



MAISHA

# Wanawake Na Maisha

A Gender Transformative Intimate Partner  
Violence Prevention Curriculum  
for Women in Mwanza, Tanzania





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Prevention Curriculum for Women in Mwanza, Tanzania**

## **Editors**

Lori Rolleri, MPH, Independent consultant

Fabio Verani, MPH, EngenderHealth, USA

Shelley Lees, PhD, London School of Hygiene & Tropical Medicine, UK

Kija Nyalali, MPH, Mwanza Intervention Trials Unit, Tanzania

Lorraine Kiswaga, MA, Mwanza Intervention Trials Unit, Tanzania

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*Wanawake Na Maisha* was inspired by the Intervention with Microfinance for AIDS & Gender Equity (IMAGE) project in South Africa. The *Wanawake Na Maisha* curriculum is an adaptation of six curricula:

- *Sisters for Life: Gender and HIV Training Manual for Use with Small Enterprise Foundation (SEF) Centre Meetings*,<sup>1</sup> developed by IMAGE
- *Engaging Boys and Men in Gender Transformation: The Group Education Manual*,<sup>2</sup> developed by EngenderHealth and Promundo
- *CoupleConnect: A Gender Transformative HIV Prevention Curriculum for Tanzanian Couples*,<sup>3</sup> developed by EngenderHealth.
- *A Gender Transformative Teenage Pregnancy Prevention Curriculum*,<sup>4</sup> developed by EngenderHealth
- *SASA!*,<sup>5</sup> developed by Raising Voices
- *It's All One Curriculum*,<sup>6</sup> developed by Population Council

Development of *Wanawake Na Maisha* was a collaborative process involving the following organisations:

- EngenderHealth, USA
- London School of Hygiene & Tropical Medicine, UK
- Mwanza Intervention Trials Unit, Tanzania
- National Institute for Medical Research, Tanzania

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1. *Sisters for Life: Gender and HIV Training Manual for Use with Small Enterprise Foundation (SEF) Centre Meetings* (2002), RADAR, University of the Witwatersrand.

2. *Engaging Boys and Men in Gender Transformation: The Group Education Manual* (2008), the ACQUIRE Project/EngenderHealth and Promundo.

3. *CoupleConnect: A Gender Transformative HIV Prevention Curriculum for Tanzanian Couples*. Draft (2011), EngenderHealth CHAMPION Project.

4. *A Gender Transformative Teenage Pregnancy Prevention Curriculum*, EngenderHealth.

5. *SASA!* (2008), Raising Voices.

6. *It's All One Curriculum* (2009), Population Council.

### **About the London School of Hygiene & Tropical Medicine**

The vision of the London School of Hygiene & Tropical Medicine (LSHTM) is to be a world-leading school of public and global health, working closely with partners in the UK and worldwide to address contemporary and future critical health challenges. The mission of LSHTM is to improve health and health equity in the UK and worldwide by working in partnership to achieve excellence in public and global health research, education and translation of knowledge into policy and practice. LSHTM seeks to foster and sustain a creative and supportive working environment based upon an ethos of respect and rigorous scientific enquiry.

### **About the National Institute for Medical Research**

The National Institute for Medical Research (NIMR) is the largest public health research institution in Tanzania. It was established by the 1979 Parliament Act No. 23 as a national organisation under the Tanzanian government's ministry of health to generate scientific information for developing methods and techniques aimed at enhancing disease management, prevention and control in the country.

### **About the Mwanza Intervention Trials Unit**

The mission of the Mwanza Intervention Trials Unit (MITU) is to contribute to improving health through the development and evaluation of interventions against HIV and other health problems. It aims to achieve this by conducting research, including clinical trials, to the highest international standards; by enhancing the capacity to carry out such research in Tanzania and the East African region, and by contributing to the translation of research findings into health policy.

### **About EngenderHealth**

EngenderHealth, headquartered in the USA, is a leading international reproductive health organisation working to improve the health and wellbeing of people living in the world's poorest communities. EngenderHealth empowers people to make informed choices about contraception, trains health providers to make motherhood safer, promotes gender equality, enhances the quality of HIV and AIDS services, and advocates for positive policy change. The non-profit organisation works in partnership with governments, institutions, communities, and healthcare professionals in 25 countries around the world. Over seven decades, EngenderHealth has reached more than 100 million people to help them realise a better life.



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## Background to *Wanawake Na Maisha*

### About the Maisha study in Mwanza

Violence against women and girls is increasingly recognised as a major global public health and development concern. However, evidence on what forms of intervention should be prioritised is severely lacking. A cluster randomised controlled trial (the Intervention with Microfinance for AIDS & Gender Equity (IMAGE) study) in rural South Africa combined a group-based microfinance intervention with a participatory gender and HIV training curriculum for loan participants, and showed that over a two-year period, levels of physical and/or sexual partner violence experienced by participants during the past year were reduced by 55%.

MITU, in collaboration with NIMR, LSHTM, Bangladesh Rural Advancement Committee (BRAC) and EngenderHealth, is now adapting and applying the IMAGE intervention in Mwanza City. The overall aim of the MAISHA study is to design and implement a cluster randomised controlled trial to assess the impact of participatory gender training for women in existing microfinance loan groups and the impact of participatory gender training for women's groups not receiving microfinance and their male partners. In both cases, the evaluation will assess whether the intervention has a significant impact on participants' experience of physical and/or sexual intimate partner violence in the past 12 months, as well as other outcomes, such as gender empowerment, economic and health-related outcomes.

The specific objectives are:

1. Support the adaption and application of the IMAGE intervention model with an established microfinance provider in Tanzania (BRAC), and the development of a complementary

10-session participatory gender training programme for women and their male partners.

2. Implement a cluster randomised controlled trial to assess the impact of each intervention on participants' experience of physical and/or sexual intimate partner violence and gender equitable norms.
3. Conduct complementary in-depth qualitative research to better understand how the different intervention models impact on the lives of participants and their families, learn more about the factors that contribute to women's vulnerability to violence, and how different forms of intervention may reduce this risk.
4. Conduct a process evaluation of the adaptation of gender training material, as well as the implementation of the intervention.
5. Conduct a full economic costing of each of the different models of intervention, and assess the unit cost and cost-effectiveness of each intervention model.
6. Run a workshop from LSHTM that will bring together key investigators who are conducting randomised controlled trials of violence prevention programmes in sub-Saharan Africa, to share methodological challenges and lessons that can inform future research in this area.

These activities are expected to provide information that can be used to develop new and effective strategies to reduce intimate partner violence in an East African context.

The cluster randomised controlled trial comprises two components:

**Component A:** 66 existing microfinance loan groups of women (average 20 women per group) will be recruited and randomised to either:

- continue receiving microfinance alone (arm A1) or
- receive participatory gender training in addition to microfinance (arm A2).

**Component B:** 66 groups of women (average 20 women per group) who are not receiving microfinance will be recruited and randomised to either:

- receive no intervention (arm B1) or
- receive participatory gender training with their male partners (arm B2).

Following recruitment and before randomisation, women will be interviewed face to face using a structured questionnaire that includes questions about their income, relationships, health, childhood and exposure to intimate partner violence ever and during the past 12 months.

Groups of women who are randomly allocated to the intervention arms (arms A2 and B2) will receive 10 sessions of participatory gender training delivered over 20 weeks. For women who are allocated to arm B2, permission will be sought to invite their male partners to take part in the trial. A woman's participation in the trial will not be affected if she refuses for her partner to be approached. Male partners of women who agree will be invited to take part in the trial. Male partners who consent to take part will be formed into groups and receive 10 sessions of participatory gender training delivered over 20 weeks.

Women in the four arms will be followed up 24 months after delivery of the intervention and interviewed face to face using a structured questionnaire (similar to that used at baseline) that includes questions about their exposure to intimate partner violence during the past 12 months (primary outcome).

The male partners of women recruited into Component B of the trial will be interviewed face to face using a structured

questionnaire that includes questions about communication skills and attitudes, perception of manhood and use of violence and non-violent conflict resolution.

### About the *Wanawake Na Maisha* curriculum development process

*Wanawake Na Maisha* was developed using a theory of change logic model that involved four steps:

- establishing the health goal
- selecting women's behaviours that are directly related to that health goal and are amenable to change in a curriculum-based intervention
- selecting psychosocial determinants that influence those behaviours and are amenable to change in a curriculum-based intervention
- developing curriculum activities that are intentionally linked to changing each of the selected determinants.

*Wanawake Na Maisha's* full logic model can be found in Appendix 1.

Some curriculum activities selected for *Wanawake Na Maisha* were adapted from other curricula (e.g. Rural AIDS and Development Action Research Program (2002), *Sisters for Life: Gender and HIV Training Manual for Use with Small Enterprise Foundation (SEF) Centre Meetings*. Sessions 1, 2 and 4, South Africa: School of Public Health, University of the Witwatersrand; and EngenderHealth (2008), *Engaging Boys and Men in Gender Transformation: The Group Education Manual*. Session 1.1, New York.). Others were developed especially for the programme. Acknowledgement of the curricula used to develop each session is provided at the end of the session plan.

### *Wanawake Na Maisha* curriculum goal

After completing the 10-session *Wanawake Na Maisha* curriculum, participants will have increased capacity to defend themselves against intimate partner violence and the negative consequences resulting from intimate partner violence.

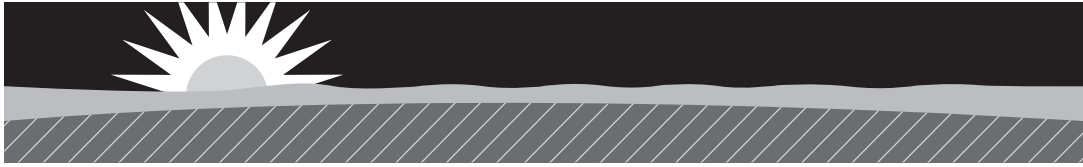
## ***Wanawake Na Maisha* learning objectives**

After completing the 10-session *Wanawake Na Maisha* curriculum, participants will be able to:

- identify inequitable and harmful gender norms that exist in their community, especially those norms that contribute to intimate partner violence
- explain how perpetuating inequitable and harmful gender norms has health and social costs to women, men, families and the community
- redefine inequitable and harmful gender norms into equitable and healthy alternatives
- describe the characteristics of healthy and unhealthy romantic relationships
- explain why controlling and abusive behaviour is unhealthy in a romantic relationship
- explain healthy and unhealthy expressions of power
- **identify, set and manage personal boundaries\***
- negotiate the division of labour inside and outside of the home
- communicate using an assertive communication style
- identify different forms of violence, including emotional, physical, economic and sexual
- explain the impact of intimate partner violence on the health and wellbeing of women, men, families and communities
- give clear sexual consent
- **prevent, negotiate and resolve conflict using non-violent means**
- **resist and challenge social pressure to conform to inequitable gender norms that support violent behaviour**
- **identify when and how women can obtain support against violence (e.g. health, social, legal, etc.), if needed.**

\* Bolded items represent behaviours from the theory of change logic model. See Appendix 1: *Wanawake Na Maisha* logic model, second column from the right.





## How the curriculum is organised

### How should facilitators use the *Wanawake Na Maisha* curriculum manual?

Each of the 10 *Wanawake Na Maisha* sessions is organised into the sections described below.

- **Session title:** At the top of each session you will find the number of the session (1–10) and title of the session.
- **Session at a glance:** After the session title, you will find a brief overview of the session's activities, including activity titles and descriptions, and time estimated for each activity.
- **Total time:** Each *Wanawake Na Maisha* session is approximately two hours. The total time of the curriculum is approximately 20 hours.
- **Learning objectives:** Each session has a set of learning objectives. These describe the changes (e.g. knowledge, attitudes, skills, etc.) we hope to see in participants after completing the session. The learning objectives are closely related to the psychosocial determinants found in the *Wanawake Na Maisha* theory of change logic model (see Appendix 1: *Wanawake Na Maisha* logic model).  
Learning objectives inform the development of a session plan, as well as guide the facilitator in being accountable to what participants should learn/take away by the completion of the session. It is not necessary to read aloud the learning objectives to participants. Each session provides some suggested language that you, as facilitator, can use to introduce the topic of the session to participants without having to read aloud the learning objectives.
- **Materials:** This section lists the materials you will need to facilitate the session. You can also find an overall list of materials needed to implement

the *Wanawake Na Maisha* curriculum in Appendix 3: Materials needed to implement *Wanawake Na Maisha*.

- **Preparation:** This section lists the tasks that the facilitator will need to complete *before* the session starts. These may include things like making photocopies of handouts and preparing flipcharts or posters.
- **Procedure:** This longest section provides step-by-step instruction on how to facilitate each activity during the session, as well as the estimated time these activities will take.
- **Activities:** Each major learning activity is presented as a numbered heading, along with a time estimation for the facilitator to follow. The activity is then broken down into steps, also with time estimations. All the information that you need to facilitate the activities is found in the session plan.
- **Closure:** In this section you will find four tasks that need to be completed before the end of each session.

**Take-home assignment:** The take-home assignment is designed to encourage participants to practise the skills covered during the session, or to reflect on key information shared during the session. The idea is to get participants to strengthen their intention to use the information they learnt during the session. The greater the individual's intention, the more likely they are to engage in desired behaviours.

A few participants (due to time restraints) will have the opportunity to report back on their take-home assignments after the welcome at the start of the following session.

When you are encouraging positive intentions, as in the take-home assignment, you should support the learner to engage in the four steps below.

These steps are reflected in each take-home assignment.

1. Formulate and clarify your intentions.
2. Make a commitment to yourself (and possibly to others) to implement your intentions by expressing your intentions out loud or on paper.
3. Create a clear plan for implementing your intentions.
4. Identify possible barriers to implementing your intentions and how to overcome them.

**Review of next session:** Before closing the session, briefly share what the next session will be about. By doing so, you will plant a seed that may help participants to think about the topic and come to the next session a little more prepared to share ideas or questions.

**Review of takeaway messages:** This section lists the key points or messages about the values, attitudes, facts or behaviours that are addressed in the session. At the end of each session, facilitators should emphasise these key messages. Feel free to put these messages into your own words so long as the essential meaning of the message does not change.

**Adjourn:** Wish participants a good week. Plan to stay for at least 10–15 minutes after the session in case participants want to talk to you privately.

- **Handouts:** All facilitator resource sheets, handouts and worksheets needed to facilitate the session can be found at the end of each session's plan.

### How should we use the facilitator notes?



In the *Wanawake Na Maisha* sessions you will find highlighted Facilitator notes. These notes provide facilitators with three different kinds of information:

- background information related to the session content for you to review as preparation for the topic
- additional instruction on how to set up or process an activity
- advice on possible pitfalls during the session and ways to manage these.

The facilitator notes are intended to help you, as facilitator. You are not meant to read them aloud to participants.

### How should we divide the large group into smaller working groups?

There are several learning activities in *Wanawake Na Maisha* that require the larger group of participants to be divided into smaller working groups. In most cases, it is preferable to divide a large group into smaller working groups first, before you give instructions on how to complete the learning activity. Conducting these tasks in this order will help to avoid participants becoming distracted while you provide small group assignment instructions. It will also enable participants to see who they will be working with in their small groups before you give out instructions.

However, if small working groups are going to disperse over a wide area, you may need to give them instructions before they divide into small groups.

See Appendix 4: Dividing into smaller groups, for some creative ways to divide a large group into smaller groups.

### How do we work with participants who have low literacy skills?

It is most likely that you will find participants in your *Wanawake Na Maisha* workshop who have limited or no reading and writing skills. There are several things that you can do, as facilitator, to accommodate this.

- When using a poster or handout, read these printed materials out loud for participants who do not read well. Read slowly and clearly. Individuals with low literacy skills often develop a remarkable memory to compensate for their inability to read.
- Do your best to include one person who can read and write in each small group during small group work. This person can be the reader and writer for the group.
- Read out the instructions and other information on small group worksheets to each small group if necessary. If you are reading out loud, you may decide to use only one version of an assignment

(when there are multiple scenarios, case studies or role plays) in order to save time. Although this may leave you with less time to discuss different examples, it is most important that everyone feels involved in the activity.

- Use drawings, symbols or colours when possible. For example, you could put a smiley face on an “Agree” sign and a sad face on a “Disagree” sign. Or you could make one sign green and the other sign red.
- Where possible, use the simplest words possible to communicate ideas. This type of adaptation of the *Wanawake Na Maisha* curriculum is encouraged.
- Check in frequently with participants to find out whether you are going too fast, if they need help reading something, if they need something repeated, and so on.

### When and how should we use icebreakers and energisers?

In Appendices 5 and 6 you will find examples of icebreakers and energisers. These are just suggestions. The varieties of icebreakers and energisers are endless, and you may prefer to use those you have already practised in other workshops. This is perfectly acceptable.

The facilitator should use their own judgment about where and when during the session to use icebreakers and energisers. You may choose to do a quick energiser at the beginning of a session, or perhaps in the middle of the session if the group’s energy low or if you feel like you need a change of pace. The only caution is to keep icebreakers and energisers brief so you do not take away important time from the session’s essential learning activities.

### What competencies should *Wanawake Na Maisha* facilitators possess?

You will find a list below of essential competencies that *Wanawake Na Maisha* facilitators should be able to demonstrate. These competencies are divided into three categories:

- Content/topic knowledge
- Facilitation skills
- Beliefs and comfort.

This list of essential facilitator competencies has several uses. Organisations that decide to implement *Wanawake Na Maisha* can use the list to develop facilitator job descriptions and interview guides; prioritise and develop professional development/training activities; and develop performance evaluation tools.

#### Content/topic knowledge

*Wanawake Na Maisha* facilitators must be able to:

- ✓ define gender, sex, gender norms and gender equality
- ✓ describe how social constructions of gender are developed and how they evolve
- ✓ discuss how inequitable gender norms contribute to negative health and social outcomes
- ✓ identify/recognise gender norms that can be harmful
- ✓ give examples of positive gender norms and people/cultural teachings that support gender equality
- ✓ describe benefits of healthy relationships
- ✓ describe characteristics of healthy and unhealthy relationships
- ✓ describe Tanzanian laws related to violence and violence against women
- ✓ describe the different forms, causes and consequences of violence
- ✓ describe alternatives to violence.

**Facilitation skills**

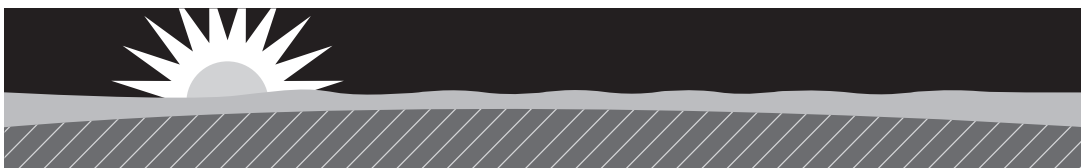
*Wanawake Na Maisha* facilitators must be able to:

- ✓ model gender equitable behaviour and attitudes
- ✓ facilitate interactive/participatory teaching methods, including role plays, skits, small group work, brainstorming, case studies, guided imagery, forced choice, worksheets, short lectures, icebreakers and large group discussion
- ✓ manage group dynamics (e.g. emotional reactions, disclosure of sensitive information)
- ✓ establish and maintain a safe and comfortable learning environment
- ✓ summarise and reinforce key learning points
- ✓ encourage all participants to take part in discussions
- ✓ give clear, easy-to-understand instructions to participants
- ✓ monitor time and make appropriate adjustments
- ✓ listen actively, including the ability to reflect and empathise with participants
- ✓ coordinate logistics (e.g. gather teaching materials, communicate with the team, report as needed) associated with the effective implementation of *Wanawake Na Maisha* sessions.

**Beliefs and comfort**

*Wanawake Na Maisha* facilitators must:

- ✓ believe that intimate relationships should never be coercive, exploitative or abusive
- ✓ believe in the importance of gender equality and women's rights
- ✓ believe that inequitable gender norms can be changed
- ✓ demonstrate comfort in facilitating discussions related to relationships, gender equality, sexuality and/or intimate partner violence
- ✓ demonstrate enthusiasm for facilitating *Wanawake Na Maisha*.



## Tips for facilitators

### The role of facilitator

The group “teacher” in *Wanawake Na Maisha* is called a “facilitator.” This name difference may not *seem* important, but it is. When people think of a teacher, they often imagine them to be someone who *gives* knowledge to others, pouring it into their heads as if the teacher were a water pitcher and the participant a bucket. Although acceptance of this teaching model is widespread, it is not the best model of education.

