start with our thoughts and feelings.*
27. Ask participants what shape the string makes (response: a triangle). Invite the volunteers to take their seats. Participants may clap for them as appropriate.
28. Uncover the Thinking Triangle flipchart. Explain to participants that the relationship between thoughts, feelings and behaviors is called the Thinking Triangle. It is just like the string they saw in front of them. Show them on the diagram that the arrows of the triangle indicate that how we think affects how we feel, and this affects how we behave, and vice-versa.
29. Remind participants of the scenario that you just discussed. Ask them what the situation was and write that at the top of the flipchart: (Situation: Walked by a group of people. The group started laughing)
30. Ask them what the thought was in that scenario and write it on the flipchart next to the word "Thought" (e.g. 'they're making fun of me).
31. Repeat Step 28 for the Feeling and Behavior corners of the triangle.
32. Say the whole scenario aloud again, inserting the thought, feelings, and behaviors.
33. Explain to participants that when a situation happens in life, we can't change it. It already happened. In this case, we walked passed the neighbors and they were talking and laughing. We can't erase that. It's happened.
34. Ask participants: *What can we change or control on this diagram?* Highlight that *we can control how the points on the triangle, starting with our thoughts. We have the power to control how we think about a scenario, which will affect how we feel and*

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how we behave. Let's see how this works. Let's look at what happens in the same scenario if we change the way we think.

35. Ask for 3 more volunteers to stand in a triangle in front. Give each of them one of the statement cards provided at the end of these instructions.
36. Read the same scenario as before:

You are walking home from church and see a group of your neighbors standing around and talking. Just as you walk by, they start laughing.

37. Repeat Steps 10-25, this time with the volunteers reading the thought, feeling and behavior from the pieces of paper you provided.
38. When you have completed the string exercise, uncover the 2nd Thinking Triangle Flipchart. Repeat Steps 29-32, inserting the positive new thought, feeling, and behavior into the triangle and looking at the impact.
39. Ask participants to reflect upon the differences that occurred when we changed our thoughts from one that is *unhelpful* (e.g. they are laughing at me) to one that is more *helpful* (e.g. someone just said something funny).
40. Explain that *often times we blame an incident for making us behave a certain way. We don't realize that actually our thoughts and feelings are not helpful in response, and that with effort we can control and change these. We can make them more helpful and reduce the intensity of those that are negative. We will practice this in the next part of the session.*
41. Ask if there are any questions before pausing for a break. **Hand out 14: Statement Cards**

Thought:

Someone must have said something funny.

**Feeling: Normal,
good** -----

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Behavior:

Walk over to the group

Activity 3: Choosing Helpful Thoughts

- ✓ **Objectives** - By the end of the activity, participants will be able to:
- Practice using the Cognitive Triangle to change unhelpful thoughts into more helpful ones, as a step towards behavior change.

🕒 **Time Required: 75 minutes**

🧑 **Methodology:** Individual work, Pair-share ✍️ **Materials and Preparation:**

- Make an A4 paper with a large triangle in the middle on a computer or by hand. Print enough copies to give 2 to each participant.



Steps:

- Welcome participants back from break.
- Explain that you will use the rest of today's session to practice changing our unhelpful thoughts to helpful ones, using the Thinking Triangle.
- Ask participants: *How do we know if a thought is 'unhelpful'*? Examples of unhelpful thoughts:
 - They make us feel bad (e.g. 'they are making fun of me' instead of 'they just said something funny')
 - We blame ourselves or others (e.g. 'It's all my fault. If only I'd have done that differently, this never would've happened' or 'It's all HIS fault')
 - They make 'all' or 'none' statements (e.g. 'Nobody likes me' or 'She ALWAYS does that')
- When we recognize ourselves having these kinds of thoughts, we can try to change them to ones that are more helpful using the Thinking Triangle.
- Ask participants to brainstorm common examples of scenarios that they often have unhelpful thoughts about. Begin with examples that are NOT from within their intimate relationships. This will help participants to grasp the concept before moving into more challenging and sensitive scenarios. If participants have a hard time coming up with examples, give the following three:

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- a. Your in-laws don't greet you when you enter the house
 - b. Someone shoves in front of you to board a taxi to town
 - c. Your child comes inside dirty from playing
6. Explain that you will divide into groups of 4 to work on your cognitive triangles. Each group will choose at least 2 of these examples to work on. For each one, they will draw a cognitive triangle on an A4 paper and write the thoughts, feelings and behaviors that you identify. They will do a Thinking Triangle that starts with unhelpful thought, and one that starts with a helpful thought, for each example. You will circle between the groups if they have any questions. They will have 30 minutes to practice this.
 7. Divide into groups of 4 and begin. Give out blank A4 paper to all of the groups. Be sure to circulate to all of the groups to help them work through the triangles.
 8. Call out when there are 10 minutes, 5 minutes, and 1 minute left.
 9. Return to plenary. Ask for volunteers to read their unhelpful and helpful thinking triangles for the first example. They do not have to stand up and do a presentation, but can show the triangles on the papers. Ask questions for clarification.
 10. Ask if any other groups came up with anything different for that example. Give them a chance to present.
 11. After 2 groups, move on to the next scenario. Repeat this process, allowing 2 different groups to present their Thinking Triangles for each example.
 - a. If it becomes clear that participants do not grasp the Thinking Triangle, then you might stop the individual presentations and work on one Thinking Triangle as a complete group on a flipchart.
 - b. If you are confident after all of the examples that participants understand the Thinking triangle, then prepare to close the session.
 12. Ask if there are any questions.
 13. Summarize:
 - a. *Though we cannot control most situations, we can control how we respond to them in our thoughts, feelings, and actions.*
 - b. *Changing from unhelpful thoughts to helpful thoughts, can help us reduce our negative feelings and ultimately our behaviors.*
 14. Thank participants for their active participation. Explain the Take-Home Exercise for the week and remind participants of the time and date for the next session before closing.

Take-Home Exercise

Choose two situations during the week that are making you feel stressed, sad, or angry (If there is not a specific situation this week then choose 1 or 2 that are common). For each of

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these situations, make 2 cognitive triangles: one using the unhelpful thoughts that you usually have, and the other using a more helpful thought. During the week, sit with your partner to discuss your cognitive triangles. Help each other to develop thoughts that are more helpful.

Session 15: Managing Triggers (Part 3) - “Akarimi Koshywa N’akandi”



I. SUGGESTED TIME:

□□hours/sessions

II. OBJECTIVE:

- ❖ To help increase participants’ understanding of different styles of communication and their ability to formulate assertive responses ❖
- To enable participants strengthen analytic and dialogue skills.

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- ❖ To help participants develop their skills in communicating about a conflict in an intimate relationship.
- ❖ To enable couples become more aware of their communication styles and practice using assertive communication and 5 phrases for communicating about conflict.

III. ACTIVITIES:

Activity 1: Take-Home Reflection

⌚ **Time required 30 minutes** 

Methodology:

 **Materials and Preparation:** Individual work, Pair-share

 **Steps:**

1. Welcome everyone to the session. Remind participants that in the last session, you practiced changing unhelpful thoughts to helpful ones. Participants were asked to try to use the Thinking Triangle at home to manage negative emotions.
2. Invite participants to share their reflections about the Take-Home exercise. You can use the following questions to guide the discussion:
 - a. *Who would like to share one of their helpful Thinking Triangles with the group (listen to 1-2 participants)*
 - b. *How did it feel to use the Thinking Triangle?*
 - c. *Were there any situations for which you could not find a more helpful thought? If so, what? (Does anyone have ideas of helpful thoughts in that case?)*
 - d. *Were there any helpful thoughts that surprised you?*
 - e. *Do you feel that you will be able to keep this up? Why/ why not?*
 - f. *How was it to talk to your partner about the Thinking Triangles?*

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3. Discuss participants' reflections, drawing out commonalities and addressing concerns.

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Activity 2: Did I Say That? Different Styles of Communication¹³

🕒 **Time Required: 70 minutes**

👤 **Methodology:** Individual work , Pair-share ✍️

Materials and Preparation:

- Prepare a flipchart with three columns: Passive, Aggressive, and Assertive. Hang it in the front of the room and fold it up or cover the titles until it is time to use.
- Photocopy the “Different Styles of Communication” table provided at the end of these instructions. Cut out the “Response” column only. Cut the numbered responses into separate strips of paper. Do not include the conflict scenario or answers.



Steps:

1. Introduce the activity: *In every relationship, there will be moments when we get angry, when we feel annoyed or frustrated. This is normal. What is important is that we learn how to deal with these situations non-violently, in a positive and respectful way. In this session, we will explore healthy ways of communicating with our partner when there is a conflict. First, we need to examine our different communication styles.*
2. Ask participants: *How would you describe the way men typically communicate when they are upset or angry in their relationship?* Record answers on a flipchart.
3. Then ask: *How would you describe the way women typically communicate when they are upset or angry in their relationship?* Record answers on a flipchart.
4. Summarize: *Gender norms play a big role in shaping our communication styles. Women and girls are commonly taught to be **passive** in their communication. Men and boys are commonly taught to be **aggressive** in their communication.*
5. Ask participants what we mean by “passive” and what we mean by “aggressive.” (Passive means accepting or allowing what others do, not speaking directly about an issue, not being clear about your feelings, accepting etc. Aggressive means being harsh, hostile, confrontational, or attacking).
6. Ask participants how they think these styles of communication affect a couple’s relationship (sample responses: they are not able to resolve problems, builds fear, resentment, disrespect, small problems brew for a long time and become big ones, couples do not make each other happy, etc.)
7. Explain: *Communicating positively in a conflict requires finding a middle ground between being passive and being aggressive. It means being clear and honest but not hurtful. It means being patient and accepting but not submissive. Both partners should*

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¹³ Haberland, N., Rogow, D., Aguilar, O., Braeken, D., Clyde, J., Earle, C., Kohn, D., Madunagu, B., Osakue, G., Whitaker, C. *It's All One Curriculum*. P. 115-117, New York: The Population Council, 2009.

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be free to express themselves openly but respectfully and calmly. We call this being “assertive.”

8. Uncover the flipchart in the front of the room.
 9. Explain to participants: *You are now going to pair up with the person next to you. I will hand out a strip of paper to each pair with a number and a statement written on it. Review the statement together so that you are both familiar with it. I will call out 3 numbers to come to the front of the room. If your statement number is called, then one person from your pair should come to the front of the room. I will then read a scenario of a couple’s conflict to the group. After I read the scenario, the 3 participants at the front of the room will read their statements from the paper. As a group, you will decide which statement is passive, aggressive, or assertive. The readers will then tape their statements in the appropriate column on the flipchart (passive, aggressive, or assertive).*
 10. Ensure that there are no questions. Ask participants to pair up with the person next to them and hand out the numbered statements (1 per pair).
 11. Give each pair 1 minute to review their statements and choose who will read it.
 12. Begin by calling numbers 1-3 to the front of the room. When the 3 participants have come to the front of the room, read out Conflict #1.
 13. Ask the person with #1 to read their statement, followed by #2 and #3.
 14. After they have all read their statements, ask participants, which is an example of passive, aggressive, and assertive communication.
 15. Confirm the correct answers (provided in the worksheet). Ask those who read the statements to hang them in the corresponding column on the flipchart in the front of the room. They may then sit down.
 16. Next, call up numbers 4-6. Repeat steps 12-15 for Conflict #2.
 17. Repeat this process until you have finished all of the conflict scenarios.
 18. When you have completed all of the scenarios, ask participants to get back into their pairs. Ask each pair to think of at least 2 common conflicts within a couple that were not already discussed. Ask the pairs to come up with an example of an assertive response for each conflict. (5 min).
 19. After 5 minutes, ask for participants to share their examples. Discuss whether the examples are assertive and give participants the chance to help others improve their examples. (5 min).
 20. Ask if there are any questions. Debrief with the following guiding questions:
 - a. *How do you think aggressive communication affects our intimate relationships?* (highlight that aggressive communication can be a form of violence, while passive communication is often a symptom of violence or fear of violence. Women’s voices are not heard, men have power over women, violence continues, etc.)
-

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- b. Do you think that women have the freedom to speak assertively when there is violence in the relationship? (response: no. When there is unequal power in the relationship then both partners do not have the same freedom to communicate assertively).

Note to Facilitator: It is important to note that passive communication can be an important safety strategy for women living in violent relationships. Therefore, we should not blame women for being passive, nor ask them to be assertive if it is unsafe to do so. Both partners need to work towards change).

- c. What does this make you think about your own style of communication in your relationship?
- i. Do you communicate in the same style with everyone (e.g. children, house help, boss, boss, etc.?)
 - ii. Why do we communicate in one way with some people and another way with others?
- d. How do you think we can improve communication with our partners when there is a conflict? (response: healthy communication takes practice. It also requires holding each other accountable).

21. Ask if there are any questions before taking a break.

Handout 15.1: Different Styles of Communication Exercise- Photocopy and Cut

CONFLICT	RESPONSE	ANSWER
<p>Conflict 1</p> <p>A husband and wife are about to have sex. The wife suggests using a condom and the husband does not want to. He says:</p>	1. Only prostitutes use condoms! Are you bringing HIV into my house, you stupid woman?!	Aggressive
	2. I know that safe sex is important to both of us even though I complain. I will buy some tomorrow and we can wait until then.	Assertive
	3. Shhh, do not worry. Just let me take care of everything.	Passive
<p>Conflict 2</p> <p>A wife is upset that her husband has</p>	4. I was glad to hear that you sold the goat. Since we have many important costs to cover, I would like to discuss how we can best manage the little income.	Assertive

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<p>sold a goat but has not used the money to pay for things like health insurance, school fees or salt.</p>	<p>5. Lazy man! You come home every day without salt, soap, or anything we need! Other wives have real husbands who support them.</p>	Aggressive
	<p>6. Do not mind the kids hanging around. They have to stay home since their school fees were not paid.</p>	Passive
<p>Conflict 3 A husband is upset that his wife always spends time talking to a man who walks past their house each day. He says:</p>	<p>7. I do not understand lazy people who have time to stand around chatting all day.</p>	Passive
	<p>8. When you talk to that man for so long, I think you might want to be with him instead of me. It makes me feel jealous.</p>	Assertive
	<p>9. I saw you talking to that man! How dare you go talking to other men when you are my wife?! You should be ashamed of yourself.</p>	Aggressive
<p>Conflict 4 A man is upset because he thinks a shop owner is overcharging for his goods. He says:</p>	<p>10. You crook! Do you think we don't know what things cost? You are a just a filthy cheat charging these prices!</p>	Aggressive
	<p>11. Hmm, I guess we will not eat biscuits tonight after all.</p>	Passive
	<p>12. I am surprised to see the prices have</p>	Assertive
	<p>gone up since last week. Has something happened?</p>	
<p>Conflict 5 A woman is upset that her neighbor, Leyla, has been talking about her</p>	<p>13. Leyla, I heard that you have been talking about me to Yvonne. That upsets me.</p>	Assertive
	<p>14. Leyla, you gossiping, liar! I am going to spread stories about you and see how you like it!</p>	Aggressive

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to another neighbor, Yvonne. She says:

15. Leyla how is Yvonne? Have you spoken to her recently?

Passive

Activity 3: Conversation in a Conflict¹⁴

 **Time required 70 minutes**

 **Methodology:** Individual work , Pair-share 

Materials and Preparation:

- Familiarize yourself with the five steps for resolving conflict. Think through how you would apply them to a situation in your own life.
- Cut 5 flipcharts in half, length-wise. On each of the half pages, write one of the following phrases:
 - When you _____ ○ I imagine that _____ ○ And that makes me feel _____ ○ And it make me want to _____ ○ But I will _____

Steps:

Facilitator's Note

Using these steps may feel awkward at first for participants, but using simple examples and practicing will make it easier.

1. Welcome participants back from break. Explain: *Now we will learn a technique for communicating about a conflict and have the opportunity to practice using it. We will go through one situation together. Afterward, we will form pairs and everyone will practice.*
2. Read the practice situation aloud to the group: *Ngabo thinks that Gakunzi has been making fun of him to some other neighbors. Ngabo is very upset. He is going to confront Gakunzi.*
3. Hang the first flipchart ("**When You _____**") in the front of the room, leaving enough space to hang the remaining 4 signs next to it.
4. Ask participants to think about what specific behavior is upsetting Ngabo. Listen to their responses. (1 min)
 - a. Encourage participants to avoid generalizations such as "he was being a bad friend" and to focus on the specific behavior, e.g. "he made fun Gakunzi . . ."

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5. On the “When You _____” flipchart, fill in the blank with the behavior named by the group (it should read something like “When you made fun of me.”)

¹⁴ Haberland, N., Rogow, D., Aguilar, O., Braeken, D., Clyde, J., Earle, C., Kohn, D., Madunagu, B., Osakue, G., Whitaker, C. *It's All One Curriculum*. P. 56-58, New York: The Population Council, 2009.

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6. Ask participants: *Why is it important to communicate to the person about the specific behavior that is upsetting?* (possible responses: so that someone can understand exactly what is upsetting you; because our perception of a specific behavior may be different from what actually happened or was intended; because we all exhibit behaviors sometimes that can be perceived as negative – this doesn't mean everything about us is negative; so that we can address the problem)
7. Hang the second phrase on the wall (next to the first phrase): **“I imagine that _____”** and read it aloud (if necessary, you might explain that ‘to imagine’ means to ‘start to think that...’)
8. Ask: *What might Ngabo imagine or start thinking when Gakunzi_(insert behavior here)___?*
 - a. Sample responses: “When you made fun of me to other people, I imagine (start to think) . . . *that you don't care about my feelings; that you might have told other people about me in the past; that you must not want to be my friend anymore; that you were all laughing at me.* etc.
9. Acknowledge that various responses might be appropriate, and fill in one of the participants' examples to complete the second phrase.
10. Ask: *How is it different to say “I imagine (or start to think that) you don't care about my feelings” than to say “You don't care about my feelings”* (sample responses: it recognizes the possibility that your perception might be wrong; it does not attack the other person; it helps someone understand the effects of their actions).
11. Invite a participant read the first two phrases with the filled-in words, starting to form a sentence. (e.g. “When you made fun of me, I imagine that you don't want to be my friend anymore....”)
12. Then hang the third phrase: **“And that makes me feel_____.”**
13. Ask participants exactly what emotion Ngabo might be feeling when he thinks his Gakunzi has been talking about him. Remind them that this is not what he thinks but how he feels. You can ask them to imagine how they would feel in that situation (probe for answers such as: hurt, betrayed, angry, embarrassed, lonely, humiliated)
14. Complete the third phrase by writing on the flipchart one of the suggestions offered by participants.
15. Invite a participant to read the three filled-in phrases that you have written so far on the flipcharts. (e.g. “When you made fun of me, I imagine that you don't want to be my friend anymore and that makes me feel hurt....”)
16. Then hang the fourth phrase: **“And it makes me want to _____.”**

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17. Ask: *What are some of the things that Ngabo might want to do if he feels this way?* Remind participants that what we might want to do at a given moment is not always the same as what we will actually do.
18. (sample responses: tell people mean things about Gakunzi; yell; stop being his friend; not face anyone again.)
19. Fill in the blank of the fourth phrase with one of the responses offered by participants.

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20. Ask a student to read the full set of phrases filled in so far. (e.g. “When you made fun of me, I imagine that you don’t want to be my friend anymore, and that makes me feel hurt, and it makes me want to talk behind your back too...”)
21. Finally, hang the last phrase: **“But I still _____.”**
22. Ask participants how they would fill in this blank. (Probe for such responses as: “I still care about you” or “I still want to be friends.”) On the board, write in an appropriate response to the final phrase.
23. Ask participants why it is important to offer this reassurance at the end? (sample responses: to show that you still want to maintain the relationship, to recognize that one incident does not necessarily reflect someone’s whole character, etc.)
24. Now, **read the full communication, i.e. all five completed phrases.** (e.g. “When you made fun of me, I imagine that you don’t want to be my friend anymore, and that makes me feel hurt, and it makes me want to talk behind your back too. But I still value our friendship”)
25. Ask for any comments and facilitate a short discussion about participants’ reflections. (3 min)
26. Explain: *Now you will have an opportunity to practice these steps on your own. Choose a conflict from your own life that you feel you did not handle well. You will then pair up with the person next to you. You will explain to them the conflict that you had, and use this technique to come up with a positive alternative for communicating about it. You will have 8 minutes for both partners to practice.*
27. Review again the five steps to be sure that students can refer to them easily: **When you _____** (specific behavior) **I imagine** (or start to think) **that _____** **And that makes me feel _____** (an emotion word) **And it makes me want to _____** **But I still _____** .
28. Ask participants to think of a conflict they want to work on. They should then form pairs and begin. One person will start and then they will switch roles so that both partners have a turn.
29. Call out after **4 minutes** have passed for them to switch turns if they haven’t done so already.
30. Call out after **8 minutes** have passed, that time is up.
31. After 8 minutes, bring participants’ attention back to the main group. Debrief the exercise using the following guiding questions:
 - *How did it feel to try to express yourself this way?*
 - *How was this different from your regular style of communication?*
 - *Do these words help you to express your real feelings? Why or why not?*
 - *How did it feel to listen to someone else express their feelings in this way?*
 - *How was this different from how people usually talk to you about a conflict?*
 - *What were some of the benefits of communicating this way? Challenges?*
32. Summarize: *We all have the right to be treated with respect in our relationships, even when there is a conflict with our partners. It is important that both partners are able to express their*

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concerns in a respectful way, and that it is safe for them to express when they feel disrespected, without repercussion of violence.

33. Thank participants for their active participation. Explain the Take-Home Exercise for the week and remind participants of the time and date for the next session before closing

Take-Home Exercise

Part One: Throughout the week, take note of how you communicate with your partner and others. Choose at least two examples of when you communicated either aggressively or passively. With your partner, discuss those examples and for each one, come up with a way that you could have communicated in an assertive way, rather than aggressive or passive.

Part Two: Think about a conflict you have now or have had in the past with your partner. With your partner, sit down and practice communicating about this conflict using the five steps learned today. Each partner should take a turn. Write down your examples or remember them so that you may discuss them next week.

Session 16: Balancing Economic Power



I. SUGGESTED TIME:

□□hours/sessions

II. OBJECTIVE:

- ❖ To help participants' to highlight strategies for balancing economic power between partners
- ❖ To strengthen participant understands of how members of the opposite sex feel and think about participation in VSL.

III. ACTIVITIES:

Activity 1: Take-Home Reflection

🕒 Time required 30 minutes 👤

Methodology:

✍ **Materials and Preparation:** Individual work, Pair-share

👣 Steps:

1. Welcome everyone to the session. Remind participants that in the last session, you talked about different styles of communication and the 5 steps for communicating about a conflict.



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You were asked to reflect on your own style of communication and practice assertive communication and the 5 steps at home.

2. Invite participants to share their reflections about the Take-Home Exercise. You can use the following questions to guide the discussion:
 - a. *What did you notice about how you and your partner communicate when you have a conflict? Possible probes:*
 - i. *Does one person tend to be more aggressive or more passive?*
 - ii. *Do certain situations bring out aggressive or passive communication?*
 - b. *Did you notice any differences in how you communicate with your partner and how you communicate with others? Why do you think this is?*
 - c. *How did it feel to try to change aggressive or passive communication to assertive?*
 - d. *How did it feel to use the 5 steps?*
 - e. *Do you feel that you will be able to continue to communicate in this way? Why or why not?*
3. Discuss participants' reflections, drawing out commonalities and addressing concerns.

Activity 2: Balancing Economic Power

 **Time required 60 minutes**

 **Methodology:** Individual work, Pair-share  **Materials and Preparation:**

- Prepare a flipchart with 2 columns, one marked "A" and the other marked "B"
- Prepare 3 flipcharts with the following titles: ○ Earning Income ○ Holding and Accessing Income Deciding How Income is Saved or Spent

 **Steps:**

1. Introduce the session: *Over the last few sessions, we have been trying to build skills for creating healthy, violence-free relationships with our partners. We have been working to address the root cause of GBV- power imbalance- as well as triggers of GBV. As you recall, one of the key triggers of GBV is disagreements about income/money, and one of the most common forms of GBV is economic violence. Therefore, today we are going to explore strategies to help us balance economic power in our households.*
2. Ask participants to imagine the following scenario:

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You get news that a relative whom you really loved has passed away. Your friends and neighbors show their support by making contributions to the funeral costs, which they give to you. You want to make sure that the funeral is arranged in the best possible way and that you are able to meet all of the costs.

3. Then ask: *Which of the following options would you choose to ensure that your money is spent in the best possible way?*
 - a. *Sit down with other relatives to discuss the various costs and how best to meet them given the contributions you have all received*
 - b. *Hand over all of your contributions to one relative who says that he is in charge of the funeral and will divide the money as he sees fit.*

4. Ask participants to put their hand in the air if they choose Option A. Count the hands and mark the number on the flipchart under Column A. Then ask participants to put their hands in the air if they choose Option B. Count the hands and mark the number on the flipchart under Column B.

5. Now ask participants to imagine another scenario

You are part of a local church committee. The church needs a new roof but also needs to repair some of the benches, get some new bibles and pay the security guard and cleaners. In addition, the committee chair usually receives some small assistance for transport. Your church has been raising money to try to meet all of these needs.

6. Then ask: *Which of the following options would you choose to ensure that your money is spent in the best possible way?*
 - a. Give all of the money to the committee chair to decide how best to use it.
 - b. Discuss the various needs with all of the committee members as well as the pastor and come up with a budget and plan for how to meet each of the needs.
7. Ask participants to put their hand in the air if they choose Option A. Count the hands and mark the number on the flipchart under Column A. Then ask participants to put their hands in the air if they choose Option B. Count the hands and mark the number on the flipchart under Column B.
8. Ask participants what we can learn from these scenarios. Listen to responses from 23 participants.