When *Wanawake Na Maisha* talks about a facilitator, it means a different education model: one in which the facilitator is someone who helps other people to find their own meaning and potential. In this model, a facilitator is a helper who co-creates with participants a space in which they can increase their knowledge, self-awareness and skills.

A facilitator:

- ✓ listens as much as they talk
- ✓ encourages *everyone* to participate
- ✓ keeps learning objectives at the forefront of their mind and continuously assesses whether they are being achieved
- ✓ sets up experiences and processes that promote learning
- ✓ meets participants where they are at and helps them to move forward
- ✓ does not judge or criticise participants for what they believe, what they do not know or what they cannot yet do
- ✓ looks for ways to make learning personally relevant for participants
- ✓ shares their personal experience, but *sparingly* and *appropriately*.

### Study session plans and prepare ahead of time

Facilitating a session *well* requires preparation. Some people think they can simply read the session plan while they’re facilitating, but this is *not* a good approach. Doing the best job possible as a facilitator means preparing ahead of time. As facilitator, you should:

- read through the entire session plan well before the session starts
- familiarise yourself with the session’s learning objectives so that you can keep them in mind *while* you’re facilitating the session
- research concepts and other content that you don’t fully understand until you can communicate them meaningfully and with confidence
- explain things to participants in your own words *without* changing the meaning of what is described in the session plan
- write notes in the session plan to make it easy for you to run learning activities
- reflect on your understanding of the session plan, identify any places where you might have difficulty and strategise ways of dealing with these if they arise
- prepare examples in addition to those provided in the curriculum that are tailored to your group of participants
- create examples of any assignment that participants will be completing during learning activities (worksheets, brainstorm lists, etc.) to show them what an actual finished assignment might look like
- do the preparation described in the session plan, such as identifying and assembling materials, and drawing posters

- complete any basic preparation that might not be listed in the session plan, such as finding a place to hold the session, making sure there is adequate seating, and providing drinking water and other refreshments as needed
- practise!
- get to the session *early* to set up and be ready when participants arrive.

### **Practise! Practise! Practise!**

“Practise” means *actually standing in front of a colleague, friend or even a mirror and running through the facilitation of a session out loud*. If you really don’t have enough time to do a practice run of the entire session, you should at least run through the most complicated parts and any that you anticipate could be challenging for you.

You may feel a little silly, but practice is a very important part of doing the best job of facilitating a curriculum that’s new to you. When you practise, you’ll be in good company: even famous, experienced actors and musicians practise before they go out and perform. After two or three times of facilitating the curriculum, you’ll know it and the need for practice will be much, much less.

### **Follow the curriculum as written**

It is very important that facilitators follow this curriculum closely. That doesn’t mean you have to speak the curriculum word for word, *exactly* as it is written. But you do need to deliver accurately the core content, skills, instructions and activities that are the heart of the *Wanawake Na Maisha* curriculum.

This curriculum has been *very carefully designed* to achieve results that will improve people’s lives. Think of what’s in this manual as medicine: specific ingredients combined into a formula that has been designed to make people healthy. In this case, making people healthy is about stopping the harm that intimate partners – boyfriends/girlfriends, lovers and husbands/ wives – are causing each other through violence. If facilitators start changing the formula of this “medicine”, there probably won’t be good results. So this manual is not

a rough guide and the activities in it aren’t optional. The contents are a prescription to end intimate partner violence.

### **Keep activities on schedule**

It is important that you provide enough time for each learning activity. As facilitator, the only way to make sure this happens is to do your best to stick to the amounts of time for each activity written in the session plans. A little give and take is OK, but you definitely shouldn’t run so far over time that you have to shorten significantly or skip other activities.

There are a few things that can help you to stay on schedule. One is to make sure that you have a watch, clock or other time-keeping device. You could also ask for a participant to volunteer to be a “timekeeper”. Make sure she has a time-keeping device, tell her how much time is allotted for each activity before you start it, and ask her to give you a warning at the halfway mark and then again a couple of minutes before time is up.

You could also create a notes section on a piece of flipchart paper. When participants have a question or issue they want to discuss that is important but will take you off topic, or is likely to take more time than you have available, write it in the notes section. Make a commitment to your group to do everything you can to have a group discussion about what gets written on the notes flipchart at a later time. Alternately, you can address notes content outside of the session with individuals who are most interested in or concerned about the topic.

### **Present the session introduction clearly and briefly**

The purpose of the introduction to each session is to give participants a “big picture” of what they’re going to do and learn that day. With that goal in mind, be very brief and to the point when facilitating the introduction. Too often, facilitators fall into the trap of believing that participants should form a complete understanding of the topic simply from hearing the introduction. That’s what the rest of the session is for – especially the interactive learning activities.



Consistent with adult learning principles, we want participants to know what the topic will be about. But the introduction is there just to give them a basic frame of reference. So don't worry if participants don't understand right away. Leave that learning for the rest of the session.

### Give clear activity instructions

Nothing messes up a session faster than a facilitator confusing participants about how to do a learning activity by giving poor instructions! One of the reasons why *Wanawake Na Maisha* is a great curriculum is that it has a lot of interactive activities that make it fun and interesting for participants. But participants will get confused and frustrated if they don't understand how to do an activity. Give clear instructions:

- First make sure the instructions are clear to *you*. During your facilitation practice, speak each step and then act it out following your own directions as if you were a participant. If things come out incorrectly you'll know you've been unclear.
- Provide a visual. Put up the instructions on flipchart paper or in a printed handout.
- Break it down. The activity instructions in the curriculum are written to be short and clear, but your group might need the steps broken down into even smaller steps.
- Be concise: figure out how you can give each instruction in the briefest way possible. Sometimes facilitators try to explain steps too much and end up confusing participants when they were actually trying to help them understand.
- Show participants examples of activity outcomes, such as completed worksheets and sample brainstorm lists that you prepared ahead of time. This helps participants to see approximately what their finished work will look like and can save a lot of explanation.
- Ask participants if they have any questions about how to complete an activity before you begin it. Alternatively,

you could recognise that sometimes the best way to understand something is to try it. So be ready to put aside participants' questions and simply reassure them that the activity will become clear once they are actually doing it.

- Reassure participants that you will be available to help them during the activity if they continue to be confused.

### Teaching new skills

*Wanawake Na Maisha* uses the four-step approach below to teach skills and increase participants' ability to use those skills in the real world:

**Step 1:** Present the skill and break it down into manageable, easy-to-understand parts.

**Step 2:** Model the skill in front of participants. Ask participants to comment on the skill steps they observed and how effectively they were applied. Ask participants to comment on what went well and what could be improved during the demonstration of the skill.

**Step 3:** Participants have a chance to practise the skill. At first, practice opportunities are set up as relatively easy (to gain self-confidence) and gradually become more challenging.

**Step 4:** Participants are given positive and constructive feedback on their performance of the skill by peer observers and/or facilitators.

These steps can be repeated as needed.

As an example, take a look at Session 6 that teaches the skill of using "I-statements."

- The activity breaks down the skill into easily manageable parts by presenting a five-part I-statement script.
- After presenting the five-part script, the facilitator demonstrates the script with a co-facilitator.
- This demonstration is followed by a participant practice session.
- During this practice, participants receive feedback from a peer observer.

## Use strategies that engage participants

Research shows that participants learn best when they feel motivated. Motivation is created when participants feel *engaged*: that is, what they're doing is interesting, fun and important – especially to them. *Wanawake Na Maisha* activities are designed to be interesting and interactive, but they can still fail to motivate participants unless you, the facilitator, use your skills to keep participants engaged.

Monitor the overall level of group engagement. If you notice that engagement is low, try changing the format of activities (but *not* the goals, objectives or content). Here are some strategies you can try:

- **Use a round robin.** In a round-robin format, you go around the room giving everyone an opportunity to add to the discussion.
- **Divide into smaller groups.** This can also create opportunities for more participants to speak or share. See Appendix 4: Dividing into smaller groups, for some creative ways to divide into smaller groups.
- **Use physical activity.** Make discussions more *physically* active. For example, you could bring a ball to the session. Whoever holds the ball gets to speak, so participants must throw it to each other to keep the discussion going.
- **Pass around a talking stick.** When you're monitoring the group, pay attention to whether the same few people speak frequently or for the longest amounts of time. This may cause other participants to disengage. Encourage others to speak by using a "talking stick": an object that gives the right to speak to the participant who is holding it.
- **Distribute talking beans.** Alternatively, you can give each participant three kernels of corn or three beans (or something similar). Each time they share during group discussion, they must give you back a bean. After they have used up their beans, they can no longer share.
- **Use straw polls.** When there are "yes or no" questions or opinion questions, consider doing a quick straw poll to get everyone involved in answering the question. You could have participants

raise their hands, stand up/sit down, or stomp their feet to vote.

- **Give them time to reflect.** Some participants simply aren't good at speaking "off the top of their head". Try giving them time to write down answers before discussing or sharing. Alternatively, ask them to brainstorm ideas together in small groups, or turn to a neighbour for a minute to talk about the question.
- **Keep up your stage presence.** Pay attention to your "stage presence". Do you show excitement and enthusiasm? Are you warm and friendly towards participants? These characteristics, as well as some (appropriate) humour, can open the door to participants engaging more, especially during the early sessions while they are getting to know you and a tone is being established.
- **Give breaks and use energisers.** Don't get so focused on the participants as learners that you forget to take care of them as *people*. Be sure to take breaks, and schedule time for participants to go to the bathroom or stretch their legs. Before returning to in-seat learning, try leading participants in some stretching exercises or a game that requires movement. Appendices 5 and 6 offer examples of icebreakers and energisers that you might want to use. If possible, provide snacks and refreshments, or at least pass around some hard sweets – sometimes a little sugar is just what participants need to restore their excitement!

## Acknowledge strong emotions and offer community resources for coping

*Wanawake Na Maisha* makes participants consciously aware of the violence going on in their communities – maybe even in their own family, household or relationship. It may awaken memories of violence that have been forgotten or repressed, and produce strong emotional reactions. Often, memories and emotional reactions will be delayed. Instead of coming up in the sessions where violence is first discussed, they come later in the curriculum. This is normal.



It is your job as facilitator to help participants to manage their emotional reactions. The first thing you should do is to advise participants that these emotions may come up for them during the curriculum. Send them a strong message that these emotions are normal and that it is OK for them to show them during the sessions.

Then, using the group agreements and your skill as facilitator, make sure that the sessions become safe places for participants to experience and share these emotions. Make space for these emotions to be expressed during sessions. But keep in mind that you are not a clergy person, psychologist or social worker: you can't provide the level of help and support that some participants will need. So it is critical that you provide resources and referrals to participants who have strong emotional reactions. These resources are listed in the front of the take-home booklet that you will give to participants at the start of the curriculum.

### **Meet with and support other *Wanawake Na Maisha* facilitators**

Even if you are an experienced and skilled facilitator, you deserve help and support too. The best way to get it is to set up regular meetings with other *Wanawake Na Maisha* facilitators. Here, you can all discuss how your facilitation is going, share tips about what is working, and put your heads together to come up with solutions to any problems and challenges you are encountering with the curriculum.

Teaching about violence, and hearing about the violence in participants' lives, may bring up strong emotions for you, and you will need somewhere to talk about your feelings. Meeting with your fellow facilitators can enable you to share your emotions and get support. It can also help you to get practical assistance, such as finding someone who can step in and facilitate for you if you have to miss a session for any reason.



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# 1

## Session 1 Curriculum introduction and understanding gender

### Session at a glance

<b>1.1 Welcome and group introductions</b>	Facilitator welcomes participants and conducts group introductions.	30 minutes
<b>1.2 Curriculum overview</b>	Facilitator reviews the goal of the <i>Wanawake Na Maisha</i> curriculum.	5 minutes
<b>1.3 Group agreements</b>	Participants agree to set of group agreements.	5 minutes
<b>1.4 Electing a chairperson</b>	Participants elect a chairperson for future meetings.	5 minutes
<b>1.5 The difference between gender and sex</b>	Participants review the difference between gender and sex.	30 minutes
<b>1.6 Looking at our attitudes about gender</b>	Participants begin to clarify their personal values about gender and discuss how inequitable gender norms affect health and wellbeing.	35 minutes
<b>1.7 Closure</b>	Facilitator reinforces key messages for the session, tells the participants briefly about the next session and provides a take-home assignment.	10 minutes
<b>Total time</b>		<b>2 hours</b>



## Learning objectives

At the end of this session, participants will be able to:

- describe the goal of the *Wanawake Na Maisha* curriculum
- distinguish between the concepts “sex” and “gender”
- explain how some gender norms can affect women’s health and wellbeing.



## Materials

- ☐ Attendance sheet
- ☐ Flipchart stand
- ☐ Flipchart paper
- ☐ Nametags
- ☐ Pens/pencils
- ☐ Tape
- ☐ Marker pens (various colours)
- ☐ Watch or cell phone that tells the time
- ☐ *Flipchart 1.1: Men*
- ☐ *Flipchart 1.2: Women*
- ☐ *Poster 1.1: Group agreements*
- ☐ *Poster 1.2: Definition of sex*
- ☐ *Poster 1.3: Definition of gender*
- ☐ Two signs: “Agree” and “Disagree”



## Preparation

- ☐ Review the activities and make sure you understand the content, methodology and timing.
- ☐ Prepare the training room so that participants can sit in a semi-circle.
- ☐ Post *Flipchart 1.1: Men* and *Flipchart 1.2: Women* on opposite sides of the room (see Activity 1.5).
- ☐ Prepare *Poster 1.1: Group agreements* (see Activity 1.3).
- ☐ Prepare *Poster 1.2: Definition of sex* (see Activity 1.5).
- ☐ Prepare *Poster 1.3: Definition of gender* (see Activity 1.5).
- ☐ Prepare two posters, one with the word “Agree” and the other with the word “Disagree”, and post them on opposite sides of the room (see Activity 1.6).

## Procedure



30 MINUTES

### 1.1 Welcome and group introductions

#### Welcome (2 minutes)

1. As the participants come into the meeting room, ask each one to write her name on a nametag and wear it where everyone can see it.
2. Make sure that each participant signs the attendance sheet.
3. Welcome the participants to the first session of *Wanawake Na Maisha*. Tell them how excited you are that they have all made the time to attend the curriculum and that you are really looking forward to working with them over the next few months.

#### Facilitator introductions (4 minutes)

4. Introduce yourself to participants. Tell them:
  - what organisation you work with

- how long you have been facilitating educational groups like *Wanawake Na Maisha*
- anything else you would like the group to know about you.

Invite your co-facilitator to do the same.

### Participant introductions (24 minutes)

5. Invite participants to introduce themselves to the others in the group. Each participant should introduce herself by sharing:
  - her full name
  - the story behind her name (e.g. does her first or last name mean anything, is she named after anyone in her family, was there a particular reason why her mother or father picked her name)
  - whether or not she thinks her name has shaped her identity.
6. Explain to participants that because there are 20 people in the room, and we have limited time, we need to limit each introduction to less than 60 seconds. Your co-facilitator will keep track of time with her watch and will give a signal (raise her arm, clap, etc.) to each participant when she has spoken for 60 seconds.
7. Ask participants if they have any questions. You and your co-facilitator may want to start this introductory activity to model it to the others.
8. After everyone has introduced themselves, thank them for sharing. Affirm that our names are a powerful part of our identities.



5 MINUTES

## 1.2 Curriculum overview

### Description of curriculum goal (3 minutes)

1. Tell participants that now we know each other a little better, you would like to explain to them a bit about the *Wanawake Na Maisha* curriculum.
2. Ask participants what they have heard about the curriculum and/or what expectations they have of the curriculum. Take a few responses.
3. Tell participants that *Wanawake Na Maisha* is a curriculum comprising 10 interactive workshops designed for women to share and reflect on their roles and relationships at home and in the community. Participants will learn new information and skills that will help to keep them and their families healthier and stronger.

Continue by saying that *Wanawake Na Maisha* will help participants to identify and maintain caring, respectful and non-violent relationships. It will also help them to reflect on how society, religion, the media, etc. influence the roles women and men play at home and in the community.

4. Explain to participants that the *Wanawake Na Maisha* curriculum will be interactive. In each session, participants will be asked to take part in various large and small group activities. You and your co-facilitator are here to facilitate learning, but all of us have something to teach each other. So please come along to *Wanawake Na Maisha* energised, ready to share and ready to learn!

## Description of curriculum sessions (2 minutes)

### 5. Explain to participants that:

- *Wanawake Na Maisha* is comprised of 10 workshops, each lasting about one-and-a-half to two hours.
- We will meet once every two weeks. Be sure to tell the participants what day of the week, what time and in what location the training will take place.
- Remind participants that they will be given a small incentive for their participation.
- As stated earlier, all sessions will be interactive. Some activities will include large group discussions, small group work, games, role plays and reflection. Your opinion and your experiences are important to us!



**Facilitator note:** If you are facilitating *Wanawake Na Maisha* in arm 2 of the Maisha replication study, you can also mention that men in the community will be participating in a similar curriculum called *Wanaume Na Maisha*. The goal of that curriculum is similar and is designed to complement *Wanawake Na Maisha*.

### 6. Ask participants if there are any questions about the curriculum. Answer questions.



5 MINUTES

## 1.3 Group agreements

### Group agreements (5 minutes)

1. Explain to participants that it is of upmost importance that all women in this group feel safe, respected and comfortable while we are together. Tell them that you want them to feel open to share and participate fully in the group. Explain that you would like to set some group agreements that we, as a group, believe will help us to achieve this type of learning environment.
2. Ask participants to share with you their opinions about how people should behave during the workshops. Record these on *Poster 1.1: Group agreements*. Here are some important group agreements that you may want to add if they are not raised by participants:
  - *Be on time*
  - *Be respectful to each other*
  - *Do not judge other participants' statements and experiences*
  - *Listen to each other, do not interrupt*
  - *Ask questions*
  - *Participate as much as you can*
  - *You have the right to "pass" (remain silent)*
  - *What we say in the room stays in the room – confidentiality*
  - *Turn off cell phones*
  - *Have fun!*

After the list is complete, look around the room and ask everyone to nod their heads if they are in agreement. Ask for those who are not comfortable with the group agreements to raise their hands. Address their concerns.

3. Explain to participants that this poster will be hung up at every session. We should all feel free to refer to it if we think that the group needs a reminder. Stress that the purpose of having group agreements is to make sure that we have a space to share our honest opinions and thoughts, and be respected for our points of view.



5 MINUTES

## 1.4 Electing a chairperson

### Large group discussion

1. Tell participants that we are going to elect a chairperson for our group. The chairperson will be responsible for:
  - reminding other participants about the next meeting
  - reporting any problems or concerns to the facilitators
  - acting as voices for other participants who might want to share something but do not feel comfortable doing so.
2. Ask participants to elect someone in their group as chairperson. Thank the new chairperson for taking on this leadership role.



35 MINUTES

## 1.5 The difference between gender and sex

### Gender and sex definitions – small group work (15 minutes)

1. Explain to participants that throughout the *Wanawake Na Maisha* curriculum we are going to be reflecting on what it means to be a man or a woman in our community, and what communities and others tell us about how we should behave as men and women.
2. Point out the words “sex” and “gender” on the top of *Poster 1.2: Definition of sex* and *Poster 1.3: Definition of gender* (do not reveal definitions, see page 22). Ask participants to tell you what these words mean and if they think they are the same or different. Take a few responses. Do not provide the formal definitions of these concepts at this point.
3. Point out *Flipchart 1.1: Men* and *Flipchart 1.2: Women* posted on opposite sides of the room.
4. Divide participants into two groups. Have each group go to a flipchart on either side of the room.
5. Ask each group to take 10 minutes to draw and/or write down characteristics or descriptions of the sex that is written on its flipchart. Give each group several marker pens. Ask them to be creative. Encourage groups to include physical characteristics (internal and external) that define being a man or woman.
6. After 10 minutes, ask the groups to switch flipcharts and take five minutes to see if they have anything to add to the other group’s comments on the physical characteristics (internal and external) that other group have identified.

### Large group discussion (15 minutes)


7. Ask the groups to return to the large group and take their seats. Place both flipcharts together in front of the room. Now ask participants:

- *What things on the male drawing do only men have?*
  - Some participants may say characteristics like “bravery” or “strength,” but insist on only those things that only men can have (i.e. sex characteristics). As participants mention those sex characteristics, circle them on the flipchart. If participants say something like “bravery”, ask if women can also be brave.
- *What things on the female drawing do only women have?*
  - Circle the sex characteristics as they are mentioned. If they say something like “caring for children”, ask if men can also care for children.