Key Learning Points

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We can see that it is important to balance power with others in order to manage finances most effectively. Though we often recognize this outside of the home, in our homes we usually accept that men have more economic power than women do. We often try to justify this by saying that men are more skilled or capable, however, it is because of gender norms that this imbalance of power persists. Families who balance economic power are actually able to manage their finances more effectively and productively

9. Uncover the 3 flipcharts titled “Earning Income,” “Holding and Accessing Income” and “Deciding How Income is Saved or Spent.”
10. Explain: *There are three main areas where we see an imbalance of economic power between men and women in the home: 1) Earning Income; 2) Holding and Accessing Income; and 3) Deciding How Income is Saved or Spent.* Ask participants what they think we mean by power imbalance in these each of these areas, beginning with earning income:
 - a. Earning income: women are often denied to opportunity to work outside of the home, to take out loans, or to earn money
 - b. Holding and Accessing Income: men often collect or hold onto money that is earned, bank accounts need men’s name or approval for withdrawal, men give “allowance” to partner
 - c. Deciding How Income is Saved or Spent: men make decisions about how much money to spend on different things, which assets to sell, how much to save and what to save for.
11. Explain they are now going to form groups of 4 with those closest to them. In their groups, they will try to come up with at least one idea for how they could balance power between the husband and wife in each of the 3 categories mentioned. Every group will come up with an example for every category. They will have 5 minutes to discuss.
12. Ensure that there are no questions and begin. After 5 minutes have passed, call out that time is up.
13. After 5 minutes have passed, go to the first flipchart, “Earning Income,” and ask for participants to share their ideas. Record contributions on the flipchart. (3 min)
14. Repeat this for the remaining two categories. (6 min). If participants have a hard time coming up with responses, probe for the following:
 - a. Earning Income
 - Ensure that both partners have the right to work and earn income
 - Discuss opportunities that exist for earning income for both the husband and the wife

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- Divide responsibilities so that both partners have the opportunity to earn income if they would like
 - b. Controlling Access to Income
 - Discuss where to save income in the home and make sure both partners can access cash
 - Ensure that both partners can access money equally
 - Do not have one partner collect money or hold all of money
 - Ensure that both partners have equal opportunity to save money externally and withdraw money externally
 - c. Making Decisions about How Income is Saved or Spent
 - Create and manage a household budget together
 - Review expenditures together
 - Identify long-term and short-term savings goals together
 - Make decisions about spending and saving together
 - Inform each other when extra income earned
 - Consult each other on how to manage unexpected changes in income
15. Ask participants: *What do you think would be the benefits of balancing economic power in our families?* Listen to responses from several participants. (possible responses include: meet the needs of the whole family, avoid misuse of income, build trust between partners, more economic success in the family)
16. Then ask participants: *What would be some of the challenges of trying to balance economic power with your partner.* Listen to participants' responses. Help participant to recognize harmful gender norms and brainstorm ways to address their challenges that focus on the benefits of balancing power.
17. Summarize the session:
- a) *Balancing economic power in our household helps us to be more productive and manage our household finances better*
 - b) *We can balance economic power in how we earn income, control access to income, and make decisions about saving and spending*
 - c) *Balancing economic power can also help to reduce disagreements about income/money that lead to violence, by promoting communication and shared decision-making.*

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Activity 3: The Gender and VSL Fishbowl¹⁵

⌚ **Time required 75 minutes**

👤 **Methodology:** Individual work , Pair-share ✍ **Materials and Preparation:**

- Review the exercise and guiding questions to ensure you understand it clearly. There are no additional preparations necessary

Facilitator's Note

For this activity, women need to be comfortable **and safe** to speak in front of their husbands (even if not speaking directly to them). The activity is inserted towards the end of the curriculum so that the group may have already built the foundation of a safe space. However, **if you feel that this activity might put any women at risk, then do NOT do the activity as a mixed group.** Similarly, if you feel that women will be not be able to express themselves honestly, then consider doing the activity in separate, same-sex groups. You can then facilitate separate debriefs with each group at a later date to discuss how the other group responded to the questions. If there is no issue facilitating one combined group of men and women, then proceed as suggested below.



Steps:

1. Welcome participants back from the break.
2. Explain: *One important way of balancing economic power is positively supporting participation in VSL. Participation in VSL is new for both wives and husbands. While this is an exciting opportunity, it is common for the new experience to also raise questions, concerns, and possibly discomfort amongst both partners. In the next exercise, we are going to try to gain deeper understanding of our partners' thoughts and feelings by observing them in a new way called "the fishbowl."*
3. Continue explaining: *To begin, women will form a circle with their chairs in the middle of the room, facing inwards. Men will form a circle behind them with their chairs, leaving enough space for the women to feel comfortable. For the first 20 minutes, I will facilitate a discussion with the women only. Men will act purely as observers. This means that they are only allowed to listen and are not allowed to speak or to participate in the discussion. This will give everyone an opportunity to listen fully to the perspectives of women in order to understand them more deeply. After 20 minutes, you*

¹⁵ Original version of this exercise comes from the ACQUIRE Project/Engender Health and Promundo (2008) Engaging Boys and Men in Gender Transformation: The Group Education Manual. Adapted for Promundo and CARE International in Rwanda. 2012. *Journeys of Transformation: A Training Manual for Engaging Men as Allies in Women's Economic Empowerment*. Washington, DC, USA, and Kigali, Rwanda: Promundo and CARE.

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will switch places and the men will sit in the middle. When the men are in the middle, women will become the observers who are only allowed to listen and not to speak.

4. Ask everyone to move their chairs so that you can begin: women starting on the inside and men on the outside. (Note: as facilitator, you can sit on the inside of the inner circle. Make the circles wide enough so that there is comfortable space between participants and for you, but make sure that everyone is able to hear everyone else.)
5. Begin the discussion with women using the following guiding questions. Make sure you that all women have a chance to participate and try to promote open discussion (avoid simply listing questions):
 - *Why is participating in the VSL important to you? What do you hope you will get from your participation?*
 - *How do you hope participation in the VSL will benefit your family?*
 - *What is the most difficult thing for women doing VSL?*
 - *What concerns do you have about husbands' involvement with women's VSL?*
 - *How do you think men can support and empower women in VSL?*
 - *What do you find difficult to understand about men?*
 - *What do you want to tell men that will help them better understand women?*
6. After 20 minutes, close the discussion and have the men and women switch places. Lead a discussion with the men, while the women listen. Use the following questions to guide the discussion with men:
 - *How do men feel about their wives'/partners' participating in the VSL?*
 - *What do you think could be the benefits of wives' participating in VSL?*
 - *What are men's concerns about their wives/partners participating in VSL?*
 - *What role do you think husbands should play in relation to their wives'/partners' participation in the VSL?*
 - *What do you find most difficult about trying to support your wife in VSL?*
 - *What do you find difficult to understand about women?*
 - *What do you want to tell women to help them better understand men?*
7. After both groups have had a turn inside the "fishbowl," return to one larger circle and discuss the activity, using the guiding questions below:
 - *What did you learn from this activity?*
 - *What did you learn about the opposite sex that you hadn't understood before? ○ Did anything surprise you? If so, what?*
 - *How did it feel to talk about these things with your partner and others listening?*

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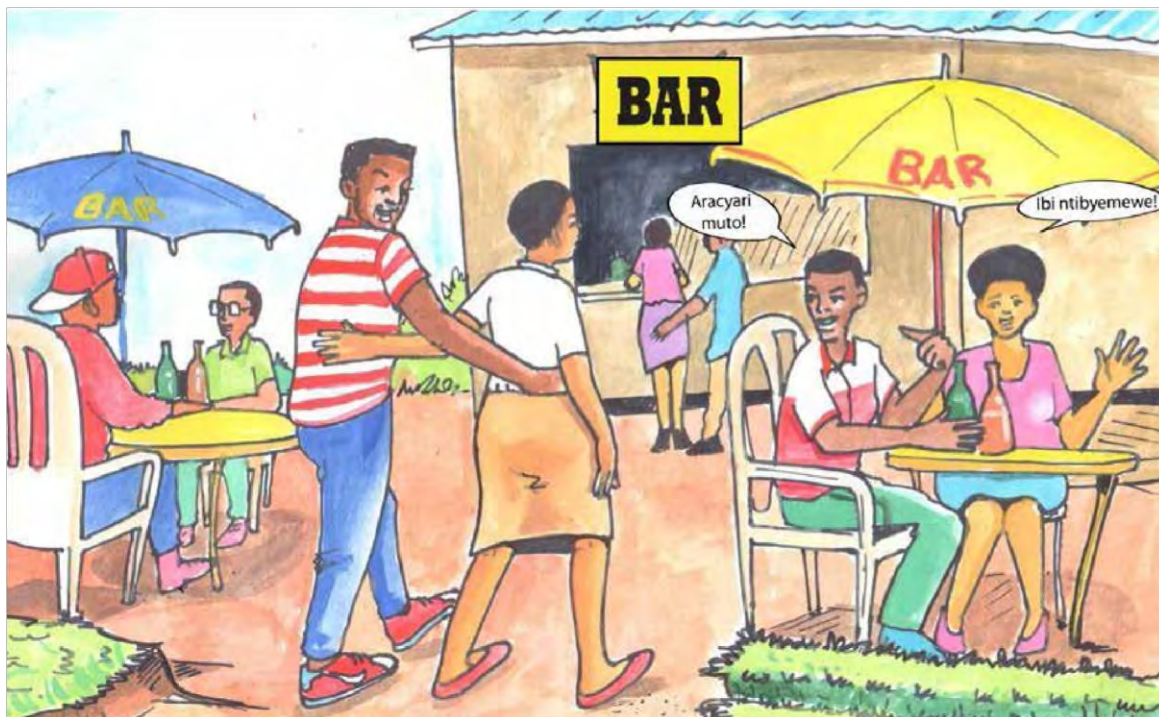
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- For men: *Based on what you learned, how do you think you can best support your wife/partner in VSL?*
 - *What else have you learned from this activity? How can this help you in your lives and relationships?*
8. Summarize: *It can be difficult for us to truly understand members of the opposite sex, including our partners. If we take the time, however, to develop a better understanding of their needs and experiences, then we can enjoy healthier cooperation in our relationships, which will lead to more productive participation in VSL and other household issues.*
 9. Thank participants for their active participation. Explain the Take-Home Exercise for the week and remind participants of the time and date for the next session before closing.

Take-Home Exercise

Sit with your partner and make a budget for your household for one month. Together, make a plan for how you will save and spend money that is earned within the household. Create a safe place to store your money that is accessible to both of you.

Session 17: Reducing Excessive Use of Alcohol



I. SUGGESTED TIME:

☐☐ hours 30 minutes/sessions

II. OBJECTIVE:

- ❖ To help participants' to strengthen their understanding of the consequences of excessive alcohol use on men, women, and children.
- ❖ To enable participants proposes strategies for reducing alcohol consumption.
- ❖ Men discuss with their wives and set a limit to their drinking for the week. They choose a strategy to help them achieve this goal and monitor their consumption to stay on track.

III. ACTIVITIES:

Activity 1: Take-Home Reflection

🕒 Time required 30 minutes 🧑

Methodology:

✍️ Materials and Preparation: Individual work, Pair-share

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Steps:

1. Welcome everyone to the session. Remind participants that in the last session, you talked about how to balance economic power in the household.
2. Invite participants to share their reflections about the Take-Home Exercise. You can use the following questions to guide the discussion:
 - a. *How was it to make a household budget and make decisions about your income with your partner?*
 - i. *How did it make you feel?*
 - ii. *What were some of the benefits? Challenges?*
 - b. *Which economic responsibilities do you think you will be able to share with your partner, e.g. earning income, deciding how to use income, holding/accessing money? Why?*
 - c. *Which responsibilities are you NOT comfortable sharing?*
3. Discuss participants' reflections, drawing out commonalities and addressing concerns.

Activity 2: Throw the Drunk Ball¹⁶

Facilitator's Note

- This session focuses primarily on men's excessive alcohol use. This does not mean that there are not women who abuse alcohol. However, men's excessive use of alcohol is far more common. In addition, research shows that men's excessive alcohol use increases the likelihood and severity of GBV in couples. The session will make mention the harmful effects of both women and men's excessive alcohol use. However, it is important to maintain the focus in order to more effectively reduce GBV.
- The aim of this session is not to get all men to stop drinking completely. It is to help them reduce *excessive* alcohol use.
- This is NOT a session only about those who are alcoholics or considered to be "drunkards." Many men who are living what is considered to be a "normal" life, sometimes drink excessively. It is important to help participants connect with the



¹⁶ The title of this activity and certain components have been adapted from: Promundo and CARE International in Rwanda. 2012. *Journeys of Transformation: A Training Manual for Engaging Men as Allies in Women's Economic Empowerment*. Washington, DC, USA, and Kigali, Rwanda: Promundo and CARE.

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everyday reality of excessive alcohol use by men in the community, and not to disconnect from it as an issue only for other people who have serious alcohol abuse problems.

 **Time required 45 minutes**

 **Methodology:** Individual work, Pair-share  **Materials and Preparation:**

- Get a plastic ball or make one out of paper and tape so that participants can throw it to one another



Steps:

1. Introduce the session: *Throughout this curriculum, we have explored power imbalance as the root cause of gender-based violence. We have also talked about the additional factors that trigger GBV in couples. Does anybody remember what these were?* (Listen to a few responses).
2. Remind participants of the three most common triggers of GBV in couples: excessive use of alcohol, jealousy, and disagreements about income/property.
3. Explain: *We have started to look at ways to manage some of these triggers by getting in touch with our feelings, using the Thinking Triangle, communicating assertively, and balancing economic power in our households. Today we are going to focus on ways to reduce excessive use of alcohol.*
4. Ask participants what are the common types of alcohol in their community? Listen to a few answers.
5. Ask participants how much of each would be considered “a little,” “a lot” or “excessive”? Listen to responses from a few participants to understand common perceptions about drinking (3 min).
6. Next, ask participants to consider the following scenario:

Kagabo and Kavitesi are married. They have 4 children. Kagabo works as a farmer; sometimes the money is ok, sometimes it is not. Kavitesi keeps the home and cares for the children. They have a small plot of land to grow some food for the family. They struggle to maintain their household but they are surviving. At the end of each day, they are both exhausted from the work they have done. On this day, Kagabo reaches home and finds that there is less food than usual.

7. Ask participants to imagine the interaction between Kagabo and Kavitesi when Kagabo returns home for dinner in the evening, exhausted from the day, in each of the following circumstances (pause for 5 seconds between each example to give participants a chance to think):
 - a. *Kagabo comes home directly from the farm. He does not stop anywhere on the way home.*

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- b. Kagabo stops at the bar on the way home and has a few drinks with his friends. He is drunk when he reaches home.*
 - c. Kagabo stops at the bar and drinks until he cannot walk very well. His friend has to help him walk home. He is completely drunk by the time he reaches home*
8. Ask participants in which scenario they think the couple is more likely to argue, scenario a, b, or c?
9. Then ask in which scenario do they think Kagabo is more likely to be violent to his wife, scenario a, b, or c?
10. Summarize:
 - a. When men drink excessively, they are more likely to be violent towards their partners*
 - b. Excessive drinking also increases the severity of the violence men use against their partners.*
 - c. Excessive drinking increases the amount of arguments between partners about the drinking itself, which can then lead to violence.*
11. Explain that there is not a defined number of drinks that is considered safe for all people, as it varies by individual. However, since we know that there is a strong relationship between alcohol and GBV, it is generally recommended that men reduce drinking to a responsible amount in order to reduce GBV and strengthen their families.

(Note: If participants ask, women who drink may also reduce their consumption. However, men's excessive alcohol use is far more common and directly linked to increasing the likelihood and severity of GBV in couples. Do not get "stuck" discussing women's excessive alcohol use, which is not the main issue).

12. Introduce the next activity by explaining that participants will form 2 lines facing each other, several meters apart. Men will be in one line, women in the other line. You will give a ball to one of the participants and participants will begin to throw the ball between them quickly. Women will throw across to the men and men will throw across to the women. When someone drops the ball, they must give an example of a negative consequence of men's excessive alcohol use. Men will answer about the negative impacts of excessive alcohol use on the man who is drinking, women will answer about the negative impacts on his wife.
13. Answer any questions and begin the exercise by giving a participant the ball to throw. Make sure that men and women each get a turn. Continue for **5 minutes**.

Note: There is a tendency for participants to focus only on the extreme effects of excessive alcohol use rather than the day-to-day consequences. Try to help participants connect with

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the reality of daily life in which many men who are living very “normal” lives, use alcohol excessively.

14. After 5 minutes, call out stop and review the responses. Ask participants whether there are any other consequences they want to add that were not already mentioned. Examples of responses include:
 - a. Men: *heart problems, liver problems, impairs brain functioning which affects movement, coordination, decision-making and ability to think clearly, weakens immune system, increases risk of cancer, problems in relationships, problems with friends and family members, become violent with others, become destructive, lose money (on more alcohol and b/c don't think clearly), make bad decisions*
 - b. Women: *experience violence from their husbands (which leads to emotional and physical consequences), live in fear, argues with husband which leads to violence, lack of money for the household if husband uses it for alcohol, fear for her children, emotional neglect, household can't thrive, self-blame*
15. Next, ask participants to form a circle. Explain that they will continue to throw the ball, but this time, both men and women will give examples of the negative impacts of excessive alcohol use on children.
16. Ask participants to form a circle and begin. (5 min).
17. Stop after 5 minutes have passed. Review the responses.
 - a. Examples include: *increase risk of abuse, causes fear, causes self-blame in the child, causes trauma, hinders healthy development, child may not get enough food, miss school if money is squandered on alcohol*
18. Finally, ask participants to pass the ball around one more time. This time, they will give examples of how excessive alcohol use negatively impacts the couples' relationship. (5 min).
19. Stop after 5 minutes have passed. Review the responses.
 - a. Examples include: *Lack of trust, lack of communication, increased arguing, increased GBV, lack of positive time together, family divided, do not enjoy sex, do not enjoy time together, economic problems, etc.*
20. Invite participants to return to their seats. Hang the flipcharts with participants' responses in the front of the room as necessary.
21. Ask participants what they have learned from these exercises. Summarize:
 - a. *Excessive alcohol use has negative impacts of the entire family, including the man, woman, and children*
 - b. *Excessive alcohol use increases the likelihood and severity of GBV in couples.*
 - c. *In order to prevent GBV in couples, it is important to reduce men's alcohol consumption to within safe levels.*

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Activity 3: Strategies for Reducing Alcohol Consumption

⌚ **Time required 60 minutes**

🧑 **Methodology:** Individual work, Pair-share ✍️ **Materials and Preparation:**

- Photocopy and cut the “Drinking Scenarios” provided at the end of this session.
- Make 4 copies of the “Strategies for Reducing Drinking” document provided at the end of this session. Cut them into strips and clip each complete set of strips together so that you have 4 complete sets of strategies to give to 4 different groups.



Steps:

1. Welcome participants back from the break. Explain that now that you understand how excessive alcohol use increases the likelihood and severity of gender-based violence in couples, you will try to come up with practical suggestions for reducing alcohol consumption. You will focus on men’s excessive alcohol use for this session. However, the strategies may also be used by women.
2. Begin with a brainstorm. Ask participants: *Why do men drink?* Keep this at the pace of a quick brainstorm. (2 min).
3. Next, ask participants: *What is the link is between men’s drinking and gender norms?*
 - a. Sample responses: men are expected to drink, drinking is seen as “normal” for men, it is ok for men to drink regardless of the wishes of or impact on wives and children, drinking is a sign of masculinity, men are encouraged to be aggressive or “tough” when drinking.
4. Explain that while people drink for many reasons— to enjoy the company of others, because they are angry or upset, or out of habit- men’s excessive use of alcohol often relates to gender norms about drinking and masculinity. In order to reduce alcohol consumption, therefore, we need to challenge gender norms in our relationships and communities and create new ones. We need to accept that it is ok for men not to drink or to drink less, and that being a man has nothing to do with how much or how often you drink.
5. Explain that you are now going to play a game. Ask for 5 volunteers to come up and help you with the game.
6. Once the 5 volunteers come up, introduce them to the rest of the participants: *These are 5 men who sometimes drink excessively. It is our job to suggest to these men strategies to help reduce their drinking. Each man is different and has a unique situation. So we want to try to find the strategy that would be most useful for him given his situation.*

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7. Continue explaining: *We are going to divide into 3 teams. Each team will receive a set of papers with strategies for reducing excessive drinking written on them (Hold up the pieces of paper). As a team, you will review the strategies together and then give out one to each team member (if you have more strategies than team members then you can give out more than one to each person). After you've reviewed the strategies for several minutes, the first man will introduce himself to the group and explain his situation. You will have a few minutes in your teams to discuss which of the strategies would be most effective for this man given his situation. The man will then approach Team 1, and ask for their best suggestion. Team 1 will offer their best suggestion by having the person holding that suggestion read it, explain why it would be useful, and give the paper to the man. The man will then move on to Team 2. Team 2 must offer a different suggestion than Team 1, in the same manner. The man will finally move to Team 3 and repeat the process. Team's cannot repeat a suggestion that has already been said.*
8. Continue: *After all teams have presented a suggestion to the 1st man, the 2nd man will introduce himself and his situation. You will repeat the same process, but this time you will begin with Team 2. The game will continue like this for all 5 men, beginning with a different team each time.*
9. Ask if there are any questions and make sure that everyone understands the game. Divide into 3 teams by counting 1-3 or any other way. The volunteer men can be their own team just for the purposes of discussion, but will not assign strategies to anyone of their members.
10. Give out the strategy papers to each team. Allow 10 minutes for each team to review the strategies and give them out to team members.
11. Call out when 5 minutes and 1 minute are left and when time is up.
12. When **10 minutes** have passed, call the 5 volunteer men back to the front of the room. Give each of them one of the scenario cards. Begin the game by asking the first man to read from his card to introduce himself to the group.
13. After he reads his scenario, give the teams **3 minutes** to discuss which strategies would be most effective for this man. After 3 minutes, invite the man to ask Team 1 for a suggestion to reduce his drinking. Team 1 should present their top suggestion and explain why it would be helpful. They should give the piece of paper to the man. After Team 1, he should approach Team 2 and then Team 3, who should give *different* suggestions. Make sure that teams do not repeat each others' answers.

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14. When the first man has gotten suggestions from every team, repeat the process with the remaining men, beginning with a different team each time. Continue like this until all of the men have had a turn and all of the suggestions have run out.
15. When all of the men have had a turn, read the situation for the first man again and ask him to read the strategies suggested to him. Repeat this for each of the other men.
16. Ask the men whether any of them would like to trade strategies. Ask participants whether they would like any of the men to trade strategies or whether they would like to add ones that were not mentioned. (3 min).
17. Finally, ask each man to choose the one strategy that he thinks would be most effective for him.
18. When the game is completed, return to the circle and debrief:
 - a. *What can we learn from this exercise?*
 - b. *How do you think it would be to try to implement one of these strategies in real life?*
 - c. *How could we help others to find strategies to reduce drinking?*

Key Learning Points

There are small strategies that we can use to make big changes. If we understand what contributes to drinking excessively, then we can work to address those things directly and reduce drinking. This takes practice and commitment. Reducing excessive drinking is an important way of preventing GBV in couples

19. Summarize:.
20. Thank participants for their active participation. Explain the Take-Home Exercise for the week and remind participants of the time and date for the next session before closing

Take-Home Exercise

As a couple, discuss and agree upon a healthy limit to your drinking this week

- If you typically drink a lot, try to limit yourself to a maximum of 1 drink per sitting, not more than 4 times this week.
- If you already drink less than this, try to reduce by even more.

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- If you do not drink at all, then discuss the strategies we learned today with a neighbor or friend).

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Discuss as a couple the strategy or strategies that you will use to reduce your drinking this week. Track your drinking by writing down when you have a drink and reviewing it together at the end of the week.

Handout 17.1: - Drinking Scenarios (Photocopy and Cut)

Scenario 1:

My name is Kazungu. I like to hang out with my friends and they all drink a lot.

Scenario 2:

My name is Muhoza. I do not always have to drink. However, once I start drinking, it is very hard for me to stop.

Scenario 3:

My name is Muiyanama. When I go out I am just relaxing, so I don't even notice how much I am drinking. I end up drinking a lot because I am not really paying attention.

Scenario 4:

My name is Gitefano. I don't know why I drink. That is just what I do. It is what I have always done.

Scenario 5:

My name is Sebagabo. I do not always drink a lot. However, when it is payday and I have all the money in my pocket, I know that I can go to the bar freely!

Handout 17.2: Strategies for Reducing Drinking (Photocopy (3x) and cut)

1. Begin to hang out with other friends who don't drink or who drink less

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2. Each time you go to bar, write down the number of drinks you have. Reduce it by one each time.

3. Set a goal for yourself and write it down. Keep a “drinking tracking card” and tick off each time you have a drink.

4. Avoid going to the bar.

5. Spend more time at home.

6. Set a minimum time between drinks, for example 30 minutes.

7. Do not walk past the bar on the day you get paid.

8. Think of ways to make time at home more enjoyable.

9. Set a limit for yourself and write it down. After each drink make a tick on a piece of paper. When you reach your limit, rip up the paper and go.

10. Only carry enough money for one drink.

11. Invite your friends to socialize somewhere where there is no alcohol.

12. Set a rule- after each alcoholic drink, have a non-alcoholic drink.

13. Explain to your friends that you are trying to reduce your drinking, so you might not meet them at the bar anymore but would still like to remain friends.

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14. Decide (with your partner) on a certain amount of money to put aside as soon as you get paid and somewhere to keep it. Tell each other when you get paid and put the money in that place.