8. Explain that the items you circled on both flipcharts are characteristics that help to define our *sex*. Reveal the definition of “sex” on *Poster 1.1: Definition of sex*.

**Sex refers only to our physical (or biological) characteristics. We are born with these and our sex does not change.**

Add the following sex characteristics to the flipcharts if they are not mentioned. You can use the words listed here or words that are used locally.

Sex characteristics	
 <b>Men</b>	<b>Women</b>
<b>Penis</b>	<b>Vulva, vaginal opening</b>
<b>Testicles</b>	<b>Women can give birth</b>
<b>Hair on chest, face</b>	<b>Breasts</b>
<b>Broad shoulders</b>	<b>Women can breastfeed</b>
<b>Adam's apple</b>	<b>Wider hips</b>

9. Explain that the characteristics that are not circled help to define a person's *gender*. Reveal the definition of “gender” on *Poster 1.2: Definition of gender*.

**Gender is the set of expectations about what men and women should do, how they should behave and how they should interact. However, we are *not* born with these characteristics, they are not fixed, and they are not “natural”. These expectations are created and communicated to us by the society we live in.**

10. Provide a few examples of gender expression to participants. For example, girls and women are often conditioned to be passive, caretakers and peacemakers. Boys and men are often expected to be strong, brave and fighters.

Tell them that our gender conditioning often starts at birth. For examples, baby girls are assigned to wear pink clothes and baby boys are assigned to wear blue clothes. Girls are taught to play with dolls and boys are taught to play sports. Girls are assigned chores inside the house and boys are assigned chores outside of the house.



11. Emphasise that boys and men and girls and women are not born with these characteristics. They learn to behave in certain ways because of the messages they receive from family, community, school and so on.

**Sex is determined by our biology. It cannot be changed. Gender is determined by the messages we receive from our community. Gender can change.**

12. Ask participants if they have any questions about these two concepts. Respond to questions.

13. Ask participants:

- *Do you think women can also be strong, brave and good providers? Why or why not?*
- *Do you think men can be kind, nurturing and good with children? Why or why not?*

14. Emphasise that the way women and men are expected to behave is not related to their sex or their biology, but rather to what their community expects from them.

Many boys and men learn that violence is an acceptable way of dealing with their anger, frustration and disappointment. However, violence is never acceptable. There is always an alternative to violence.

Women and men can be strong, brave and good providers, and women and men can be kind, nurturing and good with children. These are *human* characteristics, not characteristics that have to be divided among men and women. Emphasise that these gender expectations can change over time or in different societies, unlike our sex, which cannot change.

15. Ask participants:

- *Does everyone understand the difference between sex and gender?*
  - Tell them that understanding the difference between these two concepts is important to the rest of the workshops.
- *When did you begin to understand what was expected of boys and girls or men and women?*
- *Who or what taught/teaches you about what is appropriate and inappropriate for women to do?*
  - Emphasise that gender is determined by the messages we receive from our community. Gender can change. Sex is fixed and cannot change.

Close this section by explaining that we will continue to discuss these concepts throughout the curriculum.



35 MINUTES

## 1.6 Looking at our attitudes about gender

### Introduction (5 minutes)

1. Explain to participants that this next activity is designed to give them a general understanding of their own and each other's values and attitudes about some everyday issues related to gender. Remind participants that everyone has a right to their opinion.

2. Explain that you are going to read out loud four or five statements. After they hear each statement, they should move to the side of the room where there is either an “Agree,” or “Disagree” sign that best represents how they feel about the statement.



**Facilitator note:** In the box below you will find a list of statements you can use for this exercise. Remember, you have only 35 minutes for this activity so it is unlikely that you will have the opportunity to read all of them. Pick four or five that you think will resonate best with the group.



### Statements about gender

**Women must keep the family together at all cost.**

**Facilitator:** “Is it not also the man’s responsibility to keep the family together? Should the woman keep the family together if she or her children are being beaten by her husband?”

**A woman who carries a condom in her purse is “looking for sex”.**

**Facilitator:** Would we call men “easy” if they were carrying a condom? Why not?

**Men are better decision-makers compared to women.**

**Facilitator:** If there is no disagreement, ask, “Can women make decisions as well? Are there men who aren’t good decision-makers?”

**Sometimes men just don’t have control over their use of violence.**

**Facilitator:** “Remember our drawings? Would violence be an example of gender or sex? So is violence natural or is it something we learn?”

**Women who wear revealing clothing are asking to be raped.**

**Facilitator:** A suggestion for processing responses to this statement is to start with the group who agrees and close with the group that disagrees. If there is no one in the disagree group, explain that someone who disagrees might say that the definition of rape is being forced to do something sexual against your will. Nothing anyone does can be a justification for rape.

**There are times when a woman provokes her husband to use violence.**

**Facilitator:** If no one is in the disagree group, or if the disagree group is unable to explain their position, say that violence is never justified unless in rare cases of self-defence. We always have a choice about how to respond to provocations and we have to be responsible for our actions.

**Men are better at making money and women are better at caring for children.**

**Facilitator:** If no one is in the disagree group, or if the disagree group is unable to explain their position, ask, “Is making money or caring for children something biological or natural? Can men and women do both of them? Are there examples of women who are breadwinners and men who care for children?”

**Read statements (15 minutes)**

3. Ask participants to stand together at the centre of the room.
4. Read out the first statement. You may need to read each statement two or three times to make sure that participants understand it. Stress to participants that they should decide quickly based on their own feelings and not try to guess the “right” answer or follow what others are doing. Often, there isn’t only one “right” answer. Tell them to answer honestly.
5. After everyone has moved to one side of the room or the other, you will ask for two to three volunteers from each side to share why they agreed or disagreed with the statement. Make sure to get points of view from each side of the question. Do not attempt to get everyone to share their point of view as this will take up too much time.

If all the participants go to one side of the room (i.e. they all agree or disagree with a particular statement), the facilitator can play the role of “devil’s advocate” and walk to the other side of the room. Ask participants why some people might stand on this side of the room. What values would they have that would put them here?

6. Ask the participants to begin to share their opinions. If they change their opinions, they should feel free to move to the opposite side of the room. Do not try to convince participants to go to one side or the other. Let them change their minds on their own.
7. Repeat the steps for each of the four or five statements you read out.
8. After 15 minutes, ask participants to go back to their seats. Thank them for taking part.

**Large group discussion (15 minutes)**

9. After everyone has returned to their seats, lead a large group discussion using the following questions:
  - *Did you feel any pressure to go where the majority stood?*
    - Explain to participants that we often feel pressure to agree with the majority, even when we might have a different belief. We will talk more during other activities about the pressure we can feel from others to be like them.
  - *Do you think that in real life people might sometimes go along with what they think the majority believes, even though their personal attitudes are different? Why?*
  - *Were the opinions expressed different to what you expected?*
    - Explain to participants that sometimes we assume that most people in our community agree with certain beliefs, but we may be wrong. In other words, we may make assumptions about other peoples’ beliefs that are not true.
  - *Can anyone remember a time when someone spoke up against the majority view? How did this feel?*
    - Make the point that sometimes all it takes is one person to speak out for others feel they can speak out as well. Then you may find there are many others who feel the same way as you.



10 MINUTES

## 1.7 Closure

### Review of takeaway messages

1. Review the key takeaway messages from this session:
  - Sex is determined by our biology. It cannot be changed.
  - Gender is determined by the messages we receive from our community. Gender can change.

### Review of next session

2. Share with participants that in the next session we will talk more about gender and how it affects our health and wellbeing.

### Take-home assignment

3. Ask participants to keep thinking about how the expectations we talked about in the first activity (gender) affects men's and women's behaviour. Ask them to observe the children in their community. Make sure they notice any communication with children from their parents, family members, friends, teachers or the media that demonstrates how people believe that boys and girls should behave in their community.
4. Ask participants to turn to the person next to them to discuss this take-home assignment. Ask:
  - *Do you think you can do the assignment?*
  - *Are there any barriers to you completing this assignment? If so, what are those barriers and how can they be overcome?*

### Adjourn

5. Thank everyone again for their participation and for taking the time to attend the workshop. Wish everyone a good week.

## Acknowledgements

Parts of this session have been adapted from the following curricula:

- Rural AIDS and Development Action Research Program (2002), *Sisters for Life: Gender and HIV Training Manual for Use with Small Enterprise Foundation (SEF) Centre Meetings*. Sessions 1, 2 and 4, South Africa: School of Public Health, University of the Witwatersrand.
- EngenderHealth (2008), *Engaging Boys and Men in Gender Transformation: The Group Education Manual*. Session 1.1, New York.



# 2

## Session 2

### Act like a man, act like a woman

#### Session at a glance

<b>2.1 Welcome and check in</b>	Facilitator welcomes participants, conducts a brief check-in, and reviews the take-home assignment from the previous session.	10 minutes
<b>2.2 Introduction to gender expectations</b>	Participants engage in a brief discussion about their experiences of being told to “act like a woman” and of observing boys and men in their lives being told “act like a man”.	15 minutes
<b>2.3 Gender boxes</b>	Participants examine messages from society about what it means to behave like a man and behave like a woman. They discuss the costs associated with rigid and inequitable gender norms, and discuss ways to redefine inequitable gender norms into equitable ones.	90 minutes
<b>2.4 Closure</b>	Facilitator reinforces key messages for the session, tells participants briefly about the next session and provides a take-home assignment.	10 minutes
<b>Total time</b>		<b>2 hours 5 minutes</b>



## Learning objectives

At the end of this session, participants will be able to:

- describe common gender norms for men and women
- describe how inequitable gender norms can contribute to negative health outcomes like domestic violence and HIV
- describe ways to change inequitable gender norms.



## Materials

- ☐ Attendance sheet
- ☐ Flipchart stand
- ☐ Flipchart paper
- ☐ Pens/pencils
- ☐ Tape
- ☐ Marker pens (various colours)
- ☐ Watch or cell phone that tells the time
- ☐ *Facilitator resource 2.1: Act like a man, act like a woman*
- ☐ *Flipchart 2.1: Act like a man*
- ☐ *Flipchart 2.2: Act like a woman*
- ☐ *Flipchart 2.3: Gender equitable men and women*
- ☐ *Poster 1.1: Group agreements*
- ☐ Small box (optional)



## Preparation

- ☐ Review the activities and make sure you understand the content, methodology and timing.
- ☐ Prepare the training room so that participants can sit in a semi-circle.
- ☐ Review *Facilitator resource 2.1: Act like a man, act like a woman* (see page 37).
- ☐ Prepare *Flipchart 2.1: Act like a man* (see Activity 2.3).
- ☐ Prepare *Flipchart 2.2: Act like a woman* (see Activity 2.3).
- ☐ Prepare *Flipchart 2.3: Gender equitable men and women* (see Activity 2.3).
- ☐ Prepare *Poster 1.1: Group agreements* (see Activity 1.3).

## Procedure



10 MINUTES

### 2.1 Welcome and check in

#### Welcome (3 minutes)

1. Make sure all participants sign the attendance sheet before starting the session.
2. Invite the chairperson to welcome participants. The facilitator also welcomes everyone back to *Wanawake Na Maisha*.

#### Review the take-home assignment (7 minutes)

3. Tell participants that you are curious to hear how they experienced their first take-home assignment. Ask for a few volunteers to share what they observed. You will not have time for every participant to report on their experiences, so choose only two or three to share.

4. Lead a discussion using the following questions:

- *What kind of activities did you see boys and girls doing in the community? Were there differences?*
- *Do you think these differences are based on their sex or their gender?*
- *How do you think these boys and girls learnt to take on these different roles? Did anyone happen to say anything to the children they observed? How did the children react?*
- *What did you learn from this assignment?*



15 MINUTES

## 2.2 Introduction to gender expectations

### Introduction (5 minutes)

1. Tell participants that during today's session we are going to continue talking about gender; that is, the shared expectations about how a man or woman should behave in our society/community.

### Act like a woman, act like a man (10 minutes)

2. Ask participants:

- *Have you ever heard the expression "**Act like a woman**" (or something similar)? Ask for one or two examples from the group.*

Ask participants who responded:

- *How did it feel to be told this?*
- *Why do you think the person said this to you?*
- *Have you ever heard the expression "**Act like a man**" (or something similar) said to one of the boys or men in your life?*

Ask the people who responded:

- *How do you think the boy or man felt when they heard this?*
- *Why do you think the person said this to them?*



90 MINUTES

## 2.3 Gender boxes

### Small group work (15 minutes)

1. Ask participants to divide in four groups. Give each small group a piece of paper and a pen. Ask one participant to be the writer for the group.
2. After the groups have formed, ask two groups to write at the top of their paper, "Act like a man". Ask the other two groups to write at the top of their paper, "Act like a woman".
3. Ask the groups who have been assigned "Act like a woman" to take about 10 minutes to write down all the behaviours, feelings, qualities, words and labels that are associated with being a girl or a woman in their community. For example, they might write, "take care of children".
4. Ask the groups who have been assigned "Act like a man" to do the same, except they should think of all behaviours, feelings, qualities, words and labels that are associated with being a boy or a man in their community. For example they might write, "be strong".

5. Ask the groups if they have any questions about their assignment. Answer questions.
6. Allow the groups to begin their work. Circulate around the room and provide help if needed. Provide regular time checks.

### Large group debrief and discussion (15 minutes)

7. After about 10 minutes, call participants' attention back to the front of the room.
8. Ask one of the two "Act like a woman" groups to share five of the characteristics or descriptions written on their paper. Record these words on *Flipchart 2.2: Act like a woman*. Make sure you leave a three- or four-inch blank border around the perimeter of the flipchart so that later you can draw a box around the words.
9. Ask the other "Act like a woman" group to share five characteristics or descriptions that are different from the five shared by the first group.
10. Now ask the "Act like a man" groups if there is anything they would add to this list. Take only a few responses so you can keep to time. There is no need to fill multiple pieces of flipchart paper with responses. Keep the list to only one piece of flipchart paper.
11. Now ask one of the two "Act like a man" groups to share five of the characteristics or descriptions written on their paper. Record these words on *Flipchart 2.1: Act like a man*. Make sure you leave a three- of four-inch blank border around the perimeter of the flipchart so that later you can draw a box around the words.
12. Ask the other "Act like a man" group to share five characteristics or descriptions that are different from the five that were shared by the first group.
13. Now ask the "Act like a woman" groups if there is anything they would add to this list. Take only a few responses so you can keep to time. There is no need to fill multiple pieces of flipchart papers with responses. Keep the list to only one piece of flipchart paper.



**Facilitator note:** Check the examples in *Facilitator resource 2.1: Act like a man, act like a woman* to familiarise yourself with the kinds of messages that are often listed during this activity. You may introduce a few of these examples into the discussion if participants don't bring them up. Only write these on the flipchart if participants agree.



**Facilitator note:** Note that gender norms vary depending on the culture of the community. Not everyone will resonate 100% with everything that is mentioned. This is OK. It is not important that everyone agrees with all comments, only that they reflect what people in general may mean when they say "act like a man" or "act like a woman".



### Gender boxes: large group discussion (40 minutes)

14. After the groups have reported on their ideas, explain that the two lists they created contain a lot of expectations about what is considered to be “normal” for men and “normal” for women. Sometimes we refer to the limitations these expectations put on a person as a “box”. Draw a box around the edges of both the “Act like a woman” flipchart and the “Act like a man” flipchart, enclosing all the comments listed on them. Continue by saying that this box often restricts the lives of both men and women.

If participants get stuck on the concept of a “box”, consider using the explanation below:

#### Living in a box

Being inside the box is like being inside a cage. You are trapped. You are not able to do everything you want to do. For example, if we put a bird or another small animal in a box or a cage, they would be stuck. They would not be able to do what they want to do.

Sometimes our society puts men and women inside a box based on rigid rules about gender. Unfortunately, this means that women and men cannot do everything they want to do. They cannot experience everything about being a full *human being*.

Remember, gender is not related to our biology. It is related to the artificial rules that are made up and enforced by our society. But unlike the bird, we have the power to break open the box. We can challenge those people who want to keep us inside the box.

If you like, you can bring a small box along to the session to demonstrate how a box constricts, constrains and limits whatever is inside of it.

15. Explain to participants that you do not want to give the impression that all the things inside the gender boxes are bad. What makes these characteristics problematic is when women and men are conditioned to believe that:
- they have to behave in accordance with the characteristics *all the time* and in *all situations*. For example, it is difficult and stressful for men to be tough and brave all the time and in all situations. It is also difficult and stressful for women to be patient and passive all the time and in all situations
  - to prove their manhood or womanhood they should *interpret the characteristic in their gender box to an extreme*. For example, being strong and tough can be very good qualities. It is one thing to show strength by ploughing a field or chopping wood, and another to show strength by hitting someone in order to resolve a conflict
  - they should only *express characteristics from their gender box* for fear of being criticised. Everyone should have the right to experience all the characteristics of being human
  - the characteristics associated with one gender are considered *more valuable or more desirable* than those of the other gender.

16. Ask participants:

- *Is it easy for a woman to live up to all of the expectations we have in the female gender box? Why or why not?*
- *Is it easy for a man to live up to all of the expectations we have in the male gender box? Why or why not?*
- *What elements of our society help to keep woman and men inside their gender boxes?* For example, our families, spouses, friends, media (TV, movies, radio, music), and institutions like school, religion and government services.

17. Write participants' comments on the outside of both boxes and draw arrows representing the pressure these things put on men and women to stay inside the box.

18. Ask participants:

- *What could be the consequences of living inside the gender box for women?* For example:
  - Some women are conditioned to be caretakers, caring for the household and deferring to their husbands' decisions. If the woman is expected to be at home all the time, she cannot go out to earn money. A woman in this situation might find it difficult to leave a relationship where her partner is physically violent to her because she has no financial resources.
  - Some women are taught to be passive and submissive, and may feel that they need to accept violence in their lives as normal. They may also feel that they are responsible for keeping the family together and that they have to live with violence to do that. Women may believe that others will criticise them for leaving their husbands.
  - A woman who is conditioned to be quiet and submissive will have a hard time talking about condom use with her partner. If her partner does not want to use condoms, she is unlikely to have the skills or confidence to assert her needs. This could lead to an unintended pregnancy or sexually transmitted infection, including HIV.
- *What could be the consequences of living outside the gender box for men?* For example:
  - Men who live outside the gender box may be more likely to be faithful to their partner(s). Remaining faithful is less risky compared to having multiple concurrent partners outside of a primary relationship(s) with respect to HIV infection. A man may be more willing to use a condom to protect his health and his partner's health.
  - Men who live outside the gender box understand that violence is not an acceptable response to conflict. They may use other techniques to deal with conflict, such as talking it through and making compromises (without feeling that their masculinity is threatened). Men who don't use violence are more likely to have healthy and satisfying relationships.
- *What happens to girls and women who try not to follow the gender rules? How are they treated? Who makes these judgments?* For example:
  - Some women might be considered "easy" or be called a

“prostitute” if they carry condoms with them or give them to a partner to use.

- Women who go outside of the home to earn money may be criticised, called “aggressive” and/or said to have “bewitched” their husbands.
- *What happens to boys or men who try not to follow the gender rules? How are they treated? Who makes these judgments?* For example:
  - Some men might be called “henpecked” or weak if they are seen to be helping their wives or sharing in decision-making.
  - Some men may be teased or insulted by others if they do not behave in ways that are considered manly (e.g. drinking, having sex with multiple women).

Make the point that even though these gender boxes may take time to change, they are not static. They are created by the society in which we live and therefore they can be changed. All of us can play a role in changing inequitable, harmful gender norms.



**Facilitator note:** If a participant says something like, “I don’t think these gender boxes mean anything. I don’t live like this and I don’t know anyone who does,” you could ask everyone:

- *Do any of you feel the same?*
- *Do you think that even if you don’t fit into the gender box that the box still has an impact on your lives? Why?*
- *Do you feel any pressure to live up to aspects of being in the gender box?*

If you feel it is needed, you could explain to participants that few people have all the characteristics exactly as listed in the gender boxes. Yet these expectations do exist here in Tanzania and in many communities throughout the world. That is why participants themselves have brought up these characteristics, not the facilitators. All of us have felt pressure to conform to these gender boxes, or to parts of them, at some point in our lives.