15. Develop other hobbies/ other ways to spend your time

Session 18: Reflecting on Our Journey So Far



I. SUGGESTED TIME:

□□ hours 30 minutes/sessions

II. OBJECTIVE:

- ❖ To help participants strengthen their learning of key outcomes from sessions 10-16
- ❖ Strengthen self-awareness of participant's own change process and build mutual understanding between participants.
- ❖ Build mutual understanding and support amongst participants and between participants and facilitator

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III. ACTIVITIES:

Activity 1: Participant Teach-Back

 **Time required 75 minutes**  **Methodology:**

 **Materials and Preparation:** Individual work, Pair-share

- a. Photocopy and cut the Review Cards provided at the end of this session.
- b. Review sessions 10-16 for key points. Look at the Review Cards at the end of this session and make sure you are confident in the answers for each one.



Steps:

(Men and women separately)

1. Welcome everyone to this session: *Today we are going to take a step back and pause. We have been learning many new concepts and skills. But learning and change are a process. It is important that we continue to review these ideas and reflect upon our experiences trying to make changes in our lives.*
2. Explain that today you will review sessions 11-17. You will divide into 7 groups. (Hold up the stack of Review Cards) Each team will pick a card. On each card are prompts to follow about one of the session topics. As a team, you will follow the prompts on the card and teach it back to the group. You can use any creative method that you would like to teach back to the group. You can use songs, pictures, dramas, etc. You will have 15 minutes to prepare and 5 minutes to present.
3. Divide into 7 groups by counting off 1-7 or any other way. Invite a representative from each group to come up and pick a card. Once they have a card, groups can spread out and begin preparing their presentations.
4. Circulate between the groups to answer any questions and make sure they are on the right track. *(15 min)*.
5. Call out when 5 minutes are left, 1 minute, and when time is up.
6. Gather groups back to the main circle and begin the presentations. Allow 4 minutes for each presentation. Save questions for after all presentations have been completed, unless something is urgent. *(35 min)*
7. After all presentations have been completed, ask if there are any questions for any of the groups or about any of the topics presented. Take questions from participants. As much as possible, give the opportunity for participants to answer questions for other participants. Help to clarify any misunderstandings or issues that remain unclear. *(20 min)*.
8. When there are no further questions, invite participants to break before the next part of the session.

Handout 18: Session Review Cards (Photocopy and Cut)

Session 11- What Makes a Healthy Relationship

1. In a healthy relationship, both partners feel:
 - a. _____
 - b. _____
 - c. _____

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d. _____

2. For each of the above responses, give one example of something you can do in your own relationship to create or demonstrate that characteristic.

Session 12- The Foundations of a Healthy Relationship: Positive Time and Good Communication

1. What are 2 examples of positive time you can share with your partner?
2. What are at three “Do”s and three “Don’t”s of positive time?
3. Why is good communication important for a couple?

Session 13- Managing Triggers Part 1: Feelings

1. Give one example of a “scale” you can use to represent the different intensities of a feeling?
2. What are 3 techniques for reducing negative feelings?

Session 14- Managing Triggers Part 2: Thoughts

Prepare 2 Thinking Triangles for each of the following scenarios, one that demonstrates an unhelpful thought and one that changes it to a helpful thought:

Keza and Mugisha are married. Keza is responsible for taking care of the children and the home while Mugisha goes out to work. One day when Mugisha comes home, he notices that the children are very dirty.

Keza and Mugisha are married. Mugisha works as a mechanic, but sometimes there is not much work available. This week he comes home with very little money, much less than last week.

Session 15: Managing Triggers (Part 3)- “Akarimi Koshywa N’akandi”

Imagine 2 typical conflicts between a husband and wife. For each conflict, give an example of how to communicate assertively (not aggressively or passively).

Demonstrate how to use the 5 steps for communicating about a conflict.

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Session 16: Balancing

Economic Power

What are four ways in which men have economic power over women?

For each of those four categories, what is one example of a way to begin balancing economic power in your household?

Session 17: Reducing Excessive Alcohol Use

What is the relationship between excessive alcohol use and GBV in couples?

Give 4 examples of strategies for reducing alcohol consumption.

Activity 2: Personal Reflection

Facilitator's Note

This session will ask women (in the female-only group) about their safety both in and out of the sessions. It is essential to understand whether the program is unintentionally putting women at greater risk at home or otherwise and to take appropriate measures. Below are some tips for facilitating this part of the session: Emphasize that what they share will remain confidential and that you will work to support them.

- Be clear on the referral pathway for victims of GBV prior to doing this session. If someone discloses experiences of GBV to you, refer them accordingly in a supportive and ethical manner.
- Do not discuss individual cases in front of the whole group. If someone reveals their experience to the group, acknowledge and validate them but do not push for further details. Make time to discuss privately with them after the session.
- If you receive reports of GBV from within the couples, refer to your supervisor for support in moving forward.

 **Time required 60 minutes**  **Methodology:**

 **Materials and Preparation:** Individual work, Pair-share

- a. Create a flipchart with the title "Skills-building Sessions" and the following bullet points. Hang the flipchart in the front of the room:
 - Characteristics of a Healthy Relationship
 - Sharing Positive Time
 - Good Communication
 - Getting in Touch with Our Feelings
 - Thinking Triangles
 - Assertive Communication
 - 5 Steps to Communicating in a Conflict
 - Balancing Economic Power
 - Reducing Excessive Alcohol Use



Steps:

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1. Welcome participants back from the break. Introduce the next part of the session: *We are now going to take a break from looking at skills and knowledge and take time to reflect our own emotions, thoughts, and experiences throughout this process. It's important that we recognize change as a process and that we support each other through that process. Some aspects of changing will be difficult; some will be easier than others; some may seem impossible. Some will change quickly; some slowly. Our neighbors may change at a different rate than ourselves. This is all ok. We want to take some time to understand our experiences so that we can better support each other.*
3. Remind everyone that we have all committed to making this a safe space. So participants should get comfortable and feel free.
4. Point to the flipchart with the list of Skills-Building sessions. Remind participants that these are the topics we have covered since our last reflection session.
5. Ask participants to take a few moments to consider the learning and take-home exercises that they've had over the past few weeks.
6. Facilitate a reflective discussion using the following guiding questions (40 min)
 - a. *How has it been at home these past few weeks?*
 - b. *Have you tried to use any of these techniques to make changes in your home?
What about your partner?*
 - i. *If yes, which techniques have you tried?*
 - ii. *If no, what has stopped you from trying them?*
 - c. *Have the changes been successful?*
 - i. *What has worked? ii.*
What hasn't worked?
 - iii. *Why?*
 - d. *Have you and your partner both put in equal effort to change?*
 - i. *Do you both have equal power to make these changes? If not, who has more power to make certain changes?*
 - ii. *Are there changes that your partner has not made which you would like him/her to make? If so, which ones?*
 - e. *Are there any changes or ideas that you think would not be possible in your relationship or that you are not comfortable with?*
 - i. *Are there any that you are not comfortable with?*
 - ii. *Why or why not?*
 - f. *Which things have been easiest to change? Which have been hardest?*
 - g. *What have been some of the positive changes in your household since the start of this program?*
 - h. *Have there been any negative impacts of this program? If so, what are they?*
 - i. *How are you feeling about your participation in this program*

** For female-only groups, add:

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- a. Do you feel safe to:
 - a. Participate openly and honestly in the sessions with your husband?
 - b. Discuss the issues and topics we learn at home with your husband?
 - c. Try out new skills and techniques?
 - b. If no, can you kindly share what is making you feel unsafe?
- ** For male-only groups, add:
- a. Have you noticed areas where you use power over your partner?
 - b. How does it feel to recognize those things? What do you do to cope with those emotions?
 - c. What concerns do you have about balancing power in your relationship?
7. Answer any questions or concerns that are raised by participants and give them space to support each other. If any major individual concerns are raised, create time after the session to meet privately with individuals.
 8. Thank participants for their open participation. Remind them of the time and date for the next session.

Session 19: Our Community, Our Responsibility



I. SUGGESTED TIME:

□ □ hours 45 minutes/sessions

II.

OBJECTIVE:

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- ❖ To guide participants in recognizing how the thoughts, beliefs and actions of others influence their own.
- ❖ To foster analysis and understanding of GBV in couples as a community issue, not a private one.
- ❖ To enable participants identify and begin to alleviate some of participants' concerns that prevent them from intervening with couples experiencing GBV
- ❖ To help participants plan for how they can intervene safely and supportively when they hear or know about violence in someone's home

III. ACTIVITIES:

Activity 1: Circles of Influence

 **Time required 60 minutes**  **Methodology:**

 **Materials and Preparation:** Individual work, Pair-share

- Bring masking tape, chalk or something else that you can use to mark/draw on the floor.
- Mark four concentric circles on the floor with masking tape, large enough for all participants to stand inside of each layer.
- Make 30 numbered nametags by photocopying and cutting the nametags provided at the end of this session.
- Prepare 30 small pieces of tape in advance (for participants to be able to tape the nametags onto their chests).
- Photocopy and cut out the character statements, provided at the end of these instructions. Fold the character statements in half so no one can read them. Clip or pile each one with the corresponding numbered nametag. Create 30 small piles for participants to choose from (with the nametag and the corresponding character statement). Have the 30 pieces of tape nearby

Steps:

1. Introduce the session: *One of the challenges to GBV in couples is that we view it as a "private issue" between a wife and husband. We often expect there to be some violence within the home and view speaking about GBV between partners as "meddling" or "interfering." So we keep silent. Or we say things that reinforce the idea that GBV in couples is normal. In this session, we are going to explore how GBV within couples is actually a community problem, not a private issue. We all contribute to the problem and all must be part of the solution.*

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2. Holding the piles of paper (consisting of a name tag and piece of paper) in your hand, ask the participants to come and take one pile and a piece of tape. Ask participants to tape the nametags to their chests. Tell them they can read their pieces of paper, but only to themselves. (Note: if participants cannot read, they may pair up with others).
3. Ask the participants who have chosen the characters of “woman” and “man” to stand inside the smallest innermost circle on the ground.
4. Announce to participants: *This woman and man are Kabanyana and Kabera. Kabanyana and Kabera, please introduce yourselves to the group by each reading the first sentence only on your piece of paper.* Have Kabanyana and Kabera read their first statements (stop them if they try to continue to the second statement).
5. Once Kabanyana and Kabera have introduced themselves, ask participants:
 - a. *All of you who have numbers 3 to 9, please come stand in this next circle around Kabanyana and Kabera.*
 - b. *All of you who have numbers 10 to 25, please come stand in this next circle.*
 - c. *All of you who have numbers 26 to 30, please come stand in this outer circle.*
6. Explain the first part of the exercise as follows:
 - a. *I will ask a participant to introduce her/himself and to read their **first sentence** aloud to Kabanyana and Kabera.*
 - b. *This participant will then tap someone else who will do the same, until all participants have had a turn.*
7. Ensure there are no questions.
8. Start the exercise by randomly choosing one of the participants to go first. Ask them to read their first statement only. Then have them tap the next person.
9. Continue like this until everyone has had a chance to read their first statement.
10. Then conduct a short debrief using the following questions (make sure participants remain in position):
 - a. *Which circle do you think has the most influence on Kabanyana and Kabera? Why?* (response: The inner circle- those are the people whom they see and interact with every day and have direct influence on them)
 - b. *Do any of the circles NOT have influence on Kabanyana and Kabera? Why or why not?* (response: No. All circles have some influence on Kabanyana and Kabera, some more directly than others)
 - c. *What does this exercise tell us about community norms?* (response: everyone plays a role in shaping and upholding community norms- men and women, at all different levels of society. These norms influence our individual relationships).

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d. *What does this mean for our work together?* (response: IPV is a community issue, not a private problem. Therefore, we must be willing to talk about the problem, support others who are experiencing violence, and help each other to change).

11. Explain to participants that they will now continue the exercise as they did before but this time participants will read their **second statements** aloud to Kabanyana. You will tap someone on the shoulder to start. The game will continue as last time until all participants, except Kabanyana and Kabera, have had the chance to read their second statement.