There are several reactions we can have to these gender boxes:

- We can live entirely within them and allow our lives to be restricted.
- We can become “gender police” who criticise people and feel uncomfortable when they step outside of these gender boxes.
- We can rebel against these gender boxes, and try to live outside of them and in opposition to them.
- We can decide not to live out certain aspects of our gender box but feel uncomfortable letting others know, and as a result we often reaffirm expectations that we don’t believe in.
- We can mix together all of these possible reactions at different points or in particular aspects of our lives, which is most common.

**Gender norms that help living in a gender equitable world  
(20 minutes)**

19. Refer participants to *Flipchart 2.3: Gender equitable men and women*. This flipchart should have a table with two columns, one headed “Men” and the other headed “Women”.
20. Ask participants:
  - *Imagine a world where there are no gender boxes. What would be the characteristics of men who are “living outside of the box”?*Write the answers in the “Men” column.
21. Once you get a few responses (about five to seven), ask the same about women who are “living outside of the box”.
22. If you have different characteristics listed for women and men, ask if those characteristics can really only apply to only one sex or if they can apply to both sexes.
23. Help participants to recognise that characteristics of gender equitable men and women (i.e. men and women who are living outside of their gender boxes) are actually quite similar. In a world where there are no gender boxes, the characteristics of men and women are the same. Make sure they understand that *Flipchart 2.3: Gender equitable men and women* is not a gender box (we did not draw a box around the characteristics). Therefore, gender equitable men and women have the freedom and flexibility to determine what roles and responsibilities they wish to take on.
24. Ask participants:
  - *How might our attitudes about how women are “supposed to act” affect our ability to support other women? How can we correct these attitudes?* For example:
    - Some women are so conditioned to abide by rigid, inequitable gender norms that they may have a hard time supporting other women who are trying to behave outside the gender box. They may judge other women or push them to stay in the box. Challenge yourself to empathise with what the other woman is trying to do and how her behaviours may actually benefit you. Sometimes it is women themselves who unknowingly reinforce inequitable norms with our sons, brothers, daughters, relatives and partners.
  - *What are the benefits for men and women who live in a world without gender boxes?* For example:
    - Men and women get to experience being fully human.
    - Men and women feel less burdened by the need to fulfil certain roles by themselves, without their partner sharing the burden.
    - Couples have more quality time.
    - Men and women may experience less stress, which can positively affect their health and mood.
    - Men and women enjoy more peaceful relationships.

**25. Make the following closing points:**

- Explain to participants that throughout their lives, boys and girls and men and women receive messages from their families, media and society about how they should act as men or women and how they should relate to each other. These messages are not “natural” or “fixed” and we can change them. Explain that we can sometimes reinforce the messages in the gender boxes, even if we do not entirely believe in them, simply because we are conditioned to do so. It becomes a habit.
- Some of these expectations are by themselves harmless, but taken as a whole they can lead to inequality between the sexes. They can also have negative health outcomes, especially around HIV and violence, as we discussed. As we become more aware of how some gender rules can negatively impact our lives and communities, we can think about how to challenge them and promote more positive gender rules.
- We are all free to create our own roles and responsibilities and to choose how we live our lives as men and women. These roles and responsibilities may change as our lives and needs change. The point here is that as human beings, we are entitled to this freedom and flexibility.

**10 MINUTES****2.4 Closure****Review of takeaway messages****1. Review the key takeaway messages from this session:**

- Sometimes our community expectations about being a man and a woman can cause harm.
- Living inside the gender box is difficult for men and women and can cause harm to the person themselves and to others.
- Living outside of the box is good for women and men!

**Review of next session****2. Share with participants that in the next session we will talk more about healthy and unhealthy relationships.****Take-home assignment**

3. Ask participants to observe boys and girls and men and women in their community. Ask them to look for someone who does not follow the gender rules and is behaving outside of the gender box. Why do you think the person is behaving outside of the box? How do others regard this behaviour? Are there people in the community who seem to be “gender police”; that is, people who push others back into their gender boxes? If it is appropriate, talk to the person who is behaving outside of his or her gender box and share what you observe. Tell him or her that you admire them for being their own person.
4. Ask participants to turn to the person next to them to discuss this take-home assignment. Ask:
  - *Do you think you can do the assignment?*
  - *Are there any barriers to you completing this assignment? If so, what are those barriers and how can they be overcome?*

## Adjourn

5. Thank everyone again for their participation and for taking the time to attend the workshop. Wish everyone a good week.

## Acknowledgements

Parts of this session have been adapted from the following curricula:

- Rural AIDS and Development Action Research Program (2002), *Sisters for Life: Gender and HIV Training Manual for Use with Small Enterprise Foundation (SEF) Centre Meetings*. Sessions 1, 2 and 4, South Africa: School of Public Health, University of the Witwatersrand.
- EngenderHealth (2008), *Engaging Boys and Men in Gender Transformation: The Group Education Manual*. Session 1.1, New York.

## Facilitator resource 2.1: Act like a man, act like a woman



**Facilitator note:** The group does not need to list all of the examples below. They are provided only for you to use to stimulate discussion, as well to ensure that some key concepts are not missing from the list you brainstorm with the group. You should put examples on the flipchart only after they have been accepted by the group.

Men	Women
Men should be able to handle any amount of alcohol.	Women can't handle alcohol.
Strong men do not show their emotions. Showing emotions, especially fear, is a sign of weakness.	Women are overly emotional. They cannot control their emotions.
Strong men aren't affected by negative experiences like abuse and neglect that happened to them as children. What happened in the past remains in the past.	Women are sensitive.
Men should not ask for support and help because it is a sign of weakness.	Women can ask their friends for help. They are less independent than men.
Men who share too much about their feelings (with their male friends) are weak.	Women gossip or talk too much (share too much).
Men are naturally aggressive or violent.	Women are peaceful or passive. Women are natural conciliators.
Men are protectors (of families, communities). Men are warriors.	Women need the protection of men.
Men should be ready all the time and any time for sex.	Women should play "hard to get". Women who say "yes" right away are shameful.
Men are supposed to lead. Men are natural leaders.	Women should not be too pushy.
Men are the head of the household.	Women should obey their husbands.
Men are supposed to be strong (lead, make decisions, show no weakness, be physically strong, be aggressive).	Women are supposed to be strong (bear problems, suffer violence quietly, don't complain, work, take care of the home).
Men are supposed to be decisive and take control.	Women are supposed to be passive and accept their husband's decision (even if they disagree).
Men are supposed to provide for their families. A strong man provides.	Women should look for a man who can provide.
A man's main responsibility is to provide for his family.	Women's primary roles should be as wives, mothers and caretakers of the household.
Men are not naturally able to care for children as well as women.	Women take care of the children and family.



# 3

## Session 3

### Healthy and unhealthy relationships

#### Session at a glance

<b>3.1 Welcome and check in</b>	Facilitator welcomes participants, conducts a brief check-in, and reviews the take-home assignment from the previous session.	10 minutes
<b>3.2 Healthy and unhealthy characteristics</b>	Participants brainstorm the qualities of healthy and unhealthy relationships.	20 minutes
<b>3.3 Healthy and unhealthy relationship scenarios</b>	Participants categorise a list of relationship behaviours posted on the wall as “healthy” or “unhealthy”, and then discuss why some people have difficulty leaving unhealthy relationships.	35 minutes
<b>3.4 Intolerable relationship characteristics</b>	Participants identify the three most important characteristics of healthy and unhealthy relationship for them personally.	20 minutes
<b>3.5 Closure</b>	Facilitator reinforces key messages for the session, tells participants briefly about the next session, and provides a take-home assignment.	10 minutes
<b>Total time</b>		<b>1 hour 35 minutes</b>





## Learning objectives

At the end of this session, participants will be able to:

- list healthy and unhealthy behaviours that exist within relationships
- state important characteristics of healthy relationships
- state intolerable relationship behaviours that would cause them to want to end a relationship with a romantic partner.



## Materials

- ☐ Attendance sheet
- ☐ Flipchart stand
- ☐ Flipchart paper
- ☐ Pens/pencils
- ☐ Tape
- ☐ Marker pens (various colours)
- ☐ Watch or cell phone that tells the time
- ☐ *Flipchart 3.1: Healthy*
- ☐ *Flipchart 3.2: Unhealthy*
- ☐ *Poster 1.1: Group agreements*
- ☐ 10 pieces of A4 paper
- ☐ Two signs: "Healthy" and "Unhealthy" (on A4 paper)
- ☐ Relationship behaviour statements (on A4 paper)
- ☐ Red and green stickers (three red and three green stickers for each woman). If stickers are not available, each woman will need a green and a red marker pen (these can be shared).



## Preparation

- ☐ Review the activities and make sure you understand content, methodology and timing.
- ☐ Prepare the training room so that participants can sit in a semi-circle.
- ☐ Prepare *Flipchart 3.1: Healthy* and *Flipchart 3.2: Unhealthy* (see Activity 3.2). Place the two flipcharts next to each other on the wall.
- ☐ Make photocopies of "Healthy" and "Unhealthy" signs (on A4 paper) that will be posted on the wall about 4–5 feet apart (see Activity 3.3).
- ☐ Prepare *Poster 1.1: Group agreements* (see Activity 1.3).
- ☐ Make photocopies (on A4 paper) of relationship behaviour statements and cut each in half (see pages 46–48).

## Procedure



10 MINUTES

### 3.1 Welcome and check in

#### Welcome (3 minutes)

1. Make sure all participants sign the attendance sheet before starting the session.
2. Invite the chairperson to welcome participants. The facilitator also welcomes everyone back to *Wanawake Na Maisha*.

#### Review the take-home assignment (7 minutes)

3. Tell participants that you are curious to hear how they experienced their take-home assignment. Ask participants:
  - *Was anyone able to identify a man, women, boy or girl who behaved in a way that was outside of the gender box?*

- *Why do you think this person was willing to be outside of the gender box?*
- *Is it possible to change gender norms?*
- *What did you learn from this assignment?*



20 MINUTES

## 3.2 Healthy and unhealthy characteristics


### Small group discussions (10 minutes)

1. Explain to participants that today we are going to talk about what makes relationships healthy or unhealthy. While there are different kinds of relationships (e.g. child–parent, sibling–sibling and employer–employee), we are going to focus on romantic relationships.
2. Explain to participants that to get started you would like them to form small groups of three or four.
3. After participants are in their small groups, give each group a piece of paper. Ask them to discuss qualities, behaviours or characteristics of healthy and unhealthy romantic relationships. They can use examples from their personal lives or from the wider community. Emphasise that the names of actual people or couples should not be shared. Tell them they will have 8–10 minutes to work on this task. Ask someone in each group to be the writer.
4. Ask the groups if they have any questions about their assignment. Answer their questions.
5. Allow groups to begin their work. Circulate around the room and provide help if needed. Provide regular time checks.

### Large group brainstorm (10 minutes)

6. After 8–10 minutes, bring the groups' attention back to the front of the room.
7. Refer participants to *Flipchart 3.1: Healthy* and *Flipchart 3.2: Unhealthy* on the wall.
8. Ask participants to share some of the qualities of “healthy” relationships that surfaced during their discussion and record these on *Flipchart 3.1: Healthy*.
9. Do the same for “unhealthy” relationships.

Below is an example of what the flipcharts might look like.

Healthy relationships	Unhealthy relationships
 Honesty Communication Equality Respect Trust Reliability Kindness Sharing	Lying No talking/communication Cheating Using violence Bossy Doesn't show interest Selfish Dominating

10. Thank participants for their good thinking and explain that they will return to these lists after they complete the next activity.



35 MINUTES

### 3.3 Healthy and unhealthy relationship scenarios (35 minutes)

#### Instructions (2 minutes)

1. Post a sign that says "Healthy" on one side of the wall and another that says "Unhealthy" on the other side of the wall, about four to five feet apart.
2. Ask participants to form pairs. Give each pair one or two relationship behaviour statement cards (depending on the size of your group). Keep one card for yourself.
3. Ask each pair to review the statement given to them on the card and attach it under the "Healthy" heading or the "Unhealthy" heading with a piece of tape. If they are really not sure about their statement they can place it somewhere in the middle.

Share with participants that after all the cards have been placed under the two headings, we will discuss their placement as a large group.

4. To demonstrate the activity, take your own card and attach it under one of the two headings. Explain why you have placed it there.
5. Ask participants if they have any questions. Answer their questions.



#### Relationship behaviour statements

(see pages 46–48)

- You never disagree with your partner.
- You spend some time by yourself without your partner.
- Your partner makes all the major decisions.
- Your partner slaps you.
- You argue and fight often.
- You enjoy spending time with your partner.
- You feel like you can make your own decisions.
- You talk about sex with your partner.
- Your partner listens to you.
- You can talk with your partner about problems as they come up.
- Your partner pressures you to have sex when you don't want to.
- You have to ask your partner for permission before you leave your house.

#### Categorising in pairs (8 minutes)

6. Allow the pairs to begin to categorise their statements.
7. Circulate around the room and help those pairs who may not be able to read or understand their statements.

#### Large group debrief (25 minutes)

8. After all the women have sat down, review the cards placed on the wall, starting with those under the heading "Healthy". Ask if participants agree that the card has been placed correctly.
9. Continue the process. If there is disagreement about where the card has been placed, ask for discussion.

10. If necessary, refer to the lists of healthy and unhealthy relationship qualities (generated earlier on flipchart paper) to help to categorise the card.
11. Move the card to better reflect where it should be placed based on the discussion.
12. If any cards are placed in the middle, ask participants to discuss the statement until you can get it placed under one of the two headings.



**Facilitator note:** The facilitator will have to be alert for unhealthy relationship characteristics that participants may not recognise as unhealthy. For example, violence is never healthy. So if a participant believes that some form of violence should be placed under the “healthy” heading, you need to ask whether everyone in the group agrees. If no one contradicts this idea, you must speak up and talk about why all violence is unhealthy. Go back to the initial brainstorm where violence was listed as an unhealthy characteristic if you need to.

13. Lead a large group discussion using the questions listed below.

- *What are some negative consequences for women who are in unhealthy relationships? How do unhealthy relationships put women at risk of violence? HIV? For example:*
  - Women who have male partners that subscribe to rigid gender norms about masculinity may experience violence as a means of resolving conflict or when their partners need to demonstrate power and control.
  - Men who have sex outside of their primary relationship, possibly to demonstrate their “manliness”, put their wives at risk of sexually transmitted infections like HIV.
- *What are some benefits for women who are in healthy relationships? Do you think these women are less likely to experience violence? HIV? Are they more likely to experience pleasure in the relationship? For example:*
  - Women who have assertive communication skills, conflict negotiation skills, money-making skills, boundary-setting skills and more equitable gender beliefs are in a better situation to select and build healthy relationships.
- *Are men and women who are stuck in their gender boxes more likely to be in unhealthy relationships than men and women who are able to step outside of their boxes? Why? For example:*
  - Women may stay in unhealthy relationships because they don’t have the financial independence to leave; they have been conditioned to believe that it is their responsibility to keep the relationship going no matter what; they feel shame or stigma about being separated or divorced; they worry about the welfare of their children; for religious reasons.
  - Women may feel pressured by their family and friends (including other women) to stay in their relationship. Bride price or mahari may also be a factor in a woman staying in her relationship.

- Women who have assertive communication skills, conflict negotiation skills, money-making skills, boundary-setting skills and more equitable gender beliefs are in a better situation to select and build healthy relationships.
- Men may stay in unhealthy relationships because of pressure to be married and have a family; because of stigma or for religious reasons; because they feel shame or feel pressured by their family to remain in a relationship.
- Sometimes men and women may not recognise the behaviours we have discussed as being unhealthy. They may think that jealousy, controlling behaviours, conflict and even violence are normal and to be expected.
- *Why do you think some women stay in unhealthy relationships?*  
For example:
  - Women may stay in unhealthy relationships because they don't have the financial independence to leave; they have been conditioned to believe that it is their responsibility to keep the relationship going no matter what; they feel shame or stigma about being separated or divorced; they worry about the welfare of their children; and for religious reasons.
  - Women may feel pressured by their family and friends (including other women) to stay in the relationship. Bride price or mahari may also be a factor in a woman staying in her relationship.
  - Expectations of men to be decision-makers, providers and leaders put them at an advantage regarding their relationship options. Expectations of women to be the primary caretakers of their children and to be submissive to their husbands put them at a disadvantage regarding their relationship options. In other words, women may have less choice about their relationships.
- *How can friends and family help people in unhealthy relationships?*  
For example:
  - Friends and family can be supportive by listening; providing encouragement; reinforcing the message that no one deserves to be in an unhealthy relationship, especially a violent one; connecting friends and family to organisations that can provide support, including communities of faith; avoiding gossip and judgment.
  - Friends and family can also help a woman in an unhealthy relationship to leave if she wants to.



20 MINUTES

### 3.4 Intolerable relationship characteristics

#### Voting (10 minutes)

1. Revisit the "Healthy" and "Unhealthy" flipcharts. Ask participants:

- *Are there any more characteristics you would like to add to either list after completing the last activity?*

Add any additional ideas to the flipcharts.

2. Pass around green and red stickers (or pens) to participants.
3. Invite participants to come up to the flipcharts and place green stickers next to three characteristics of a healthy relationship they consider to be most important.

4. Next, ask them to place red stickers next to the three worst characteristics that would make a relationship unhealthy.

### Large group discussion (10 minutes)

5. Make a note of any patterns that form on the two pieces of flipchart paper. Are there a lot of green stickers on a particular healthy characteristic? Are there a lot of red stickers on a particular unhealthy characteristic?
6. If there is enough time, ask:
  - *Based on the green stickers we see on the flipchart, what seem to be the most important characteristics of a healthy relationship?*
  - *Based on the red stickers we see on the flipchart, what seem to be the worst characteristics of an unhealthy relationship?*
  - *Looking at the red stickers, which characteristics would you consider to be intolerable for you personally, to the point where you would consider leaving the relationship?*



10 MINUTES

## 3.5 Closure

### Review of takeaway messages

1. Review the key takeaway messages from this session:
  - Healthy relationships are based on respect and responsibility.
  - In healthy relationships, both partners are happy with the relationship.
  - In unhealthy relationships, partners' happiness, wellbeing and health can suffer.
  - Violence is never acceptable in a relationship.

### Review of next session

2. Share with participants that in the next session we will talk more about the role that power and control play in romantic relationships.

### Take-home assignment

3. Ask participants to think about one thing in their romantic relationship that they really appreciate. Ask them to:
  - find a way to communicate that appreciation to their partner
  - observe how their partner reacts to the expression of appreciation
  - think about one thing in their relationship they would like to see improve.

We will talk about how to communicate this to our partners in future sessions.

Alternatively, participants can do this exercise with anyone else with whom they share an intimate relationship (e.g. best friend, mother, sister), or they can think of a romantic relationship they respect or admire. Ask them to think about why they respect or admire the relationship. What is healthy about it?

4. Ask participants to turn to the person next to them to discuss this take-home assignment. Ask:
  - *Do you think you can do the assignment?*
  - *Are there any barriers to you completing this assignment? If so, what are those barriers and how can they be overcome?*

### **Adjourn**

5. Thank everyone again for their participation and for taking the time to attend the workshop. Wish everyone a good week.

### **Acknowledgements**

Parts of this session have been adapted from the following curricula:

- Levack, A, Roller, L, DeAtley, J (2014), *Gen.M: A Gender Transformative Teenage Pregnancy Prevention Curriculum*. Session 2. New York, NY: EngenderHealth.
- EngenderHealth (2008), *Engaging Boys and Men in Gender Transformation: The Group Education Manual*. Session 1.1, New York.



Your partner  
makes all the  
major decisions.

You never  
disagree with your  
partner.

Your partner  
slaps you.

You spend  
some time by  
yourself without  
your partner.



**You feel like  
you can make  
your own  
decisions.**

**You argue and  
fight often.**

**You talk about  
sex with your  
partner.**

**You enjoy  
spending time  
with your partner.**



Your partner  
pressures you to  
have sex when  
you don't  
want to.

Your partner  
listens to you.

You have to ask  
your partner for  
permission  
before you leave  
your house.

You can talk  
with your partner  
about problems  
as they come up.





# 4

## Session 4 Power in relationships

### Session at a glance

<b>4.1 Welcome and check in</b>	Facilitator welcomes participants, conducts a brief check-in, and reviews the take-home assignment from the previous session.	10 minutes
<b>4.2 Persons and things</b>	Participants engage in a “Persons and things” icebreaker and experience what it is like to exercise power over someone, as well as be controlled by someone who has power.	30 minutes
<b>4.3 What is power?</b>	Facilitator leads participants in a discussion that defines power and how power can be used positively and negatively.	50 minutes
<b>4.4 Closure</b>	Facilitator reinforces key messages for the session, tells participants briefly about the next session and provides a take-home assignment.	10 minutes
<b>Total time</b>		<b>1 hour 20 minutes</b>



## Learning objectives

At the end of this session, participants will be able to:

- describe what it is like to have power (control) over someone and to be controlled by someone
- define power and describe how power can be used (to control or to help)
- discuss areas in which they would like to have more power and how this power can be obtained.



## Materials

- ☐ Attendance sheet
- ☐ Flipchart stand
- ☐ Flipchart paper
- ☐ Pens/pencils
- ☐ Tape
- ☐ Marker pens (various colours)
- ☐ Watch or cell phone that tells the time
- ☐ *Poster 4.1: Power diagram*
- ☐ *Worksheet 4.1: Creating a balance of power*



## Preparation

- ☐ Review activities and make sure you understand the content, methodology and timing.
- ☐ Prepare the training room so that participants can sit in chairs in a circle or semi-circle.
- ☐ Prepare *Poster 4.1: Power diagram*.
- ☐ Make copies of *Worksheet 4.1: Creating a balance of power* for each participant.

## Procedure



10 MINUTES

### 4.1 Welcome and check in

#### Welcome (3 minutes)

1. Make sure all participants sign the attendance sheet before starting the session.
2. Invite the chairperson to welcome participants. The facilitator also welcomes everyone back to *Wanawake Na Maisha*.

#### Review the take-home assignment (7 minutes)

3. Tell participants that you are curious to hear how they experienced their expressions of appreciation with their partners.
4. Lead a discussion using the following questions:
  - *Were you able to appreciate your partner (or other intimate person in your life)? What was their reaction?*
  - *For those who did an alternative assignment, what were some of the healthy characteristics of relationships that you observed?*
  - *What did you learn from this assignment?*



30 MINUTES

## 4.2 Persons and things

### Introduction (5 minutes)

1. Explain to participants that today's session is going to focus on power and control in our romantic relationships. First, we're going to engage in an activity called "Persons and things". The activity is designed to give an idea of what it feels like to have power, as well as it what it feels like not to have power.
2. Create two groups of an equal number of participants. If there is an extra participant, assign them to be an observer of the activity.
3. Choose at random one group to be "things" and the other group to be "persons". Read the following directions to participants:
  - **Things:** You cannot make decisions. You have to do what the "person" assigned to you tells you to do. If you want to move or do something, you have to ask the person for permission.
  - **Persons:** You can make decisions. You can tell the "thing" assigned to you what to do.

Explain to participants that this exercise is just "pretend" and designed for learning purposes. We don't consider anyone to be a "thing" in real life!

4. Pair up each "person" with a "thing". Explain to the "persons" that they can do whatever they want with their "thing". However, "persons" should not harm their "thing" or ask them to do anything that would hurt or humiliate them.

Let them know they should have fun with this activity. Examples of actions the "persons" might ask their "things" to do could be to jump up and down, walk around the room, pick things up, shake hands with others, dance, sing a song and stand in a funny position.

### Simulation (10 minutes)

5. Give the group two or three minutes for the "persons" and "things" to carry out their designated roles. If there is an observer, ask them to watch how the "things" and "persons" are interacting.
6. After two or three minutes, tell the "persons" and "things" that there has been a revolution and now the "things" are "persons" and the "persons" are "things". Give them another two or three minutes to carry out their new roles in the same way as described above. Again, if there is an observer, ask them to watch how the "things" and "persons" are interacting.

### Large group discussion (15 minutes)

7. Ask participants to go back to their seats. Use the questions below to facilitate a large group discussion:
  - *How did it feel to be a "thing"? How did your "person" treat you? What did you feel? Did you feel powerless? Why or why not?*
  - *How did it feel to be a "person" and to control a "thing"? How did you treat your "thing"? How did it feel to treat someone this way? Did it make you feel powerful? Why?*

- *Can we be both “persons” and “things” in different moments or aspects of our lives? e.g. we can feel like “things” as employees, students, children or even as wives, and “persons” as parents, employers, teachers and government officials.*
  - *What groups are more likely to be treated like “things” in Tanzania?*
    - *Can women be treated like “things” at times? By whom?*
    - *Can men be treated like “things” at times? By whom?*
8. Thank participants for taking part. Explain that today we are going to talk more about power in relationships and how power can sometimes be used as a healthy, positive force and other times as a destructive force.



50 MINUTES

### 4.3 What is power?

#### Brief lecture: What is power? (10 minutes)

1. Ask participants how they would define “power”. Take a few responses in a large group discussion. Share *Poster 4.1: Power diagram*. Point out similarities and differences between the diagram and participants’ responses.
2. Review this diagram by making the following points:
  - Power is the ability to act or do.
  - Power can be used in two major ways:
    - to control
    - to help (self or others).

#### Power to control

- Power to control can be used in negative or positive ways. For example, there are times when a parent needs to exercise control over their child. A child may not want to get a vaccination, but a parent uses their power to make sure that the child is vaccinated because they know it is for the good for the child.
- Power to control can also be used in negative ways. For example, a husband might use his power to control how money is spent in the household, when to have sex, or when his wife can leave the house. He may exercise his power by using controlling behaviours like manipulation or physical violence. Power to control in an intimate relationship is always negative. Intimate partners are healthiest when each has equal power.

#### Power to help (self or others)

- When people use their power to help they are using power in positive way. They may use their power to help themselves or others. For example, the president of Tanzania might use his power to improve the education system for Tanzanian children. A manager at a company might use their power to create positive work conditions for employees. A woman might use her power to help herself by starting a small business.

### Large group discussion: What is power? (30 minutes)

9. Lead a large group discussion using the questions below:

- *In what ways do husbands in your community use their power to control their wives?* For example, some men may:
  - force their wives to have sex
  - determine how many children to have
  - control how money is spent
  - control when his wife is allowed to leave the house or village
  - control who his wife can associate with
  - physically abuse his wife
  - emotionally abuse his wife by ignoring her needs, ridiculing her and insulting her.

- *How do you think power imbalances contribute to violence in a relationship?* For example:

Women who are in relationships with men who use their power to control are at greater risk of being manipulated and abused. Men who are conditioned to believe that they should maintain power and control over their partners (e.g. control who they socialise with, what they wear, how money is spent, when to have sex) may also believe that they are entitled to power and control, even by using physical violence.

This type of relationship is unhealthy for the woman, the man and their children. In fact, many of the unhealthy relationship characteristics that we discussed during the last session are likely to be used to maintain control or power over the other person.

- *How does this controlling behaviour affect women? Men? Families?* For example:

- Limits their ability to realise their full potential
- Low self-esteem or depressed mood
- Physical injury
- Feeling isolated
- Unintended pregnancy

- *How do the gender boxes we talked about in Session 2 affect the use of power by men?* For example:

- Men are taught to be in charge; women are taught to obey their husbands.
- Men are taught that aggression and violence is OK; women are taught to keep the peace, not complain and do whatever they can to keep the family together, no matter what.
- Men are taught to have sex whenever they want it; women are taught to please their husbands.
- Men are taught not to express their emotions, making it more challenging to resolve conflict by using verbal communication.

- *Do women exert power in relationships as well? How do they do that? How is it different from the way that their husbands use power? Is the power men use more overt and is the power women use more subtle?* For example:

- Women often control how the children are raised and how the household is run.
- Women's power is generally used to help and not harm (e.g. violence).



- *What do you think it means to have a “balance of power” in a relationship? What would a balance of power look like between men and women in a romantic relationship?* For example:  
When men and women have a balance of power, they are not subscribing to the harmful gender norms that are found in the gender boxes. They share in decision-making. There is mutual respect and kindness toward each other. Violence is never used.
- *How do you think a balance of power would affect women? Men? Families?* Refer to the responses above.
- *What can a woman do to balance the power in her relationship?* For example:
  - Do paid work outside of the home.
  - Communicate with her partner about negotiating roles inside and outside of the home.
  - Communicate with her partner when something is crossing a boundary.
  - Get help for community resources if she is experiencing violence.
  - Support other women in the community.
- *What can we do to encourage power among our sisters here and among other women (young and old in our community)?* For example:  
One thing women can do for each other is notice the efforts, talents, skills and wisdom of the other women in their lives. Tell those women what you observe and compliment them. Encourage them to use their talents and skills.  
Another thing women can do is to teach their daughters that they are strong and powerful, and that they can do anything they want to do when they grow older. Set high expectations. Women can also teach their sons to be respectful of women.
- *How does our discussion about power today relate to promoting healthy, non-violent relationships?* For example:  
Women who feel powerful are more likely to believe that they have options in their lives. They are less likely to worry about what other people think. They are more likely to be optimistic and find ways to solve problems for themselves. A woman’s male partner will see this and may be less likely to take her for granted or abuse her because he knows that she has the power to leave the relationship.



10 MINUTES

## 4.4 Closure

### Review of takeaway messages

1. Review the key takeaway messages from this session:
  - Use your power to help yourself, your family and your community.
  - Using our power to harm or oppress others is never acceptable.
  - Use your power to live outside of the gender box!

### Review of next session

2. Share with participants that in the next session we will talk more about negotiating men’s and women’s roles inside and outside of the home.

### Take-home assignment

3. Ask participants to reflect on how they use power. Ask them to note at least one example of when they exercised power to help, and be prepared to come to the next session to share it.
4. Ask participants to turn to the person next to them to discuss this take-home assignment. Ask:
  - *Do you think you can do the assignment?*
  - *Are there any barriers to you completing the assignment? If so, what are those barriers and how can they be overcome?*

### Adjourn

5. Thank everyone again for their participation and for taking the time to attend the workshop. Wish everyone a good week.

### Acknowledgements

The "Persons and things" icebreaker has been adapted from: *EngenderHealth (2008), Engaging Boys and Men in Gender Transformation: The Group Education Manual*. Session 1.1, New York.

The rest of the session has been devised by the *Wanawake Na Maisha* curriculum development team.

## Worksheet 4.1: Creating a balance of power

### Instructions

Take 15 minutes to answer the questions below. If you need more room, feel free to use the other side of this paper. After 15 minutes, some small groups will be asked to give a very brief presentation of its work to the larger group.

1. *What are some examples of how husbands use their power to control their wives in your community?* List two or three of these examples below.

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Select one item from the examples you listed above. Think about the factors that contribute to the husband's power. What can women do to balance power in their relationship?

2. *What can women do to support each other in balancing the power in their intimate relationships?*

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3. *What obstacles can women face when trying to achieve balance of power? How can they overcome these obstacles?*

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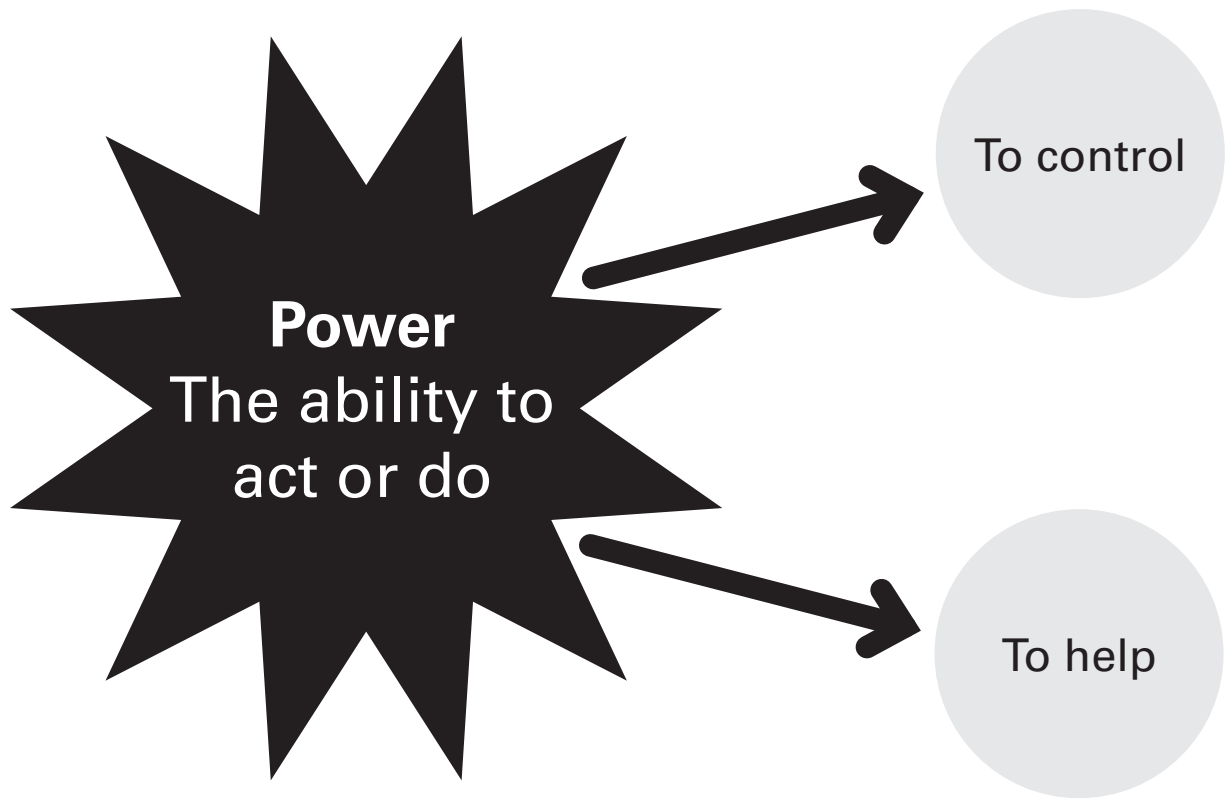
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### Poster 4.1: Power diagram





# 5

## Session 5 Negotiating men's and women's roles inside and outside of the home

### Session at a glance

<b>5.1 Welcome and check in</b>	Facilitator welcomes participants, conducts a brief check-in, and reviews the take-home assignment from the previous session.	10 minutes
<b>5.2 Women's and men's roles and responsibilities in the family</b>	Participants create a fictional family and then develop a fictional 24-hour schedule of activities that would commonly be completed by the man and woman in a typical family. Participants review the activities and mark them according to whether they are done for the woman's benefit or for the benefit of others. Lastly, the facilitator leads a large group discussion about typical divisions of labour in households and how to make these more equitable.	75 minutes
<b>5.3 Closure</b>	Facilitator reinforces key messages for the session, tells participants briefly about the next session, and provides a take-home assignment.	10 minutes
<b>Total time</b>		<b>1 hour 35 minutes</b>



## Learning objectives

At the end of this session, participants will be able to:

- identify roles, responsibilities and workloads for men and women in the family
- compare how much time women spend caring for themselves and for others
- explore the implications of women's heavy workload on their health and wellbeing
- challenge whether this division of labour is fair, healthy or "natural".



## Materials

- ☐ Attendance sheet
- ☐ Pens/pencils
- ☐ Flipchart stand
- ☐ Flipchart paper
- ☐ Tape
- ☐ Marker pens (various colours)
- ☐ Watch or cell phone that tells the time
- ☐ *Flipchart 5.1: Common household activities*
- ☐ *Flipchart 5.2: Negotiating distribution of labour in the home*
- ☐ *Poster 1.1: Group agreements*
- ☐ *Worksheet 5.1: Household chores schedule*



## Preparation

- ☐ Review activities and make sure you understand content, methodology and timing.
- ☐ Prepare the training room so that participants can sit in a semi-circle.
- ☐ Prepare *Flipchart 5.1: Common household activities* (see Activity 5.2).
- ☐ Prepare *Flipchart 5.2: Negotiating distribution of labour in the home* (see Activity 5.2).
- ☐ Post *Poster 1.1: Group agreements* (see Activity 1.3).
- ☐ Make copies of *Worksheet 5.1: Household chores schedule* for each small group (see Activity 5.2 and page 64).

## Procedure



10 MINUTES

### 5.1 Welcome and check in

#### Welcome (3 minutes)

1. Make sure all participants sign the attendance sheet before starting the session.
2. Invite the chairperson to welcome participants. The facilitator also welcomes everyone back to *Wanawake Na Maisha*.

#### Review take-home assignment (7 minutes)

3. Tell participants that you are curious to hear how they experienced their take-home assignment.
4. Lead a discussion using the following questions:
  - *Who would like to share an experience of how they exercised their power to help this week?*
  - *How did it feel to exercise this kind of power?*
  - *What did you learn from this assignment?*



75 MINUTES

## 5.2 Women's and men's roles and responsibilities in the family

### Brainstorm of common household chores (10 minutes)

1. Explain to participants that today we are going to talk about a typical division of roles and responsibilities between men and women in our community.
2. Ask participants to brainstorm all the activities that might occur in a typical daily schedule. Record these on *Flipchart 5.1: Common household activities*.

Possible responses might include:

- Shopping for food and other household items
- Preparing/cooking food
- Cleaning
- Fetching water
- Washing clothes
- Childcare
- Care for older members of the family
- Caring for animals
- School-related activities (e.g. taking children to school or for medical care, going to meetings, helping children with homework)
- Paying bills
- Repairing/fixing things around the house
- Throwing out household rubbish
- Gardening
- Collecting firewood
- Attending medical appointments

Congratulate participants on this brainstorm.

### Small group work (25 minutes)

3. Next, ask participants to divide into small groups of four or five.
4. After the small groups are formed, give each group a copy of *Worksheet 5.1: Household chores schedule*. Explain that you would like them to work together to think of a typical family in their community:
  - The family, at a minimum, should include a husband, wife and children.
  - The family may include elders or in-laws that live with them in the same home.
  - Decide who works outside the home and what work they do.
5. After they have created a family, ask the groups to think about all the activities that the wife and the husband generally would do over a 24-hour period and record them on *Worksheet 5.1: Household chores schedule*. Remind the group of the list of chores they just generated. Let them know that they can add other chores if they are not already on the list.

6. Each small group should take 15 minutes to complete the assignment.
7. Ask the groups if they have any questions about their assignment. Address their questions.
8. Invite the groups to begin their assignment. Circulate around the room and help small groups if needed. Provide regular time checks.
9. After 15 minutes, ask the groups to take a look at their schedules and mark which of the women's chores are done for the woman herself and which are done primarily for others. They can mark the chores with an "S" for self or an "O" for others. Allow the small groups another five minutes to complete this assignment.
10. Circulate around the room and help small groups if needed.

### Gallery walk (10 minutes)

11. After the small groups complete both assignments, ask each group to stick their schedules on the wall. Then invite participants to walk around the room and review the different schedules. Give them 10 minutes for this review.

### Large group discussion (30 minutes)

12. After everyone has sat down, lead a large group discussion with the questions below.
  - *Did the 24-hour schedules you observed appear to be realistic? Is this day typical for most women in our community?*
  - *What do you notice about the man's day and the woman's day?*
    - *Who does most of the work around the home?*
    - *Who gets paid for the work they do?*
    - *Who starts their day first and ends last?*
  - *Why is the division of labour usually this way (with women generally doing household work and men paid work)? Is it possible for a man to do what a woman does, and vice versa?*
  - *Is this division of labour fair to men and women? Why or why not?*
  - *Do you think there are any consequences of this division of labour between men and women? What are they? Who is more dependent on the other: the person who cares for the house and children or the person with paid work?*



**Facilitator note:** The aim of these questions is to reflect on why the division of labour is frequently between women doing household work and men doing paid work (or seeking paid work), and the consequences of this division of labour. One consequence of it being mainly women who do domestic chores is that women become dependent on their partners, with fewer opportunities to take up paid work that could help to support them and their children. Conversely, having paid work and being less involved in the house and family life can make abandonment easier for some men.





**Facilitator note:** The questions below are critical. Make sure you leave enough time to address them with the group.

- *What do you think are the benefits for women and our families of a more equal division of labour (with men working more at home and women more involved in generating income)?*

For example:

- *Do you think that it may give the couple more time shared together?*
- *Would the wife be less tired?*
- *Would the couple become closer?*
- *Would men benefit from having more contact with their children?*
- *Would children benefit from having more caring contact with their father?*
- *Would men benefit from sharing the burden of providing income?*
- *Would women benefit from the experience of participating in paid work/income generation?*
- *Would there be less conflict over these tasks?*

- *What can be done to promote more equitable distribution of labour in households? Record these responses on Flipchart 5.2: Negotiating distribution of labour in the home.*

For example:

- Talk to your partner and tell him what you need.
- Explain how you feel to your partner.
- Talk to your husband about doing some chores together to save time.
- Ask your husband to use some of his free time to help.
- When he offers to help, let him, even if he does things differently to you.
- Get a job outside the home. This will “force” the sharing of house chores because you simply won’t have enough time to do them. The benefit of bringing in additional money to the family should be motivating to men.
- Expect female and male children to help with chores.
- *What do you say to women who put pressure on other women to stay inside the gender box and do all of the household chores in order to be considered a good wife and mother?*
- *In some cases, women may put pressure on men not to do household chores because they consider these to be “women’s work”. What do you say to these women?*



10 MINUTES

## 5.3 Closure

### Review of takeaway messages

1. Review the key takeaway messages from this session:

- Unbalanced workloads can have negative consequences for women, men and children.
- Division of household labour is largely based on community expectations about what men and women are “supposed” to do.