12. When everybody has read their second statement, ask Kabanyana and Kabera to read their second statements.

Key Learning Points

a. *Though we do not always realize it, many different people and things influence us as individuals.*

b. *People are usually influenced the most by the people who are the nearest to them. They influence us in everyday life.*

c. *Even community members who are not as close to us as friends and family influence how we think and act.*

d. *Broader societal influences like the media, national laws and international conventions, also affect individuals, even if it is not as direct or immediate.*

e. *Around all of us are circles of influence: family and friends, community members and society. We are all part of the problem and must all be part of the solution!*

13. Debrief the game as follows:

a. *What happened when more people were convinced of the benefits of a violencefree relationship?*

b. *What does this exercise show us about the GBV in couples* (response: that it is a community problem, not a private one).

c. *What can we learn about effective GBV prevention from this exercise?* (response: we need to engage people at all different levels of society; we need to have different strategies to reach different people; we need to break the silence; appreciate GPV as a community problem)

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Key Learning Points

- a. *Norms in the community can change. It is up to all community members.*
- b. *GBV in couples is a public issue, not a private one. Everyone has a role to play.*
- c. *It is up to everyone in the community to create a supportive environment for preventing GBV in couples and creating positive new behaviors and norms*

- d. *The more people who take on this issue the more likely we are to succeed in preventing GBV in couples*

Handout 19.1: - Circles of Influence Character Name Tags (Photocopy and Cut)

1. Kabanyana	2. Kabera	3. Parent
4. Kabanyana's Friend	5. Elder	6. Relative
7. In-Law	8. Kabera's Friend	9. Neighbor
10. Adolescent	11. Priest/Imam	12. Health Care
13. Food Seller	14. Police Officer	15. Farmer
16. Taxi Driver	17. Market Seller	18. NGO Staff

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19. Local Leader	20. Pharmacist	21. Teacher
22. Doctor	23. Social Welfare Officer	24. Judge
Parliamentarian	26. Donor	27. Radio Announcer
28. UN Official	29. Minister of Health	30. Newspaper Editor

Handout 19.2: - Circles of Influence Character Statements (Photocopy and Cut)

1. i) My name is Kabanyana. I am married to Kabera. We used to be okay, but nowadays Kabanyana shouts at me a lot and even sometimes hits me. I fear him and so do my children.
 ii) My name is Kabanyana. My husband now respects me. We talk about our problems and solve them together. There is no more fear in my heart or in my house.
2. i) My name is Kabera. I am married to Kabanyana. For some time now things at home have not been so good. My wife annoys me, and I have no choice but to shout at her. Sometimes I even beat her. I guess this is what happens in marriage.
 ii) My name is Kabera. I made a commitment to Kabanyana and my children that I will not solve problems or frustrations through shouting or hitting. Our house is now a happier place, even the children are doing better.
3. i) I am your parent. We were raised knowing that men can discipline women. This is how things should be.
 ii) I am your parent. Violence is not acceptable in our family/clan.

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4. i) I am a friend. We go to the drinking joint together. I see how you drink and then go home angry. However, it is normal for men.

ii) I am a friend. When we are out drinking, I advise you to stop before taking too much, so you will not go home drunk.

5. i) I am an elder. You respect me and follow my advice. Men have to make all the decisions for a family.

ii) I am an elder. I advise you to make decisions together as a family.

6. i) I am your relative. I ensure you respect the family customs.

ii) I am your relative. In my house, we are non-violent. Why don't you do the same to make your family peaceful and happy?

7. i) I am your in-law. You are now part of our family where women stay quiet and do not complain.

ii) I am your in-law. In this family, women and men have equal rights and live violence-free.

8. i) I am your friend. You and I discuss everything together. My relationship is similar to yours—men are head of the house, we have to endure.

ii) I am your friend. One person as head of the household is not necessary. Couples can and should make decisions together.

9. i) I am your neighbor. I hear your fights at night but say nothing. It isn't my business.

ii) I am your neighbor. I let you know that I know about the violence and invite you to come over if there is a problem.

10. i) I am an adolescent. I keep silent—what can I do?

ii) I am an adolescent. I helped the teacher organize an event for students about equality between girls and boys.

11. i) I am a priest. I keep silent. God will take care of things. ii) I am a priest. I went through the Indashyikirwa training and now do premarital counseling with all couples about non-violence and respect.

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12. i) I am a health care provider. I take care of injuries but do not ask anything. It is not my business.

ii) I am a health care provider. We organized a seminar among health care providers to learn more about GBV and health. We now ask clients about GBV.

13. i) I am a food seller. I see her bruises but keep silent.

ii) I am a food seller. I went to a market sellers association and talked with them about setting up a men/women's group to talk about our issues.

14. i) I am a police officer. Men sometimes cannot avoid using some small violence at home. It is a domestic issue.

ii) I am a police officer. I take all cases of violence in the home seriously.

15. i) I am a farmer. I think a woman is not equal to a man. A woman should obey her husband.

ii) I am a farmer. I made a presentation at my farmers meeting about how women and men can work together for a better harvest.

16. i) I am a taxi driver. I think violence should be used against a woman occasionally. Otherwise, women start thinking they can do anything.

ii) I am a taxi driver. I talk to people in my taxi about human rights.

17. i) I am a market seller. Women and men are not equal. If a man wants to show that he has more power, then that is a woman's fate.

ii) I am a market seller. I support women and men to balance power in their relationships.

18. i) I am an NGO staff member. We tell people to stop being violent, because only bad people use violence.

ii) I am an NGO staff member. We talk with community members about how they use power in their relationships. We help people see the benefits of non-violence!

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19. i) I am a local leader. I assure that you adhere to the law in the community. You respect me.

ii) I am a local leader. Violence between partners in our community is not tolerated! We have a bylaw against it!

20. i) I am a pharmacist. You buy things from me, and ask for my advice. I think women must be patient and endure.

ii) I am a pharmacist. When you come to buy medicine for your cuts I refer you to a counselor to talk about violence.

21. i) I am a teacher. Making jokes about girls is just for fun; it does not do any harm.

ii) I am a teacher. I role model to my students that girls and boys are equally valuable, and that harassment is not okay.

22. i) I am your doctor. I advise you on many issues but don't see how GBV between couples is my business.

ii) I am your doctor. I ask you about violence in your relationship. I explain how violence can lead to various health concerns and help you understand the kinds of assistance we can offer.

23. i) I am a social welfare officer. I see violence in the community but I mostly focus on children, as some violence between women and men is normal.

ii) I am a social welfare officer. I deal with both violence against children and women. On home visits, I will talk about the benefits of non-violent families.

24. i) I am a judge. Sometimes women file cases just for simple violence. I dismiss these cases.

ii) I am a judge. In my court, I take all cases seriously. Violence, no matter if between partners or strangers, is a crime.

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25. i) I am a parliamentarian. There are no laws in my country specifically about violence— that is a private matter!

ii) I am a parliamentarian. The law of this country says that no person has a right to use violence against another person—no matter what his or her relationship.

26. i) I am a donor. I fund GBV programs in Africa. I only fund big campaigns because we need to educate so many people.

ii) I am a donor. I fund programs that recognize power imbalance between men and women and work with communities towards longer-term change.

27. i) I am a radio announcer. You hear my messages every day. We joke about women and violence – what’s the harm?!

ii) I am a radio announcer. I organize a talk show in which many different people come to talk about the negative consequences of violence against women.

28. i) I am a United Nations official. I monitor countries’ progress on international conventions, but I do not see the connection between GBV and power.

ii) I am a United Nations official. GBV and women’s rights is covered in international conventions. I will ask governments how they are responding to these issues.

29. i) I am a Minister of Health. I decide which services are available at the health centers. Women’s rights issues do not belong in clinics – we prescribe drugs!


ii) I am a Minister of Health. Our health care providers are trained on how to ask clients about violence.

30. i) I am a newspaper editor. I show explicit photos of women in my paper, because it sells!

ii) I am a newspaper editor. Our newspaper has a policy to protect the rights and dignity of all the people in the stories and images we publish.

Activity 2: Support or Interference?

 **Time required 60 minutes**  **Methodology:**

 **Materials and Preparation:** Individual work, Pair-share

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- ❑ On a flipchart write the title “Tips for Appropriate Intervention” with the following points below it (cover the flipchart until you use it in the session):
 - Prioritize Safety ○ Use Creative Disruptions ○
 - Maintain Confidentiality ○ Focus on Benefits of NonViolence ○ Be Non-judgmental/ Non-blaming ○ Show Respect ○ Know How to Make Referrals ○
 - Use Power
 - ‘With’
- ❑ Prepare a flipchart with the following discussion questions:
 - Which of these do you find most useful? Why?
 - Which of these do you find most challenging? Why?
 - What concerns do you have about intervening with others experiencing violence using these tips?
 - How can you address these concerns?



Steps:

1. Welcome everybody back from the break. Introduce the next exercise: *As we have already discussed, in our communities, violence between partners is seen as a private issue. Therefore, we tend to keep silent about it. Even as we begin to make changes in our own lives, we often hesitate to intervene when we hear violence in the homes of our neighbors or friends.*
2. Open a discussion with participants by asking: *When you hear or know that violence is taking place in a neighbor’s home, what stops you from intervening? What concerns do you have about getting involved?*
3. Listen to responses from several participants. Help participants to engage in open dialogue about their concerns. Common responses might be: people will accuse you of interfering, call you a “busy body,” accuse you of having an affair, fear of retaliation or violence against you, etc. Write down responses on a flipchart.
4. Summarize that it is normal to have concerns like these and that it will take effort and support from each other to overcome them. Explain that one way to overcome these concerns is to understand safe and supportive ways to intervene.
5. Uncover the “Tips for Appropriate Intervention’ flipchart. Explain that each of these is a tip for how to intervene appropriately when you hear or know about GBV in someone else’s home. You are going to divide into 8 groups. Each group will be assigned one of these tips and will receive a piece of paper explaining what that tip means. As a group they, will answer the discussion questions and then come up with a creative way to teach the rest of the participants what the tip means and why it is important. They should try to be as creative as possible. Each group will have **15 minutes to prepare** and **3 minutes to present**.
 1. What does this tip mean?
 2. Why is it important for intervening appropriately?

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6. Divide into 8 groups by counting off 1-8 or any other way. Hand out the Tips papers to each group and begin. Circulate amongst the groups to make sure everything is on track. Encourage groups to be creative
7. Call out when there are 5 minutes remaining, 1 minute, and when time is up.
8. Come back to plenary and ask the first group to come up, say what their tip is, and do their creative teach-back. Once the group is finished, they can read the full description of their tip from the piece of paper.
9. Repeat this for each of the groups (25 min). Ask for questions at the end of each presentation and give participants' the opportunity to help answer them for others (5 min)
10. After all of the groups have presented, debrief with the following questions as a guide (15 min):
 - a. *How can these tips help you to be more willing to intervene when others are experiencing GBV in their homes?*
 - b. *What concerns do you still have about intervening with others experiencing violence?*
 - c. *How can we address those concerns so that we can support others?*
11. Ask if there are any questions and allow for further discussion as needed.

Key Learning Points

GBV in couples is not a private matter- it is a community problem. In order to prevent it, we have to break the silence by speaking out and reaching out to those experiencing GBV in their homes. This may be uncomfortable at first, but if we join our power with others, we can find safe and effective ways to offer support. In this way, we can create new, positive norms that do not accept GBV in our homes

12. Thank participants for their active participation. Explain the Take-Home Exercise for the week and remind participants of the time and date for the next session before closing.

Take-Home Exercise

With your partner, discuss specific actions that you can take if you hear, see, or learn about intimate partner violence in the homes of your neighbors or family members. Consider whether those actions would be safe and supportive. If an incident arises, support each other to intervene in a positive way.

Handout 19.1: Support or Interference (Part 2)- Photocopy and Cut

Tips for Intervening Appropriately

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- 1. Prioritize Safety:** Do not put yourself at risk and do not do anything to put the victim at further risk. You do not have to intervene during the heat of violent situation. You can wait until things calm down or find other ways to try disrupt the violence (see below). Also, be aware of the safety of the woman you are trying to support. If your actions might unintentionally put a woman at greater risk of violence, then get help to come up with a way to respond that is safe for you and her.

Discussion Questions:

- 1) How would you describe what this tips means?*
 - 2) Why is it important?*
-

- 2. Use Creative Disruptions:** There are many ways to disrupt violence in order to stop it, without going directly to the perpetrator e.g. knocking on the door and asking to borrow some sugar, accidentally kicking a ball into someone's yard, causing noise outside. Even sometimes just doing actions that let the neighbors know you are there and can hear them can help, e.g. banging pots and pans loudly.

Discussion Questions:

- 1) How would you describe what this tips means?*
 - 2) Why is it important?*
-

- 3. Maintain Confidentiality:** Do not gossip, share other people's stories, or give out information about those whom you are supporting. You may ask for help in reaching out as needed.

Discussion Questions:

- 1) How would you describe what this tips means?*
 - 2) Why is it important?*
-

- 4. Highlight Benefits of Non-Violence.** When talking to people perpetrating GBV do not only focus on the negative consequences of their behavior. This will make people feel defensive and powerless. Help them to reflect upon the benefits of nonviolence.

Discussion Questions:

- 1) How would you describe what this tips means?*
 - 2) Why is it important?*
-

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- 5. Be Non-judgmental/ Non blaming.** Do not blame victims and do not judge perpetrators. We all struggle with issues of power in our relationships. Speak in a way that helps people to use their power positively, rather than feel shame or stigma.

Discussion Questions:

- 1) How would you describe what this tips means?*
 - 2) Why is it important?*
-

- 6. Show Respect.** Do not act superior- none of us are perfect and we all sometimes misuse our power. Think about the behaviors that indicate respect in your community and act appropriately. Be careful not to embarrass or humiliate people you are trying to support.

Discussion Questions:

- 1) How would you describe what this tips means?*
 - 2) Why is it important?*
-

- 7. Know How to Make Referrals.** Know the services that are available in your area for victims and how to refer someone in a confidential and supportive way.

Discussion Questions:

- 1) How would you describe what this tips means?*
 - 2) Why is it important?*
-

- 8. Use Power 'With'.** Do not feel you have to offer support alone. Ask for help from your partner, a local leader or a friend.