- It is possible for couples to more equally share household chores, paid work and relaxation time.
- Living outside the gender box is good for women and men!

### Review of next session

2. Share with participants that in the next session we will talk more about communicating assertively with our romantic partners.

### Take-home assignment

3. Ask participants to do two things. First, spend at least 30 minutes on an activity that nurtures them, makes them feel good or gives them enjoyment. Explain that you will ask a few participants to share their experience at the next session. Second, make mental note of at least one household chore that they would like their partner to do.
4. Ask participants to turn to the person next to them to discuss this take-home assignment. Ask:
  - Does you think you can do the assignment?
  - Are there any barriers to you completing the assignment? If so, what are those barriers and how can they be overcome?

### Adjourn

5. Thank everyone again for their participation and for taking the time to attend the workshop. Wish everyone a good week.

### Acknowledgements

Parts of this session have been adapted from the following curricula:

- Rural AIDS and Development Action Research Program (2002), *Sisters for Life: Gender and HIV Training Manual for Use with Small Enterprise Foundation (SEF) Centre Meetings*. Sessions 1, 2 and 4, South Africa: School of Public Health, University of the Witwatersrand.
- EngenderHealth (2008), *Engaging Boys and Men in Gender Transformation: The Group Education Manual*. Session 1.1, New York.

**Worksheet 5.1: Household chores schedule**

Time	Wife	Husband
01:00		
02:00		
03:00		
04:00		
05:00		
06:00		
07:00		
08:00		
09:00		
10:00		
11:00		
12:00		
13:00		
14:00		
15:00		
16:00		
17:00		
18:00		
19:00		
20:00		
21:00		
22:00		
23:00		
24:00		



# 6

## Session 6 Communicating assertively with your partner

### Session at a glance

<b>6.1 Welcome and check in</b>	Facilitator welcomes participants, conducts a brief check-in, and reviews the take-home assignment from the previous session.	10 minutes
<b>6.2 Defining communication</b>	Facilitator reviews the three phases of the communication process.	15 minutes
<b>6.3 Assertive communication</b>	Participants review definitions of passive, aggressive and assertive communication, and practise recognising the three styles of communication using a short facilitator role play.	25 minutes
<b>6.4 Using I-statements</b>	Participants practise using I-statements.	50 minutes
<b>6.5 Closure</b>	Facilitator reinforces key messages for the session, tells participants briefly about the next session, and provides a take-home assignment.	10 minutes
<b>Total time</b>		<b>1 hour 50 minutes</b>



## Learning objectives

At the end of this session, participants will be able to:

- describe communication and its three phases
- describe the differences between passive, aggressive and assertive communication
- communicate assertively using I-statements.



## Materials

- ☐ Attendance sheet
- ☐ Pens/pencils
- ☐ Flipchart stand
- ☐ Flipchart paper
- ☐ Tape
- ☐ Marker pens (various colours)
- ☐ Watch or cell phone that tells the time
- ☐ *Poster 1.1: Group agreements*
- ☐ *Poster 6.1: What is communication?*
- ☐ *Poster 6.2: Passive communication*
- ☐ *Poster 6.3: Aggressive communication*
- ☐ *Poster 6.4: Assertive communication*
- ☐ *Poster 6.5: Using I-statements*
- ☐ *Worksheet 6.1: Using I-statements*



## Preparation

- ☐ Review activities and make sure you understand the content, methodology and timing.
- ☐ Prepare the training room so that participants can sit in a semi-circle.
- ☐ Post *Poster 1.1: Group agreements* (see Activity 1.3).
- ☐ Prepare *Poster 6.1: What is communication?* (see Activity 6.2)
- ☐ Prepare *Poster 6.2: Passive communication*, *Poster 6.3: Aggressive communication* and *Poster 6.4: Assertive communication* (see Activity 6.3). Present them so that only the title is showing.
- ☐ Prepare *Poster 6.5: Using I-statements* (see Activity 6.4).
- ☐ Make photocopies of *Worksheet 6.1: Using I statements* for all participants (see Activity 6.4 and page 74).
- ☐ Practise the three Haji and Aisha communication scenarios with your co-facilitator (see Activity 6.3).

## Procedure



10 MINUTES

### 6.1 Welcome and check in

#### Welcome (3 minutes)

1. Make sure all participants sign the attendance sheet before starting the session.
2. Invite the chairperson to welcome participants. The facilitator also welcomes everyone back to *Wanawake Na Maisha*.

#### Review the take-home assignment (7 minutes)

3. Tell participants that you are curious to hear how they experienced their take-home assignment. Remind participants that they had two assignments. The first was to spend some time taking care of themselves, and the second was to identify household chores they would like their husband to help with.
4. Lead a discussion using the following questions:
  - *Who was able to spend 30 minutes doing something that was nurturing or enjoyable? Ask for a show of hands. Ask participants to share their experiences.*
  - *How did you feel while you were doing the activity?*
  - *What would happen if you tried to find an extra hour or so a week to do activities that give you pleasure? Is it possible?*
  - *Who was able to identify at least one household chore with which they would like more help from their partners? Ask for show of hands. Ask for participants to share the chores they identified.*
  - *What would it be like to have discussion with your partner asking for help?*



**Facilitator note:** Be cautious about the last question. While we want to encourage women to speak up about an equal division of household chores, we don't want to set women up for violence if they live with an abusive partner.



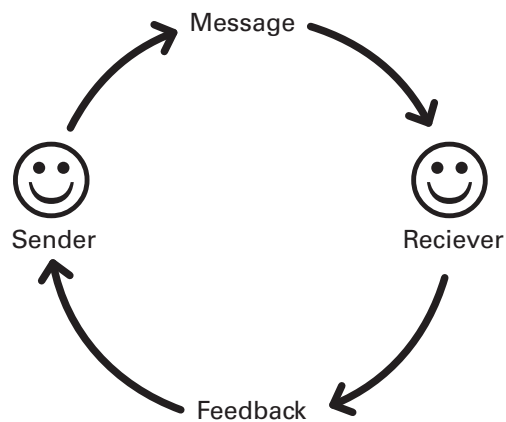
15 MINUTES

### 6.2 Defining communication

#### Definition of communication (15 minutes)

1. Explain to participants that today we are going to be talking about communication between romantic partners (and others).
2. Begin by asking participants for their definition of "communication". After a brief discussion, display *Poster 6.1: What is communication?* and present the information on the next page.

### What is communication?



Communication is a three-phase process whereby messages are sent, received and understood between two or more people.

- **Phase 1:** The sender **gives a message** (statement, question, thought, feeling). The sender uses words, tone of voice and other body language to give the message.
  - **Phase 2:** The receiver **gets the message** but it is not always received accurately. The receiver may not interpret the message correctly. The sender may have sent a mixed message (e.g. body language and words do not match). It is easy for miscommunication to happen.
  - **Phase 3:** The **message must be understood correctly**. The receiver must check in with the sender to get feedback: “This is what I think you’re saying... Am I correct?” Then the sender can confirm or correct the message.
3. Explain to participants that today we are going to focus on the first phase of communication: *how to give messages in an assertive and effective way*.



25 MINUTES

## 6.3 Assertive communication

### Definitions (10 minutes)

1. Explain to participants that there are three main communication styles for conveying messages: passive, aggressive and assertive. Point to *Poster 6.2: Passive communication*, *Poster 6.3: Aggressive communication* and *Poster 6.4: Assertive communication* on the wall with only the titles showing.
2. Ask participants:
  - *Have you heard of these terms? Can you describe any of the three styles?*

Take a few responses and then reveal the definition of each style of communication. Review it with participants.

- **Passive communication means not expressing what you are really thinking or feeling.**

For example, a passive communication style is one where the communicator does not directly express what they really feel or want. A passive communicator is often indirect, gives an unclear message or says nothing at all. Passive communicators may say “yes” when they really mean “no” in order to avoid conflict, avoid hurting the other person’s feelings or out of fear that they might upset the other person.

- **Aggressive communication means expressing what you feel in a hostile manner without respecting the other person’s feelings.**

For example, an aggressive communication style is one that is hostile or forceful. An aggressive communicator often expresses their feelings in a manner that is confrontational. They may threaten, pressure or force another person in order to get their way without taking the other person’s feelings or rights into consideration. An aggressive person can also be manipulative; that is, saying or doing something to control or coerce the other person into doing what the aggressive communicator wants.

- **Assertive communication means expressing what you feel in an honest, confident and respectful way.**

For example, an assertive communication style is one that is clear and direct with no intention to hurt or offend the other person. An assertive communicator expresses their feelings in an honest and respectful way, and is considerate of the other person’s feelings while being true to their own feelings. One strategy an assertive communicator can use is an “I-statement” to express how they feel (we will be learning about I-statements today).

### **Haji and Aisha (15 minutes)**

3. Share with participants that you would like to act out a scenario with your co-facilitator about Haji and Aisha, a couple who have been married for several years. Aisha would like more time to tend to her small business, but needs someone to watch over their three-year-old daughter.
4. Explain to participants that you and your co-facilitator will repeat the scenario three times, each time using a different style of communication. After each scenario you will ask participants to identify the communication style (passive, aggressive or assertive) being used. Each scenario is on the next page – but remember, do not tell participants which communication style you are using until after you have presented all three scenarios.
5. After presenting the three scenarios, facilitate a large group discussion with the questions below:
  - *Which scenario seemed to be most effective? Why?*
  - *How do you think staying inside the gender box affects women’s ability to communicate assertively?*

For example:

- Women are sometimes conditioned to be submissive to their husbands. It is the husband that makes decisions. A woman who believes this might have a difficult time using an assertive communication style. She would be more likely to use a passive communication style, where her needs are not really expressed or met.





### Scenario 1: Passive Aisha

**Aisha:** (in a soft voice, head down) "Haji, would it be OK if you watched our daughter tomorrow morning so that I have time to sell at the market."



**Haji:** "I would like to, dear, but I don't think I will have the time."

**Aisha:** "OK." (she walks away)

### Scenario 2: Aggressive Aisha

**Aisha:** (in a loud voice, in front of Haji) "Haji, you need to watch our daughter tomorrow because I have to be at the market."

**Haji:** "I would like to, dear, but I don't think I will have the time."

**Aisha:** (in a loud, annoyed voice, throwing her hands up in the air and walking away) "I am tired of you always saying that you don't have time. Don't you understand that I have work to do too? I wish I had a husband who supported me. You only care about yourself."

### Scenario 3: Assertive Aisha

**Aisha:** (in a calm, firm voice, sitting next to Haji) "Haji, I will need some help tomorrow with our daughter. I plan to be at the market selling fruits. Will you take care of her in the morning?"

**Haji:** "I would like to, dear, but I don't think I will have the time."

**Aisha:** (in a calm, firm voice, sitting next to Haji, making eye contact) "Haji, when you tell me you don't have the time I feel unsupported. You know the extra money I make at the market helps our family. Would you try to make some time in the morning, please, to watch our daughter? I know you have a lot to do, but this is important. I would really appreciate your help."

- *How do you think gender norms affect men's and women's communication?*

For example:

- Men are often conditioned to be the leader, the head of the family and the decision-maker for the family. They are expected to be strong, tough and dominating. In these instances, men may be more likely to have an aggressive communication style, where they use force to get their needs communicated without regard to the feelings or needs of another person. In other instances, men may want to help but because women are conditioned to communicate in a passive voice, they may be unclear about what is expected of them.



50 MINUTES

## 6.4 Using I-statements

### Description of an I-statement (15 minutes)

1. Explain to participants that you want to share with them a method for expressing their needs in an assertive way. It is called using an "I-statement". When you communicate with this method, you will state clearly what your need is while not judging, blaming or insulting the other person.

2. The I-statement method has five steps. Review *Poster 6.5: Using I-statements* with participants.

### Using I-statements: five steps

1. When you .....(*describe the behaviour*)
2. I feel .....(*describe how that behaviour makes you feel*)
3. Because ..... (*explain why*)
4. In the future would you ..... (*make your request*)
5. (*Nurture the relationship: say something positive to your partner or thank him for agreeing to your request*).....

3. After you have reviewed the five steps, demonstrate them with your co-facilitator. You could use a scenario related to your work together on *Wanawake Na Maisha*. For example, perhaps one of you frequently comes late to work meetings, or does not prepare for her parts of the session or arrive with the necessary materials.

For example:

1. When you come late to our work meetings (*describes the behaviour*)
2. I feel alone and responsible for understanding everything we need to prepare (*describes how you feel*)
3. Our boss now looks to me to do all the preparation because I attend the meeting and you do not (*explains why*)
4. From now on, I would really appreciate it if you could make an effort to be on time for our meetings (*makes request*)
5. I really like working with you and I hope we can work this problem out (*says something positive*).

### Small group practice (15 minutes)

4. Explain to participants that they are going to have a chance to practise the I-statement method. Divide participants into smaller groups of three people.
5. Explain to the groups that in each small group, one person will play the role of the *wife* and will practise using an I-statement.
6. Another person will play the role of the *husband*. For the purposes of this activity, the person playing the part of the husband should respond as the small group imagines a husband normally would.
6. The third person will be an *observer* and will check whether the wife uses all five parts of the I-statement method. The observer will give feedback to the person playing the role of the wife after she completes the role play.
7. Give each participant a copy of *Worksheet 6.1: Using I-statements*. The worksheet has six communication scenarios on it, and participants can pick any scenario they like. Each person in the group should take a turn playing the role of the wife (using I-statements), the role of the husband

and the role of the observer (providing feedback to the person playing the role of the wife). The five steps of the I-statement technique are also found on the worksheet.

8. Give small groups about 10 minutes to complete this exercise.
9. Circulate around the room and help groups where appropriate. Provide regular time checks.

### Large group discussion (20 minutes)

10. After 10 minutes, ask one or two groups to demonstrate their work (depending on time available).
11. Lead a large group discussion with the following questions:
  - *What did you think of this exercise?*
  - *Do you think this is a communication method you can use at home? Why or why not?*
  - *Do you believe that husbands/partners in Mwanza might react negatively (or even violently) to any of the strategies we practised? If yes, why and how?*



**Facilitator note:** If participants say they could not use this method, try to find out why and see if they can suggest how to overcome these barriers. If one of the reasons given is that men may react negatively or violently, then the facilitator should affirm that women must only implement changes without risk to themselves. They should keep in mind that change is a slow process, and they may want to integrate these methods slowly as they go along. Recognise that it is hard to implement these practices if your partner is not “playing along” and that some women may not feel that they can at the moment.



10 MINUTES

## 6.5 Closure

### Review of takeaway messages

1. Review the key takeaway message from this session:
  - Be assertive.
  - Be respectful.
  - Communicate what you really think or feel!

### Review of next session

2. Share with participants that in the next session we will talk more about intimate partner violence and how violence affects individuals, couples, families and communities.

### Take-home assignment

3. Ask participants to practise using the I-statement method we talked about today over the coming weeks with someone who they feel will not react negatively. The person might be in their family (adult or child) or a friend. If they feel they can practise it with their intimate partner, then they should. Next week we will want to hear about some of their experiences.

4. Ask participants to turn to the person next to them to discuss this take-home assignment. Ask:
  - *Do you think you can do it?*
  - *Are there any barriers to you completing this assignment? If so, what are those barriers and how can they be overcome?*

### Adjourn

5. Thank everyone again for their participation and for taking the time to attend the workshop. Wish everyone a good week.

### Acknowledgements

Parts of this session have been adapted from the following curricula:

- Levack, A, Roller, L, DeAtley, J (2014), *Gen.M: A Gender Transformative Teenage Pregnancy Prevention Curriculum*. Session 2. New York, NY: EngenderHealth (pp. 79–96).
- Wilson, P, Roller, L, Bishanga, D (2011), *CoupleConnect: A Gender Transformative HIV Prevention Curriculum for Tanzanian Couples*. New York and Dar es Salaam: EngenderHealth (pp. 64–76).
- EngenderHealth (2008), *Engaging Boys and Men in Gender Transformation: The Group Education Manual*. Session 1.1, New York.

## Worksheet 6.1: Using I-statements

### Possible communication scenarios

**Alcohol.** Husband comes home one night after being out with his friends and has had too much to drink. He is unable to walk straight and it is difficult to communicate with him – he is too out of it. It's the following morning and the wife is drinking coffee with her husband.

**Sex.** Husband is pressuring his wife to have sex and she is not in the mood. She decides to talk to him about it.

**Money to in-laws.** Wife believes the husband is giving too much of his money to help other family members, although she does not know exactly how much because he does not share this information with her. She is worried there won't be enough money for their children's school uniforms. One day she decides to talk to him about it.

**Abusive language.** Husband is having a hard time at work and often comes home feeling frustrated and tired. Husband and wife seem to be getting into more fights lately, possibly because of the stress. Husband has begun calling his wife unkind names and talking to her with a raised, angry voice. She decides to talk to him about it.

**Chores.** Wife feels she is overburdened by caring for the home and is tired all the time. Husband usually comes home around 3pm but doesn't help her with anything. In fact, he keeps asking her for things and demands that dinner be prepared. One day she decides to talk to him about it.

**Night school.** Wife knows her husband is opposed to her spending much time outside of the house. She finds out about an opportunity to attend some night classes to help her to get an office job. She very much wants to go but she knows he may not approve. She decides to bring it up with him over dinner one day.

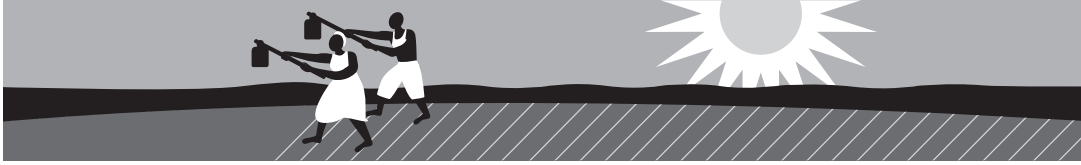
#### Using I-statements: five steps

1. When you ..... (*describe the behaviour*)
2. I feel ..... (*describe how that behaviour makes you feel*)
3. Because ..... (*explain why*)
4. In the future would you ..... (*make your request*)
5. (*Nurture the relationship: say something positive to your partner or thank him for agreeing to your request*).....

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# 7

## Session 7 What is violence?

### Session at a glance

<b>7.1 Welcome and check in</b>	Facilitator welcomes participants, conducts a brief check-in, and reviews the take-home assignment from the previous session.	10 minutes
<b>7.2 Introduction</b>	Facilitator provides a brief introduction to the session and acknowledges the sensitivity of the subject.	10 minutes
<b>7.3 What is violence?</b>	Participants work in small groups to identify examples of the four different kinds of violence. Small group work is followed by a large group discussion.	45 minutes
<b>7.4 Violence case studies</b>	Participants work in small groups to review a case study about a couple experiencing violence and answer questions about the case study. Small group work is followed by a large group discussion about the consequences of violence and ways to interrupt or stop violence.	50 minutes
<b>7.5 Closure</b>	Facilitator reinforces key messages for the session, tells participants briefly about the next session, and provides a take-home assignment.	10 minutes
<b>Total time</b>		<b>2 hours 5 minutes</b>



## Learning objectives

At the end of this session, participants will be able to:

- define violence
- identify the four forms of violence against women
- identify the impact of violence against women on couples, families, and communities
- identify alternatives to violence.