Discussion Questions:

- 1) How would you describe what this tips means?*
- 2) Why is it important?*

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Session 20: Providing Empowering Response



I. SUGGESTED TIME:

□ □□ hours 30 minutes/sessions

II.

OBJECTIVE:

- ❖ To help participants process the experiences and learning from the previous session's Take-Home exercise
- ❖ To explore the fear and feeling of shame and stigma.
- ❖ Demonstrate that stigma can be overcome by joining power with others. ❖ Demonstrate that we all have the power to ask for and accept support.
- ❖ Practice fostering power in support seekers rather than limiting their feelings of power.
- ❖ Help participants become more aware of how they may contribute to the shame and stigma of others. Practice giving a more supportive response

III. ACTIVITIES:

Activity 1: Take-Home Reflection

🕒 Time required 30 minutes 🧠 Methodology:

✍️ Materials and Preparation: Individual work, Pair-share

🎵 Steps:

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1. Welcome everyone to the session. Remind participants that in the last session, you talked about GBV in couples as a community responsibility, not a private issue.
2. Invite participants to share their reflections about the Take-Home Exercise. You can use the following questions to guide the discussion:
 - a. *What do you think about the idea that GBV in couples is not a private issue, but a community problem?*
 - b. *What ideas did you and your partner come up with for intervening in a safe and supportive way with those experiencing GBV in their homes?*(Facilitator's note: be sure that participants maintain confidentiality and do NOT reveal any identifying information about people in the community who are experiencing violence. They can describe their own actions.)
3. Discuss participants' reflections, drawing out commonalities and addressing concerns.

Activity 2: Moving Beyond Shame and Stigma

Facilitator's Note

In this exercise, there may be some participants who blame victims for GBV. In these cases, emphasize that victims of GBV are NOT to blame for the violence that is committed against them. It does not matter what a person was wearing, where she was walking, etc.

Someone who perpetrates GBV makes a choice to do so. Victims are not to blame.

⊕ **Time required 75 minutes** 🧑‍🤝‍🧑 **Methodology:**

✍ **Materials and Preparation:** Individual work, Pair-share

- Photocopy and cut the Scenario Statement provided at the end of these instructions.
- Make 2 copies of the NEGATIVE Response Statements and 2 copies of the SUPPORTIVE Response Statements provided at the end of these instructions.
- Cut the response statements into strips (along the dotted lines) and keep the
NEGATIVE Response Statements in one pile and the SUPPORTIVE Response Statements in a separate pile.
- Prepare 2 flipcharts, one with the definition of "Shame" and the other with the definition of "Stigma" as written below:
 - a. **Shame:** a painful feeling of humiliation, unworthiness or distress caused by a belief that there is something wrong with you or your behavior.

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- b. **Stigma:** When people reject or treat people negatively because of their circumstances.



Steps:

1. Welcome participants and introduce the session:

Many times people do not seek support because they feel shame and/or they fear stigma. Shame and stigma are major barriers for women who are experiencing GBV to seek support. Shame and stigma allow gender-based violence to continue. In this session, we will learn more about these feelings and explore ways to overcome them.

2. Ask for all participants to form a circle, either in the front or the back of the room (wherever there is more space), and to hold hands.
3. Ask for one female volunteer to step into the middle of the circle. Give her the piece of paper with the Scenario Statement written on it, but ask her not to look at it.
4. Explain that you are going to give out a piece of paper to everyone, but they should not read it or show it to anyone until you give them further instructions.
5. Give out all of the Response Statements to the participants in the circle, one per participant. Remind them not to look at the statements.
6. Explain the game: *The woman in the middle is trapped by a problem. She will read to everyone a statement from her piece of paper that describes her problem. In order to overcome the problem, she has to find people who are willing to support her by joining her in the middle of the circle. To do this, she will approach participants one by one and call out their name. If your name is called, you will read the response to her problem that is written on your piece of paper. If that response is supportive, you will join her in the middle of the circle. If not, then you will remain where you are. If no one joins her in the middle of the circle, then she will remain trapped.*
7. Ask if there are any questions and clarify as needed. Begin the game by asking the woman in the middle to read her statement. She can then begin approaching people in the circle for support.
8. In this first round of the game, the woman in the middle won't be able to break free, because no one has a supportive statement on their paper.
9. Once the woman in the middle has tried to break free for about **3 minutes**, stop the exercise temporarily. Explain the next part of the game:
 - a. *In a moment I will ask you all to close your eyes.*
 - b. *While your eyes are closed, I will walk around the circle and tap a few of you on your shoulder. If I tap you, you will give me the piece of paper that you have and take a new one from me. But do not read it until the next round of the game when it is your turn.*
 - c. *I will then ask everyone to open their eyes and we will begin the game again. This time, those who are tapped will read their new statements when the woman calls upon them.*

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d. *As in the previous round, if someone has a supportive response, then they should join the woman in the middle of the circle.*

10. Ensure there are no questions and ask participants to close their eyes.
11. Tap **5** participants on the shoulder. Take away each of their response statements and give them a new supportive response statement. Then tell the group to open their eyes.
12. Restart the game, and continue until several participants are in the circle with the woman.
13. After a couple of minutes, ask everyone to close their eyes again. This time, convert **10 more** participants to be supporters by tapping them on the shoulder, taking their negative response statements and giving them supportive response statements. Ask participants to open their eyes and resume.
14. After a couple of more minutes, ask everyone to close their eyes once more. This time convert **all** of the participants into supporters and play once more.
15. Once many participants are in the middle with the woman, stop the game. Return to your seats to debrief the exercise:
16. Debrief the exercise as follows:
 - a. Ask the women who had been in the middle: *How did you feel at the beginning of the game?* (Possible responses: powerless, ashamed, etc.)
 - b. Ask them: *How did you feel toward the end of the game?"* (possible responses: relieved, powerful, understood, etc.)
 - c. Ask the other participants: *How did you feel rejecting the woman in the middle?* (possible responses: powerful, bad, guilty etc.)
 - d. Ask all participants: *How did you feel when you or others started joining her? Did this change the power dynamics in the group?*
 - e. *Were the responses written on the first pieces of paper common ways of responding to women who experience GBV in your community? What about the more supportive responses?*
17. Explain: *The way we respond to victims of GBV often makes them feel shame or stigma. Even when we do not intend to, our responses can have this effect.*
18. Show the flipcharts with the definitions of 'Shame' and 'Stigma.' Ask a participant to read them or you read them aloud to a group. Discuss the meaning of these two terms, emphasizing that shame is something someone feels from within and stigma is something that comes from outside yourself.
19. Ask participants:
 - a. *Why do you think we respond this way to women experiencing GBV?* (possible responses: we believe GBV is normal in couples, we believe that men should have some power over women, we believe victims are to blame).

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- b. *When we shame or stigmatize women experiencing GBV, what are the consequences for women?* (possible responses for women: they believe that GBV is their fault, they do not seek help, they do not get important assistance, they have low self-esteem and cannot reach their full potential)
 - c. *How do you think this affects our families and communities?* (possible responses: it allows GBV to continue, let's people know that GBV in the home is ok, families and communities don't develop in a strong and healthy way, perpetuates harmful power imbalances)
20. Remind participants that as we saw in the exercise, we can change the way that we respond to victims so that instead of making them feel powerless, we help to foster their power within. This will be the focus of the next exercise

Key Learning Points

- Stigma and shame aim to make people feel powerless. They are another form of using power over someone.

- Stigma and shame prevent people from accessing the support that they need and from finding their own power within.
- We can use our power positively, joining our 'power with' those experiencing GBV without stigmatizing or shaming them. This will help to create positive change.

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Handout 20.1: - Photocopy and Cut

Scenario Statements

“My husband seems to beat me these days about everything- the food, the children, the house. He is always angry. It seems that nothing I do is right. I don’t know what to do.”

NEGATIVE Response Statements (Photocopy (2x) and Cut)

1. Try to talk sweetly to him. Men need sweetness

2. Have you been preparing the food on time?

3. Just endure it. That’s what we women do.

4. Stop complaining!

5. What happens between you and your husband is private.

6. You’re probably not being a good wife

7. You must not be pleasing him sexually. You need to try harder in the bedroom

8. He beats you because he loves you

9. He is a nice man. I am sure he knows what is best.

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10. You must have done something to deserve it

11. I know you like to talk back. I am sure you provoke him.

12. He does not mean any harm. That's just how he shows love

13. Do not embarrass this family by talking about your private matters

14. You should rub his feet when he comes home and bring his drink right away

15. You're lucky to have a roof over your head!

SUPPORTIVE Response Statements (Photocopy (2x) and Cut)

1. You are very brave for asking for help.

2. I am so sorry that you are going through this.

3. I am here for you.

4. I am here and can help you to get assistance.

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5. It is not your fault.

6. I am glad that you reached out. There are people and places who can help.

7. It must be a very difficult situation. I am here to talk.

8. I am glad you told me. Your safety is important to me.

9. Thank you for trusting me. There are things that we can do to help keep you safe.

10. I am listening. Take your time and feel free.

11. You are not alone. We will get through this together.

12. You are not to blame. It is good that you are sharing this with me.

13. I know it took a lot of courage to talk about this. I am here to help.

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14. You are very strong. Let us discuss your options together.

15. This is a very difficult situation. But there is hope- there are things that we can do. **Activity 3: Fostering Power Within**

 **Time required 60 minutes** 

Methodology:

 **Materials and Preparation:** Individual work, Pair-share

Prepare a flipchart with the title: “Responses that Reinforce Powerlessness.” Write the following bullet points underneath (Hang the flipchart and cover it up so that participants cannot yet read it):

1. Blaming
2. Humiliating
3. Insulting
4. Rejecting
5. Indifference

Prepare a flipchart with the title: “Responses that Foster Power Within.” Write the following bullet points underneath (Hang the flipchart and cover it up so that participants can not yet read it):

1. Assuring that it’s not her fault
2. Praising/ validating.
3. Being warm and non-judgmental
4. Being inclusive/ welcoming
5. Showing that you care
6. Giving options, not advice

Have VIPP/ A5 cards available and markers



Steps:

1. Welcome participants back from the break. Explain: *In the last exercise, we looked at shame and stigma and how this can make someone who is experiencing GBV feel powerless. In this exercise*

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we will practice using more supportive responses so that we can foster power within others, rather than taking it away.

2. Ask participants to think back to the previous exercise. In the first round of statements, the woman with the problem was not receiving positive support. Ask participants what kinds of responses made her feel shame or stigmatized. Listen to responses (1 min).
3. Uncover the flipchart with the “Responses that Reinforce Powerlessness.”
4. Read the first bullet point, “blaming.” Ask participants if they can give any examples of responses that are blaming. (If they cannot come up with one, you can share one of the examples below).
5. Continue like this for each of the bullet points, reading them and asking participants for examples. (5 min). Below are some examples for each:
 - a. Blaming (directly or indirectly): e.g., “It’s your fault” or “Just be sweeter to him.”
 - b. Humiliating: E.g., “You should be ashamed of yourself.”
 - c. Insulting: “Stupid woman.”
 - d. Rejecting: “Don’t embarrass this family by talking about your private matters.”
 - e. Indifferent: “This is what happens to all women.”
6. Explain to participants: *These kinds of responses reinforce feelings of powerlessness. Therefore, in order to foster power within, we need to respond in ways that do not blame, humiliate, insult, reject or show indifference.*
7. Uncover the flipchart that says “Responses that Foster Power Within.” Read the first one and ask participants if they can give any examples of responses assure someone it is not their fault. (If they cannot come up with one, you can share one of the examples below).
8. Continue like this for each of the bullet points, reading them and asking participants for examples. (5 min). Below are some examples for each:
 - a. Assuring that it is not their fault: “It’s not your fault,” or “No one deserves for this to happen to them.”
 - b. Praising/ validating: “You are brave for asking for help.”
 - c. Being warm and non-judgmental: “I am here for you.”
 - d. Being inclusive/ welcoming: “We will try to get through this together.”
 - e. Showing that you care. “I am glad that you told me. Your safety is important to me.”
 - f. Giving options not advice: “There are people and places that can help. Let’s discuss them together and you can choose whether you’d like to go to any of them.”

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Note: it is common for those providing support to want to tell the victim what to do, e.g. to go to the police or hospital. However, an important part of fostering power within is to help people make their own decisions, even those experiencing GBV. Therefore, when offering support to a woman experiencing GBV in her home, it is important to explain what services are available and how you could help her to access them if she wants, but then to let her make her own decisions about what she wants to do.