## Materials

- ☐ Attendance sheet
- ☐ Pens/pencils
- ☐ Flipchart stand
- ☐ Flipchart paper
- ☐ Tape
- ☐ Marker pens (various colours)
- ☐ Watch or cell phone that tells the time
- ☐ *Gender-based violence and female genital cutting in the 2010 TDHS factsheet*
- ☐ *Flipchart 7.1: Physical violence*
- ☐ *Flipchart 7.2: Emotional/psychological violence*
- ☐ *Flipchart 7.3: Sexual violence*
- ☐ *Flipchart 7.4: Economic violence*
- ☐ *Flipchart 7.5: Stopping violence in our community*
- ☐ *Handouts 7.1–7.4: Case studies on violence*
- ☐ *Poster 1.1: Group agreements*



## Preparation

- ☐ Review activities and make sure you understand content, methodology and timing.
- ☐ Prepare the training room so that participants can sit in a semi-circle.
- ☐ Prepare *Poster 1.1: Group agreements* (see Activity 1.3).
- ☐ Prepare *Flipchart 7.1: Physical violence*, *Flipchart 7.2: Emotional/psychological violence*, *Flipchart 7.3: Sexual violence* and *Flipchart 7.4: Economic violence* (see Activity 7.3). To save paper, you can divide one piece of flipchart into two columns. This way you will need only two pieces of flipchart paper. Only print the words in bold type, not the examples listed in the session plan. Examples will come from participants.
- ☐ Prepare *Flipchart 7.5: Stopping violence in our community* (see Activity 7.4).
- ☐ Make photocopies of *Handouts 7.1–7.4: Case studies on violence* (see Activity 7.4 and pages 84–85). Each participant in each small group should get a copy of the case study assigned to her group.



### Important message to facilitators

In advance of this session, think about your own experiences of violence. As a facilitator in this curriculum, you have clearly done some personal work to transform your attitudes, beliefs and behaviours with respect to gender equality and violence against women. Be prepared to become a role model. Any personal sharing that you do in the group should be done to meet the needs of the group and not your own needs. If you choose to share a personal story, please make sure that the aim of your sharing is to model the activity, not to showcase your own life.

This session includes questions about justifying violence. Participants may express different ways of justifying violence. Make sure you solicit different opinions from participants and have them reflect on the message that violence is never justified.

Participants may also give explanations for or causes of violence that take responsibility away from the person using violence. For example, they may say that alcohol causes violence; that at certain points men can't control themselves; that the man using violence was provoked; that financial strain or poverty causes violence; that some men can't control their anger. Again, the facilitator should solicit different opinions and have participants reflect on the message that the person using violence, in the end, is entirely responsible for their actions. Violence is a choice that the person makes.

## Procedure



10 MINUTES

### 7.1 Welcome and check in

#### Welcome (3 minutes)

1. Make sure all participants sign the attendance sheet before starting the session.
2. Invite the chairperson to welcome participants. The facilitator also welcomes everyone back to *Wanawake Na Maisha*.

#### Review the take-home assignment (7 minutes)

3. Tell participants that you are curious to hear how they experienced their take-home assignment.
4. Lead a discussion using the following questions:
  - *Was anyone able to practise using I-statements?*
  - *Tell us about your experience. How did you feel while you were using the I-statement? How did the other person respond?*
  - *What did you learn from this assignment?*





10 MINUTES

## 7.2 Introduction

### Introduction (3 minutes)

1. Tell participants that today we are going to talk about violence. Violence is a big topic and there are many different kinds of violence. For example, there can be war-related violence or criminal violence. But the form of violence that we will explore today is violence against women.

### Acknowledging sensitivity of the topic (7 minutes)

2. Acknowledge that today's topic is challenging because violence harms many people and yet it is so common. Most of the people in this group, including the facilitators, may have been affected by violence. Maybe participants have witnessed violence with neighbours or family? Maybe they have experienced it in their own families when they were children? Maybe they have experienced themselves at some point in their adult life.
3. Explain to participants that they should not feel pressured to take part in any activity that might upset them, and they must not feel that they have to say anything personal.
4. Tell participants that we invite anyone who wants additional support on this issue for herself, a family member or a friend, to talk with us after the session. We are not trained to provide counselling, but we will get you connected to other organisations that can provide support on this issue.
5. Ask participants if they have any questions or concerns.



45 MINUTES

## 7.3 What is violence?

### Instructions and small group work (10 minutes)

1. Divide participants into smaller groups of four or five.
2. After the groups are formed, explain to them that for this next activity you will ask them to think about what violence means to them. They should write their ideas on a piece of paper. They will share with the larger group after five minutes.
3. Ask participants if they have any questions about the assignment. Answer their questions.
4. Circulate around the room and provide help if needed. Provide regular time checks.

### Large group debrief (10 minutes)

5. After five minutes, ask the small groups to bring their attention to the front of the room.
6. Ask each small group to share their ideas.
7. After the small group debriefs, share with participants that violence can be broadly defined as the **use of force or other means that leads to harm to others**.
8. Now ask them to define violence against women in the large group. Take definitions from a few volunteers in the group.

9. State that the *United Nations Declaration on the Elimination of Violence against Women* defines violence against women as “any act of gender-based violence that results in, or is likely to result in, physical, sexual or psychological harm or suffering to women”. In simpler terms, violence against women is the use of force or other means that result in harm to women or girls. For the purpose of this session, we are focusing on the violence that occurs between intimate partners.

### Four kinds of violence against women (25 minutes)

10. Explain to participants that often people think of violence as being only physical, such as hitting, slapping and kicking. However, violence can take different forms. At the root of violence is an abuse of power, whether that power is physical or power/influence in the home, workplace or community. Often when violence exists in a relationship, more than one type of violence occurs. It can start as a minor form of violence but over time it escalates. The use of violence is often the way that power inequities are maintained.
11. Review the four kind of violence on *Flipcharts 7.1–7.4* (just words in bold type: physical, emotional or psychological, sexual and economic). Do not discuss examples of each type of violence at this point.
12. Ask participants to return to their small groups and think of two examples for each of the four types of violence. Give them five minutes to do this.
13. After five minutes, ask the groups to bring their attention back to the front of the room. Ask each of the small groups to share their examples of the four kinds of violence and write these on the flipcharts.
  - **Physical violence**  
For example: Hitting, slapping, beating, twisting arms and burning.
  - **Emotional and psychological violence**  
For example: Shouting, threatening physical violence to partner or children, causing embarrassment or humiliation, criticising, threatening to hurt children, locking out of the house, threatening to leave, constant monitoring of the other person’s activities and using insulting names.
  - **Sexual violence**  
For example: Forcing someone to have sex against their will, rape (married or not), unwanted touching, grabbing sexual parts of the body, unfaithfulness, refusing to have protected sex, sexual abuse of girls, forced prostitution.
  - **Economic violence**  
For example: Withholding family finances, preventing a woman from working outside of the home, forcing a woman to beg or humiliate herself for money, spending family resources without consulting partner and preventing partner from owning property.
14. Ask participants if they have any questions about these definitions. Answer their questions.

Explain to participants that 42% of women aged 15–49 living in Mwanza have experienced physical violence. In other words, if 10 women were in a room, four of them probably would have experienced violence. That is a lot of women. No women should have to experience violence.

Ask participants:

- *Does this number surprise you? Why?*

15. Explain to participants that this also means that 58% of women have not experienced physical violence. This means that most men are not physically violent, even though we often tend to refer to all men as being violent. It shows that the majority of men do not perpetuate physical violence.

Ask participants:

- *Why do you think most men don't use physical violence?*
- *Why do you think that men who are not physically violent (the majority) do not speak out against violence against women?*

16. Ask participants:

- *How do you think violence affects women?* For example: Physical injury, inability to take care of household chores because of physical injuries, trouble sleeping, decrease in appetite, depression, tension/stress, lower self-esteem and sense of self worth, miscarriage (for pregnant women), decrease in bond/connection with partner, decrease in desire to have sex with partner.
- *How do you think violence affects the family and observers of the violence?* For example: Fear, tension/stress, inability to concentrate in school, trouble sleeping, decrease in appetite, depression, acting out, decrease in bond/connection with father, negative role modelling on how to deal with anger.
- *How do you think violence affects the perpetrator of violence?* For example: Loss of respect, loss of family cohesion, criminal prosecution, health problems.

17. Close this activity by saying:

- Violence is often used as a way to control another person; to have power over them. It can take different forms. It happens all around the world and often stems from the way individuals, especially men, are raised to deal with anger and conflict.
- Women (or anyone, for that matter) never deserve to be physically, sexually, emotionally or economically abused.
- The use of violence is never justified except in cases of self-defence.
- Violence is never acceptable. There is always an alternative way to resolve a conflict that does not involve violence. Violence is a learned behaviour, and that means it can be unlearned and prevented. The ones, who do use violence do so by choice.
- We should not make or allow excuses for the use of violence.



50 MINUTES

## 7.4 Violence case studies

### Instructions (5 minutes)

1. Explain to participants that in this activity we are going to stay in our small groups. Each group is going to receive a short case study that describes a situation between a man and a woman. Following the case study you will find a few questions.

2. Explain to participants that they will have 15 minutes to read their case studies and answer the questions below it. Afterwards, we will have a large group discussion.
3. Ask if they have any questions about the activity. Address their questions.

### Small group work (15 minutes)

4. Allow 15 minutes for small groups to complete their assignment.
5. Circulate around the room and offer help as needed. Provide regular time checks.

### Large group discussion (30 minutes)

6. After 15 minutes, bring the small groups' attention to the front of the room.
7. Ask each small group to read their case study to the rest of the participants and share what type of violence was displayed in their case study. Ask if other groups agree with the type of violence identified. Correct responses if needed. To allow you to keep to time, do not have each group review their answers to all the questions on their worksheets. Instead, lead a large group discussion using the questions below after all the small groups have read out their case studies and identify the type of violence they represent.
8. Lead a large group discussion using the following questions:
  - *How do the expectations we discussed in the "Act like a man, act like a woman" activity contribute to violence in the scenarios we just heard?*
  - *Does a woman ever "deserve" to be hit or suffer any form of violence? Is there ever a time when a man is justified in being violent towards a woman?*



**Facilitator note:** This can lead to a lot of ideas. Allow those ideas to come out, but make sure you allow or ask other participants to rebut ideas suggesting that women "deserve" violence. Ask if the male partner is ever really justified in responding with violence. If women excuse men using violence by saying that they can't control it, ask if that is true. Do men decide who they can be violent towards and who they cannot? For example, are as many men violent towards police officers, their bosses or others in power compared to, say, to women or children?

- *What can we do to stop violence in our community?* Write responses on *Flipchart 7.5: Stopping violence in our community*.
  - Emphasise that violence against women is never justified. There are no excuses. Ask participants if they have any questions about this statement.
9. Congratulate participants for their work during this session. End the session by sharing local resources that support women experiencing violence.



10 MINUTES

## 7.5 Closure

### Review of takeaway messages

1. Review the key takeaway messages for this session printed on flipchart paper:
  - Violence is never acceptable.
  - There is always an alternative to using violence.
  - Violence hurts everyone involved.

### Review of next session

2. Share with participants that in the next session we will talk more about setting personal boundaries and ways to deal with someone who attempts to exercise controlling behaviour.

### Take-home assignment

3. Ask participants to pick someone in their family or group of friends to talk to about what we discussed in today's session. It could be a partner, an elder, a child or a friend. Ask:
  - *What does violence means to you?*
  - *How do you think violence affects you and the community?*
  - *What do you think we can do to stop it?*
4. Ask participants to turn to the person next to them to discuss this take-home assignment.
  - *Do you think you can do the assignment?*
  - *Are there any barriers to you completing the assignment? If so, what are those barriers and how can they be overcome?*

### Adjourn

5. Thank everyone again for their participation and for taking the time to attend the workshop. Wish everyone a good week.

## Acknowledgements

Parts of this session have been adapted from the following curricula:

- Rural AIDS and Development Action Research Program (2002), *Sisters for Life: Gender and HIV Training Manual for Use with Small Enterprise Foundation (SEF) Centre Meetings*. Sessions 1, 2 and 4, South Africa: School of Public Health, University of the Witwatersrand.
- EngenderHealth (2008), *Engaging Boys and Men in Gender Transformation: The Group Education Manual*. Session 1.1, New York.
- Wilson, P, Rolleri, L, Bishanga, D (2011), *CoupleConnect: A Gender Transformative HIV Prevention Curriculum for Tanzanian Couples*. New York and Dar es Salaam: EngenderHealth (pp. 256–69).

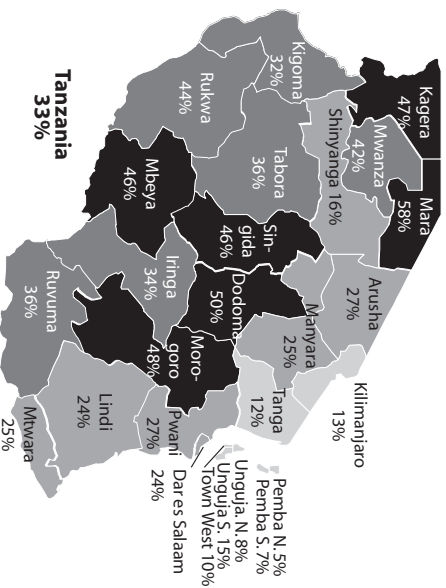
# Gender-Based Violence and Female Genital Cutting in the 2010 TDHS

The 2010 Tanzania Demographic and Health Survey (TDHS) provides up-to-date information on the population and health situation in Tanzania. The 2010 TDHS is the fifth national Demographic and Health Survey conducted in the country.

In the 2010 TDHS, more than 7,000 women age 15-49 were asked about their experiences of violence and female genital cutting (FGC).

## Experience of Physical Violence in the Past 12 months (All Women)

Percent of all women 15-49 who have experienced physical violence in the past 12 months

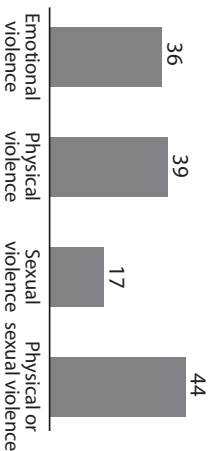


One-third of Tanzanian women age 15-49 have experienced physical violence in the past 12 months.

**Almost 2 in 5 women in Tanzania have ever experienced physical violence since age 15.** Most of these women who have experienced physical violence report that a husband, partner, or boyfriend committed the violence.

## Spousal Violence (Ever-Married Women)

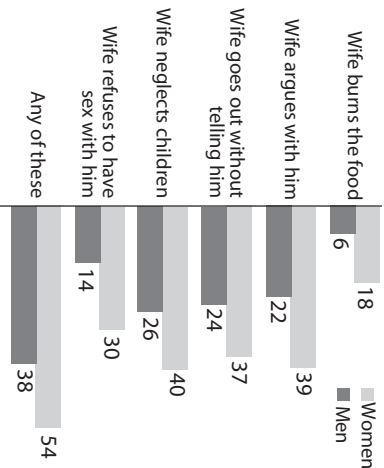
Percent of ever-married women age 15-49 by whether they have ever experienced different types of violence committed by their husband/partner



44% of ever-married women have experienced physical or sexual violence by their current/most recent husband/partner, and 37% of ever-married women experienced such spousal violence in the past 12 months.

## Attitudes Toward Wife Beating

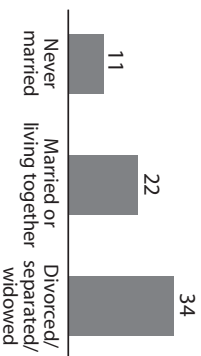
Percent of all women and men age 15-49 who believe that a husband is justified in beating his wife for the following reasons:



54% of women and 38% of men age 15-49 believe that a husband is justified in beating his wife for certain reasons. Acceptability of wife beating is higher among women than men for all of the reasons noted above.

## Sexual Violence by Marital Status

Percent of all women age 15-49 who have ever experienced sexual violence (includes those whose sexual initiation was forced against their will)

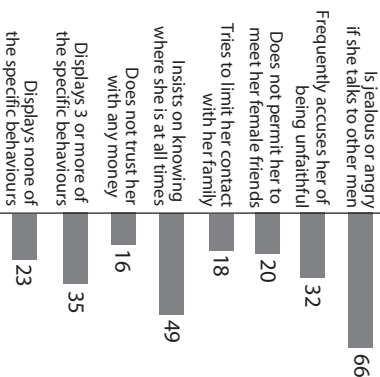


20% of women have ever experienced sexual violence, usually perpetrated by their partners or former partners.

One in ten Tanzanian women who have ever had sex report that their first sex was forced against their will.

## Degree of Marital Control Exercised by Husbands

Percent of ever-married women age 15-49 whose husband/partner demonstrates specific types of controlling behaviours



35% of ever-married women report that their husband/partner displays 3 or more controlling behaviours.

## Handout 7.1: Case studies on violence

### Case study 1: Family dinner

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

1. What kind of violence was used in the case study?
2. Do you think that Mtiti was justified to hit Latifa? Explain.
3. How should Latifa react?
4. How could Mtiti have reacted differently in this situation?
5. How do expectations about men's and women's roles contribute to this situation (think about the gender boxes we discussed in Session 2)? Why does Mtiti feel he needs to show he can control his wife?
6. How do you think most people in our community would react to this scenario? How would you react?
7. How do you think this violence affects Latifa?



## Handout 7.2: Case studies on violence

### Case study 2: The disco

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

1. What kind of violence was used in this case study?
2. Do you think the boyfriend had a right to hit his girlfriend? Why or why not?
3. If you were witnessing this situation, what would you do? Would you leave? Would you say anything? Why or why not?
4. Would it be different if it were a guy hitting another guy?
5. How do expectations about men's and women's roles contribute to this situation (think about the gender boxes we discussed in Session 2)?
6. How do you think most people in our community would react to this scenario? How would you react?
7. How do you think this violence affects the girlfriend?



## Handout 7.3: Case studies on violence

### Case study 3: The “breadwinner”

Pili and Michael have been married for three years and have a daughter. Michael has a job, and his older brother also gives him money to help support the family. Pili does not know how much money Michael makes, and she has to ask him for money to buy anything she needs, including personal items. Michael believes that he has the right to do whatever he wants with his money, and often stops at the local bar to drink beer with friends. Today, when Michael gets home after drinking with friends, Pili asks him how much money he makes and whether he can afford to spend money on beer. A big argument begins.

1. What kind of violence was used in this case study?
2. Why do you think Michael does not share his finances with Pili?
3. How do expectations about men’s and women’s roles contribute to this situation (think about the gender boxes we discussed in Session 2)?
4. What do you think Pili should do?
5. How do you think most people in your community would react to this scenario? How would you react?
6. How do you think this violence affect Pili?



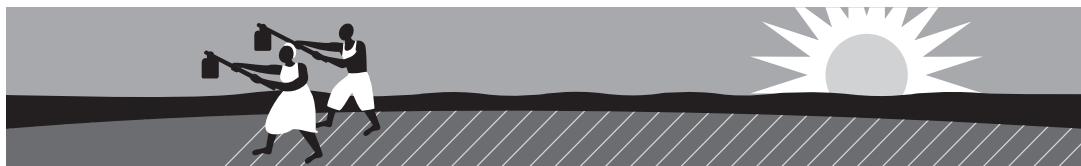
## Handout 7.4: Case studies on violence

### Case study 4: “I can’t control myself”

Silvester and Rose have been married for a year. Silvester just got a job working at a mine and has been away from home for three months. He has returned today. Rose is worried that Silvester may have had sex with another woman so she asks him to use a condom. He refuses and is very angry that she would ask him to use a condom. She says, “My husband, I love you but I do not want to get AIDS. Please don’t ask me to have sex without a condom.” Silvester tries to get Rose in the mood for sex but she resists. Silvester says, “You are my wife and you will have sex with me. I have been gone for three months, I can’t control myself.” He proceeds to have sex with Rose without a condom in spite of her crying.

1. What kind of violence was used in this case study?
2. How do expectations about men’s and women’s roles contribute to this situation (think about the gender boxes we discussed in Session 2)?
3. Do you believe that Silvester “can’t control himself”? Why or why not?
4. What do you think Rose should do?
5. How do you think most people in your community would react to this scenario? How would you react?
6. How do you think this violence affects Rose?





# 8

## Session 8 Setting personal boundaries in relationships

### Session at a glance

<b>8.1 Welcome and check in</b>	Facilitator welcomes participants, conducts a brief check-in, and reviews the take-home assignment from the previous session.	10 minutes
<b>8.2 Introduction to personal boundaries</b>	Participants define the word "boundary".	20 minutes
<b>8.3 Sexual consent</b>	Participants discuss the definition of "sexual consent".	15 minutes
<b>8.4 Consent scenarios</b>	Participants evaluate different relationship scenarios for sexual consent and discuss actions that can help to protect their personal boundaries around sexual activities.	60 minutes
<b>8.5 Closure</b>	Facilitator reinforces key messages for the session, tells participants briefly about the next session, and provides the take-home assignment.	10 minutes
<b>Total time</b>		<b>1 hour 55 minutes</b>



## Learning objectives

At the end of this session, participants will be able to:

- describe the importance of knowing what your personal boundaries are
- define sexual consent
- use assertive communication to consent or not consent to sexual activities.