9. Explain: *These new examples all remind the victim who is seeking support of their own power. Responding in this way takes practice. We will now work with partners to practice providing empowering response.*
10. Explain that you are going to read a scenario to the group about a woman experiencing GBV in her home. Participants will then divide into pairs and take turns role-playing the scenario. One person will play the role of the woman experiencing GBV and the other will play the role of the friend providing support. The person providing support should try to respond in a way that fosters power within. After **3 minutes**, they will switch roles so that both partners can practice. After you read the scenario, pairs may spread out around the room to have space.
11. Read the scenario to participants:
Life in Muteteli's house is hard these days. Her husband seems to come home tired and angry every night. Sometimes he doesn't come home at all. When he does come home, he complains about everything Muteteli does- how she cooks, how she cares for the children. These days he shouts at her a lot and calls her names. He beats her more than he used to. She doesn't feel that she can do anything right. She feels bad about herself and wonders if she is doing something wrong. She has bruises now from the beatings and her body hurts. She asks her friend to come over one night when her husband is not around. When the friend comes over, she finds the Muteteli looking sad and exhausted, with her head in her hands.
12. Begin the exercise. Circulate between the pairs to see that they are providing positive responses.
13. After **3 minutes** call for participants to stop and switch roles. After another **3 minutes** call "Stop!" and gather everyone's attention.
14. Explain to participants that they will remain in their pairs and continue to practice supporting each other. This time, they will each think about a problem from their own lives, families, or communities. It should be something they feel comfortable sharing. Once again they will take turns playing the role of support seeker and support provider.
15. Begin the exercise. Circulate between the pairs to see that they are providing positive responses.
16. After **3 minutes** call for participants to stop and switch roles. After another **3 minutes** call "Stop!" and ask participants to come back to the main group.
17. Ask participants:

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- a. *How did it feel when you were seeking support and your partner responded in a positive way?*
- b. *How did it feel to provide support that fosters power within rather than reinforcing powerlessness?*
- c. *Was it difficult to respond in an empowering way? What was challenging?*
- d. *What can we learn from this?*

18. Summarize the exercise by explaining the following:

- a. *When supporting others experiencing GBV, it is our role to help foster power within, i.e. help the person to realize and feel their own power.*
- b. *When can join our 'power with' those experiencing GBV in order to support positive change.*
- c. *When providing support, it is easy to feel more powerful than the other person and to expect the person seeking support to be powerless. We have to guard against this by engaging with the person seeking support in a way that balances power.*

19. Thank participants for their active participation. Explain the Take-Home Exercise for the week and remind participants of the time and date for the next session before closing.

Take-Home Exercise

With your partner, identify the different groups of people who are stigmatized in your community (e.g. people living with HIV, women who are raped, albinos). Each partner choose one group (or individual) whom you feel you have stigmatized in some way. Discuss with your partner and come up with at least two ways that you could support those people in a way that fosters power within, rather than stigmatizing or shaming them.

****Be aware of how you provide support if someone seeks your help or shares a problem. Try to provide empowering support. Reflect upon whether your actions fostered powerlessness or power within.**

Session 21: Committing to Change!

Model Couples in Eliminating Gender-Based Violence



I. SUGGESTED TIME:

□□hours minutes/sessions

II. OBJECTIVE:

- ❖ To help participants process the experiences and learning from the previous session's Take-Home exercise
- ❖ To describe what motivates us to make changes in our lives.
- ❖ To identify potential obstacles to making changes in our lives and how to overcome them.
- ❖ Participants reflect upon concrete changes they can make to foster healthy, violence-free relationships.
- ❖ Participants commit individually and with their partners to make these changes.

III. ACTIVITIES:

Activity 1: Take-Home Reflection

⌚ Time required 30 minutes 👤

Methodology:

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 **Materials and Preparation:** Individual work, Pair-share

Steps:

1. Welcome everyone to the Session. Remind participants that in the last session, you talked about activism.

2. Invite participants to share their reflections about the take-home exercise. You can use the following questions to guide the discussion:
 - a. *What opportunities for activism were you able to identify in your lives?*
 - b. *How did it feel to try to start an activist conversation in your community?*
 - c. *What did you say/ do? What were the challenges? Benefits?*
 - d. *What questions did this raise for you?*

3. Discuss participants' reflections, drawing out commonalities and addressing concerns.

Activity 2: Motivators and Barriers to Personal Change¹⁷

 **Time required 60 minutes** 

Methodology:

 **Materials and Preparation:** Individual work, Pair-share

- Prepare two flipcharts, one with the word “Motivators” written in big bold letters across it, and the other with the word “Barriers” written in big bold letters across it. Hang one in the front of the room and one in the back (or side).
- Bring a large stack of VIPP cards/ A5 paper (enough for each participant to use several).
- Rip many pieces of tape and have them available for participants to hang cards on the wall.

¹⁷ Adapted from Michau, L. *The SASA! Activist Kit for Preventing Violence Against Women and HIV*. Action Phase Training Module, p 33-35. Kampala: Raising Voices, Dec. 2008.

Steps:

1. Introduce the session: *This is the final session of the Couple's Curriculum. Together, you have experienced a lot of meaningful growth- gaining new knowledge and skills and making important shifts in your attitudes and behaviors. However, change is not something that happens all at once, and not something that happens quickly. Some things will be harder to change than others. Some changes may take longer. You might accept some new ideas fully and but still be questioning others. You might hold on to some old beliefs. You might have new beliefs but can't imagine being able to put them into practice. You might worry about what others will think of you, or how you will feel about yourself. If we understand change as a process in this way, then we can make genuine commitments and can support each other along the way.*
2. Continue: *This session is about commitment- our commitment to creating healthy, violence-free relationships. Each of us will make commitments to specific changes that we will make as individuals, couples, and as a group. In order to do that, we need to understand what motivates us to make changes, and what prevents us or blocks us from making them.*
3. Ask participants to reflect upon the following 2 questions (pause in between them to give participants time to think)
 - a. *What motivates you in your personal life?*
 - b. *What blocks you (or de-motivates you) from making changes in your personal life?*
4. Ask participants to continue to reflect. Explain that you will come around with cards and markers and that each participant should write down their answers on the cards, **one response per card**. Participants can work in pairs or groups of three to help each other write. (5 min)
5. After they have written their responses, they should hang them near the respective flipchart.
6. Walk to the "Motivators" flipchart and review aloud the responses from participants aloud. Facilitate a discussion using the following guiding questions:
 - a. *How can it help us to know our own motivators?* (sample responses: so that we can try to utilize those things, so that others can help us effectively, so that we don't get stuck only in the obstacles)
 - b. *How can understanding the motivators for our partners help to create change* (sample responses: we can help to keep our partners motivated)

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- b. *Understanding our obstacles can help us to address or avoid them, and to support our partners and others to do the same.*
 - c. *There are many ways to overcome the obstacles to change. But it takes conscious effort.*
 - d. *We must all work with others to keep supporting and motivating each other.*
17. Before taking a break, explain to participants that for the remainder of the session they will work with their partners. Therefore, when they return from break they should change seats so that everyone is sitting next to their partner.

Activity 3: Making Commitments

 **Time required 90 minutes** 

Methodology:

 **Materials and Preparation:** Individual work, Pair-share

- Photocopy the “Individual Commitment Statement” template provided at the end of this session. Make enough for each participant
- Photocopy the “Couples’ Commitment Poster” provided at the end of this session, enough for each couple, ideally on oversized paper that is poster-sized.
- Have different art supplies available for participants to make decorative posters for their homes



Steps:

1. Welcome participants back from the break. Explain: *The final step of this curriculum is to make commitments to ourselves and to our partners. In the last part of the session, everyone will work with their partners.*
2. Explain that since you began this journey together you have explored many aspects of relationships between men and women. Each of the topics contributes in a unique way to balancing power between partners to create healthier relationships, free from violence.
3. Hold up the “Individual Commitment Statement” template. Explain that in a minute everyone will receive this “Individual Commitment Statement” to fill out with their partner. On the paper, there are categories listed that represent all of the topics discussed throughout the 5-month curriculum.
4. Explain: *For each category, you will discuss with your partner and come up with at least one specific change that you commit to making. For some categories you might commit to more than one change. For other categories, one partner might commit to a change that is not necessary for the other partner.*
5. Give an example so that participants understand the exercise.

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- a. 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.
 - b. 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.
 - c. For the category of “Communicating Positively in a Conflict” the wife might commit to speaking assertively when she is upset and using the 5-step technique.
6. Explain that they will all have 30 minutes to discuss these commitments with their partners. If anyone is unable to write, then their partner can help them to write, or they can get help from the facilitator, or even use drawings or symbols.
7. Ask if there are any questions and answer as needed.
8. Hand out Page 1 of the Individual Commitment Statement to everyone and begin. Circulate between the couples to support them as needed to make meaningful and appropriate commitments.
9. Call out when there are **15 minutes** remaining, **5 minutes**, **1 minute** and when time is up.
10. After 30 minutes have passed, gather everyone’s attention back to the main group.
11. Explain: *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 prioritize the changes we want to see and take them step by step.*
12. Explain the next part of the exercise: *With your partners, you will now review the changes that you’ve come up with. You will discuss and **agree upon the three changes that you feel are the most important for your relationship**, that you would like to begin with. You will **write these down** on the next handout, where it says “I Will Begin With...” (Hold up the 2nd page of the Individual Commitment Statement).*
13. Continue: After prioritizing the top 3 changes, you will **identify the next 3 changes** and write them where it says “I Will Continue With...” (Point to the corresponding section on the 2nd page of the Individual Commitment Statement).
14. Each couple will have 30 minutes to complete this. Hand out the 2nd page of the Individual Commitment Statements to every participant. Ensure that there are no questions and begin the exercise.
15. Circulate between the couples for support.
16. Call out when there are **15 minutes** remaining, **5 minutes**, **1 minute** and when time is up.
17. After 30 minutes have passed, ask everyone to return to the main group.
18. Ask if there are any questions, comments or concerns that anyone would like to share about their commitments.
19. Congratulate everyone on their willingness to change!
20. Summarize the first part of the exercise as follows:

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- a. *In order to make meaningful change, we need to identify specific actions that we can take in our day-to-day lives.*
 - b. *Change will not happen overnight. Do not try to change everything at once, but take one step at a time.*
 - c. *We need to support our partners and others make changes in our lives, particularly those that are most challenging.*
 - d. *Change is possible!*
21. Explain that it is now time to have a little fun. As a couple, they are going to create a visual reminder of their **commitment to balancing power and living in a violencefree relationship**. Each couple will receive a piece of paper that declares this commitment. This is something for them to hang in their homes for all to see and to remind themselves of their commitment to change. There are art supplies available for them to decorate their signs however they would like. They can write, draw, or create anything that they would like to make their signs beautiful. They will have 20 minutes to complete this exercise.
 22. Give out the “Couples’ Commitment Poster” templates to each couple. Show participants where the art supplies are and invite them to begin. (20 min) Keep the pace fun and upbeat!
 23. After 20 minutes have passed, call participant back together. Give them a chance to hold up their posters and walk around to view others for 2 minutes.
 24. After 2 minutes, ask participants to return to their seats.
 25. Encourage participants to hang their Couples’ Commitment Posters on a wall in their homes for anyone to see. They should each keep their own Individual Commitment Statements for themselves in a place that they feel is most appropriate (they may display them or keep them private).
 26. Announce that you have now come to the end of the Couples’ Curriculum. Thank participants for their wonderful effort and dedication over the last few months. Ask them to take a moment to reflect silently about where they were when they started this journey. After a moment, ask them to reflect silently about where they are now. (2 min)
 27. Ask whether anyone would like to share their reflections from the day or from the entire process. Give participants the opportunity to share their reflections. (Note to facilitator: It may take participants a few moments to gather their thoughts. Allow for silence if necessary and give participants time to reflect upon what they would like to share). (10 min)
 28. After participants have had the chance to share their reflections, close by thanking them again for their work and commitment. Explain to them what the next steps will be in the program and what kind of continued support will be available for them.
 29. Summarize: *We have embarked upon an incredible journey together. But this is only the beginning. The true meaning of what we have learned will unfold as we continue to make positive changes in our relationships. We must continue to reflect upon how*

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we are using our power and what skills we can use to build healthy, violence-free relationships. This is the where the real journey begins. Let's support each other as we move forward and make our visions a reality!

Let us Celebrate!

Give participants the opportunity to celebrate their achievements! You can offer lunch, snacks, refreshments or anything else that would be appropriate in your context!

Congratulate couples on their achievements and create an energy that is vibrant and joyous!

Hand out 21.1 Individual Commitment Statement (Page 1)- Photocopy and Distribute

I believe in balancing power in my relationship!

Therefore,

I COMMIT TO:

Category	Specific Commitment
Sharing Gender Roles	
Valuing and Respecting My Partner Equally	
Ensuring Physical Safety (No Physical Violence)	
Balancing Sexual Power	
Sharing Positive Time	

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Managing Feelings	“Trigger”	
Managing Thoughts	Unhelpful	
Communicating Positively in a Conflict		
Balancing Power	Economic	
Reducing Alcohol Use	Excessive	
Providing Support	Empowering	
Speaking Action	Out/ Taking	

Hand out 21.2: - Individual Commitment Statement (Page 2)- Photocopy and Distribute

I Will Begin With:

- 1.**
- 2.**
- 3.**

And Then Continue With:

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4.

5.

6.

Handout 21.3:- Couples' Commitment Statement

This is a Violence-Free Home!

**In this Home, We Balance Power
In Our Relationships!**