## Materials

- ☐ Attendance sheet
- ☐ Pens/pencils
- ☐ Flipchart stand
- ☐ Flipchart paper
- ☐ Tape
- ☐ Marker pens (various colours)
- ☐ Watch or cell phone that tells the time
- ☐ *Facilitator resource 8.1: Tanzanian law on sexual violence*
- ☐ *Facilitator resource 8.2: Debriefing sexual consent scenarios*
- ☐ *Flipchart 8.1: Behaviours that cross personal boundaries*
- ☐ *Poster 1.1: Group agreements*
- ☐ *Poster 8.1: Boundary*
- ☐ *Poster 8.2: Sexual consent*
- ☐ Sexual consent scenario cards for Activity 8.4
- ☐ Three signs: "Clear consent", "Unclear consent" and "No consent" (on A4 paper)



## Preparation

- ☐ Review the activities and make sure you understand content, methodology and timing.
- ☐ Prepare the training room so that participants can sit in a semi-circle.
- ☐ Review *Facilitator resource 8.1: Tanzanian law on sexual violence* (see Activity 8.3 and page 94) and *8.2: Debriefing sexual consent scenarios* (see Activity 8.4 and page 108).
- ☐ Prepare *Flipchart 8.1: Behaviours that cross personal boundaries* (see Activity 8.2).
- ☐ Prepare *Poster 1.1: Group agreements* (see Activity 1.3).
- ☐ Prepare *Poster 8.1: Boundary* (see Activity 8.2).
- ☐ Prepare *Poster 8.2: Sexual consent* (see Activity 8.3).
- ☐ Photocopy sexual consent scenario cards (see Activity 8.4 and pages 95–107) and cut into strips.
- ☐ Prepare signs: "Clear consent," "Unclear consent" and "No consent" (see Activity 8.4).

## Procedure



10 MINUTES

### 8.1 Welcome and check in

#### Welcome (3 minutes)

1. Make sure all participants sign the attendance sheet before starting the session.
2. Invite the chairperson to welcome participants. The facilitator also welcomes everyone back to *Wanawake Na Maisha*.

#### Review the take-home assignment from the previous session (7 minutes)

3. Tell participants that you are curious to hear how they experienced their take-home assignment.
4. Lead a discussion using the following questions:
  - *Who had an opportunity to talk about violence with a family member or friend? How did it go?*
  - *What ideas about preventing violence did you discuss? How realistic would it be to put these ideas into action?*
  - *What did you learn from this assignment?*



20 MINUTES

### 8.2 Introduction to personal boundaries

#### Definition of “boundary” (10 minutes)

1. Tell participants that today we are going to talk about setting and maintaining personal boundaries.
2. Ask participants:
  - *What do you think of when you hear the word “boundary”?*
  - *What images come to mind?*
  - *What feelings arise in you?*
3. Take a few responses.
4. Share with participants the definition of “boundary” on *Poster 8.1: Boundary*.

#### A boundary is a limit

**In geographical terms, a boundary is line between two countries (or two states, provinces, etc.). It’s where one country’s land ends and another begins.** As facilitator, you may want to demonstrate the boundary between two countries on some flipchart paper as an illustration. For example, Tanzania has boundaries with Kenya and Uganda to the north, Rwanda, Burundi and Democratic Republic of Congo to the west, and Zambia, Malawi and Mozambique to the east.

**For people, a boundary is a limit with regard to what we will and will not tolerate or accept. Often we know when our boundaries are crossed because our feelings change to anger, fear, resentment or disappointment. We feel as if something inside of us has been violated.**

**Just like countries, it is important that we know what our boundaries are and try to protect them.**

5. Ask participants if this definition makes sense. Clarify if necessary.

6. Ask participants:

- *What are some of the common behaviours that cross personal boundaries for many women?* (Many of these behaviours will be similar to the characteristics of unhealthy relationships listed in Session 3.)

For example:

- Hitting
- Using force to have sex
- Controlling what a woman can wear
- Controlling a woman's social and/or family contacts
- Controlling a woman's ability to leave the home
- Having sex outside of the relationship
- Jealousy
- Insulting or ridiculing comments
- Lying

As participants call out behaviours like these, write them on *Flipchart 8.1: Behaviours that cross personal boundaries*.

7. Explain to participants that some of these behaviours are also known as "controlling behaviours". Ask participants:

- *Think back to Session 4 on power in relationships. What do you think it means to be "controlled"? Is this a good use of power?*

Offer the following definition of controlling behaviours if needed:

**Controlling behaviours are behaviours or strategies that seek to isolate and take decision-making power away from another person. There is a strong correlation between controlling behaviours and violent behaviours. Controlling behaviours are often a sign of violence to come.**

### **Large group discussion (10 minutes)**

8. Ask participants:

- *Which of the behaviours that we listed on Flipchart 8.1 are controlling behaviours?*
- *How does living inside the gender box play a role in women being unaware of their personal boundaries or being unable to protect them?*

For example:

- Women who are conditioned to believe that they should be passive, obedient to their husbands or not to cause conflict may have a hard time believing that they have the right to have boundaries and the right to protect them. They may be less likely to have developed the skills to protect their boundaries.
- Men who believe that they are supposed to be dominant, in control all the time and make all the decisions can more easily cross the personal boundaries of a female partner who also lives with inequitable gender norms.
- *How do you know when someone has crossed your personal boundary? How do you feel? How can these feelings help you to protect your boundaries?*

For example:

- A woman may have a boundary about what kind of misbehaviour she will tolerate from her children. She may have a boundary about using swear words in the house. She knows her boundary has been crossed when she hears her child use a swear word. She is likely to feel offended, disappointed or angry. Being aware of these feelings can help her to communicate her boundaries promptly.
- A woman may have a boundary about how she is treated by her in-laws. She may not want to tolerate a mother-in-law who criticises how she is raising her children. She is likely to feel insulted, uncomfortable or resentful.



15 MINUTES

## 8.3 Sexual consent

### Introduction (5 minutes)

1. Tell participants that we are going to talk about issues related to sexual violence for the rest of the session. Acknowledge that this can be a difficult topic for many and can trigger strong emotions. Tell the group that they should participate as much or as little as feels comfortable to them. Say that anyone who wants additional support on this issue for themselves, a family member or a friend is invited to talk with you after the session and you will connect them to community resources.
2. Tell participants:
  - In this activity we are going to talk about giving sexual consent. Every day we give consent to a variety of things. For example, at a health clinic we may be offered a vaccination against hepatitis. We give our consent (we agree) because we know the vaccination will help us. A friend invites us to her house for a cup of tea and we consent because we have the time and we like to be with this friend.
  - However, sometimes we do things that we really do not want to do because it is difficult to stand up for ourselves, and we don't want to be rude or make someone else upset. This is particularly true for women who are often conditioned to be submissive to their husband, and be caretakers and peacemakers.
  - There are times when it is critical that we say no to things we don't want to do. For example, it is a violation of our human rights to be forced to have sex when we don't want to. You have every right to say no to sex if you don't want to have sex – even if you are married.

### Defining sexual consent (10 minutes)

3. Ask participants how they would define “sexual consent”. Take a few responses.
4. Review the following statements on *Poster 8.2: Sexual consent*:
  - When we consent to have sex, both parties engage in sexual activity that they *both* want and freely choose.
  - When we give consent we are freely choosing to do something – we are not being coerced, manipulated or forced into doing it.
  - When we are forced to have sex, this is called rape, and rape is against the law in Tanzania.
  - No one should be forced, manipulated or coerced into having sex, regardless of their marital status, dress or soberness.



**Facilitator note:** Basic information about Tanzanian law is provided in *Facilitator resource 8.1: Tanzanian law on sexual violence* (see page 94).



60 MINUTES

## 8.4 Consent scenarios

### Instructions (5 minutes)

1. Tell participants that in this next activity we are going to work in small groups. Divide participants into groups of three.
2. After the small groups are settled, bring their attention to the front of the room where you have placed three signs on one wall, with about two or three feet between them. The signs should be worded:
  - No consent
  - Unclear consent
  - Consent
3. Explain to participants that you are going to give each small group a piece of paper with a relationship scenario on it. In their small group, they should read the scenario and decide whether they think there is no sexual consent, unclear consent or clear sexual consent, and tape the scenario to the appropriate sign. If there are more scenarios than there are small groups, give some groups more than one scenario.

### Small group work (5 minutes)

4. Give the small groups about five minutes to complete this task. Circulate around the room and provide support as needed. Provide regular time checks. After taping their relationship scenarios to the wall, ask the small groups to return to their seats.

### Small group work debrief (25 minutes)

5. After all the relationship scenarios have been placed and participants are back in their seats, read out all the scenarios posted under the three headings and ask the entire group if they agree with the placement of each of them. If there is disagreement, encourage discussion to arrive at a consensus.

Sometimes, you as facilitator may have to disagree with the group if the scenario is clearly placed incorrectly. Perhaps participants cannot see a scenario as representing forced sex due to years of conditioning to submit to men's desires? You may have to explain and move the scenario to its proper place.

You can refer to previous definitions of sexual consent, boundaries and Tanzanian law to help the group to see where the scenario should be placed. Review *Facilitator resource 8.2: Debriefing sexual consent scenarios* to help with placement.

6. For scenarios categorised as "unclear consent", ask participants:
  - *How could the woman use assertive communication to help to establish her personal boundaries?*

Think about what was learnt in Session 6. Make the point that even if a person has established a boundary, if the other person uses violence it may be difficult to maintain that boundary. This can sometimes lead to people “blaming the victim”, which is inappropriate and harmful.

- *What could the man do to clarify consent?*

### **Large group discussion (25 minutes)**

7. After all the scenarios are placed correctly, lead a large group discussion using the questions listed below. Ask participants:
  - *Do you think rape is ever justified? For example, what about a woman who wears revealing clothing? What about a woman who is known to be a sex worker?*
    - Emphasise that no woman “asks” or “wants” to be raped. Rape means forced sex, so asking to be raped is logically impossible. Regardless of what you are wearing or what you do for a living, a man is responsible for getting sexual consent from his partner. If his partner says no, then the answer is no. Forcing someone to have sex is always wrong.
    - Sometimes society judges a woman who wears certain clothing as responsible for encouraging sexual advances and for rape if it happens. This is just an excuse used by a perpetrator and is one of the ways in which society victimises and stigmatises the survivor of rape. Responsibility lies solely with the person who uses sexual violence.
  - *If a husband forces his wife to have sex, is that rape? Why?*
8. Forcing someone to have unwanted sex is a violation of that person’s human rights and it is against Tanzania law. Ask participants:
  - *Who believes that forced sex is common among women in Tanzania?*  
Ask for a show of hands.
  - *What makes women more vulnerable to sexual violence compared to men?*
  - *Is a woman who has experienced sexual violence likely to speak out in Tanzania? Why? How does this impact on sexual violence in our society?*
  - *How do the gender boxes contribute to sexual violence?*
  - *Why might it be difficult for some men to accept it when a woman does not consent to sex? For example:*
    - Some men are conditioned to believe that they should be able to control their partner.
    - Some men might believe that after giving his partner dinner or gifts, he is “owed” sex.
    - Some men might feel very sexually excited and really want to have sex. Other men might feel like they have reached the “point of no return” and they are no longer in control of their actions. Men absolutely do have control of themselves at all times. There is no such thing as “point of no return”. Men are always responsible for their behaviour and should never pressure, coerce or force a woman to have sex. There is nothing a woman can do that would ever alter that responsibility.
    - Some men’s judgment may be impaired due to alcohol or drugs. Alcohol or drugs are often used as an excuse for violence, but a man is entirely responsible for his actions.

- *What can we do as women to help to protect our sexual boundaries?*

For example:

- Use assertive communication to make our boundaries clear.
- Refrain from being shy or modest when talking about sexual consent with our partners. Don't allow the gender boxes to constrain our ability to talk up for ourselves.
- Talk to our daughters and sons about the importance of communicating and accepting sexual consent.
- Educate ourselves about Tanzanian law and the resources available to us. Support other women we know who have experienced sexual violence or harassment. Avoid blaming and judging the victim.



10 MINUTES

## 8.5 Closure

### Review of takeaway messages

1. Review the key take away messages for this session:
  - Be aware of your personal boundaries and make an effort to protect them.
  - Sexual activity should never be forced – this is one of our basic human rights and it is against Tanzanian law.
  - Consensual sex is when both parties engage in sexual activity that they both want and freely choose.

### Review of next session

2. Tell participants that in the next session we will talk about preventing, negotiating and resolving conflict with our partners.

### Take-home assignment

3. Ask participants to become aware of their personal boundaries and to keep in touch with their feelings when it seems like a boundary is about to be crossed.
4. Ask participants to turn to the person next to them to discuss this commitment-to-action assignment. Ask:
  - *Do you think you can do the assignment?*
  - *Are there any barriers to completing the assignment? If so, what are those barriers and how can they be overcome?*

### Adjourn

5. Thank everyone again for their participation and for taking the time to attend the workshop. Wish everyone a good week.

## Acknowledgements

Population Council (2009), *It's All One Curriculum: Activities*, New York, NY (pp. 70–81).



## Facilitator resource 8.1: Tanzanian law on sexual violence

- The parliament of the United Republic of Tanzania enacted the Sexual Offences Special Provisions Act 1998 (SOSPA), which is part of the Penal Code.
- Section 130 of the Penal Code was reviewed and expanded to include a broader definition of rape. Chapter 2 of the Penal Code classifies a variety of forms of gender-based violence, including intimate partner violence, defilement, rape, sodomy, human trafficking, sexual assault, sexual harassment, socio-economic denial, psychological/emotional abuse and physical violence.
- The legislation has improved protection of women and children against sexual violence and harmful traditional practices. However, its implementation is still hampered by social pressure to settle out of court.
- Perpetrators are likely to face stiff penalties of up to 30 years or life imprisonment.
- Lack of public awareness and lack of gender-based violence policies and guidelines has impacted on Tanzania's ability to respond to gender-based violence regardless of this law. The law has a noticeable gap in that when it was enacted, SOSPA was silent on domestic violence and did not recognise marital rape unless the husband and wife were separated. SOSPA further qualifies rape if a girl is aged under 18, but if the survivor is married and experiences forced sex from her husband, this is not considered to be rape.
- For more information, *see* Sexual Offences Special Provisions Act 1998 (SOSPA): [www.ilo.org/dyn/natlex/docs/ELECTRONIC/67094/63635/F532037758/TZA67094.pdf](http://www.ilo.org/dyn/natlex/docs/ELECTRONIC/67094/63635/F532037758/TZA67094.pdf)

**Sexual consent scenario cards for Activity 8.4****Scenario 1: Joseph and Neema**

Joseph wants to have sex but his wife Neema does not feel like it tonight. She has been taught that it is a wife's duty to have sex whenever her husband wants it unless she feels sick or is menstruating, so she has sex with Joseph.

## **Scenario 2: Abdul and Grace**

Grace, aged 22, has been going out with Abdul for about six months. He has told her several times that he really wants to have sex with her, but only if she wants to. Grace feels unsure but she thinks that she should do what her boyfriend wants. She knows that other young women have sex with their boyfriends, so she is concerned that he might leave her if she doesn't, even though Abdul has never threatened to do so. The next time they are intimate they have sex.

## **Scenario 3: James and Nuru**

James and Nuru have been kissing passionately. When James starts to undress Nuru, she tries to stop him and says, “No.” James thinks she wants more but that she is worried about admitting it. So he keeps trying. After trying to push James away and saying “No” for five minutes, she eventually stops struggling and just lies there. James goes ahead and has intercourse with her.

## **Scenario 4: Wilson and Rose**

The last time Rose refused her husband Wilson, he threatened her and beat her badly, giving her a black eye. She doesn't want to have sex with Wilson today but he might beat her again, so she doesn't refuse.

## **Scenario 5: Juma and Sarah**

Sarah's boyfriend Juma is really pressuring her to have sex. She knows that she doesn't really want to do it, but she went alone with Juma to this secluded place. Thinking that sex is inevitable, she just lets Juma do what he wants without moving or saying anything.

## **Scenario 6: Samwel and Mary**

Samwel and Mary are classmates at university. They have been dating for a few months and are very attracted to each other. They are not deeply in love but they agree that they want to have sex. After agreeing to use a condom, they have sexual intercourse.

## **Scenario 7: John and Salma**

Salma comes from a poor family. She works in a shop for John and her salary is her family's main income. One day John starts touching her, and after the shop closes he pulls her into the storeroom and lifts up her dress. Salma is confused and frightened about losing her job. She starts to resist, but when John says, "What? You don't like working here?" she gives in.



## **Scenario 8: Emmanuel and Prisca**

Emmanuel is not sure if he really wants to have sex with Prisca, but Prisca suggested it and he is afraid that his friends will find out and tease him if he says no. He goes ahead.

## **Scenario 9: Yusuph and Fatma**

Yusuph often buys Fatma gifts and other things she needs.

Tonight they went out for dinner and he paid. Even though Fatma doesn't feel ready to have sex, she feels that she owes it to Yusuph. She doesn't refuse him.

## **Scenario 10: William and Tamasha**

Tamasha and William have been going out for a couple of weeks. They are kissing and hugging. Tamasha takes off her top and they begin touching each other all over. After a while, Tamasha gets nervous and tries to put her clothes back on. William says that he can't stop now. He holds her and they have sex.

## **Scenario 11: Kami and Mary**

One evening Mary is at a party and she is drinking pretty heavily. She meets Kami while dancing. She flirts with him and kisses him while dancing. After dancing for a while, Mary goes to a bedroom and passes out. Kami finds her and has sex with her while she is sleeping.

## **Scenario 12: Mwamba and Bupe**

Mwamba and Bupe have met only a couple of times, always with supervision. Mwamba seems like a good person, so Bupe agrees when her parents tell her that Mwamba wants to marry her. Bupe has been taught that everything related to sex is shameful. She has heard that it hurts the first time and will make her bleed. She is really scared.

She hardly knows Mwamba and feels ashamed at the thought of him touching her body. She isn't interested in having sex and doesn't feel excited, but she knows that when you get married you must have sex on the wedding night. She lets Mwamba have sex with her.

## **Scenario 13: Rashid and Asha**

Rashid (cousin of the groom) and Asha (cousin of the bride) met a few years ago at a family wedding. Rashid has come to town to visit the family and bumps into Asha in the neighbourhood. They agree to go out dancing that evening. Rashid and Asha have a great time together. That night they kiss and things start to get very passionate. Rashid asks Asha if she is OK with having sex. Asha says yes but asks Rashid to use a condom. Rashid agrees.

## Facilitator resource 8.2: Debriefing sexual consent scenarios

### Scenario 1: Joseph and Neema

*Sexual consent is unclear.* However if the group labels this as “no consent,” this is also OK. Neema has not communicated her boundary to her husband. There is no clear indication that Joseph coerced Neema. However, he does not inquire about her desires or seek to ensure that she really wants to have sex. It is his duty to discover and respect her boundaries. Marriage does not mean that a person can have sex with their partner whenever they want to. Married people can be raped.

### Scenario 2: Abdul and Grace

*Sexual consent is unclear.* There is no mention in the scenario of Abdul coercing Grace to have sex. He says he wants to have sex, but only if she wants to. Still, it is possible that he could have been pressuring her to have sex. Grace is also feeling social pressure to have sex. She has not communicated whether she wants to have sex or not. However, her boyfriend has a duty to inquire about her desires and respect them.

### Scenario 3: James and Nuru

*No sexual consent.* Nuru says no several times and James does not respect it. She ultimately gives in to his pressure/coercion.

### Scenario 4: Wilson and Rose

*No sexual consent.* Rose is scared and forced into having sex by her husband’s physical violence. In this scenario, there is no mention of Wilson threatening Rose with force. But it is implied and creates a threatening environment that works to coerce Rose into having sex in order to avoid violence.

### Scenario 5: Juma and Sarah

*No sexual consent.* Sarah is pressured into having sex. Juma must respect Sarah’s boundaries. The fact he led her to a secluded place also creates further pressure on her. Sarah hasn’t said that she wants to have sex with Juma, and her body language (no movement and silence) communicates that she is uncomfortable with it. Juma has clearly pressured her into sex and therefore failed to get consent.

### Scenario 6: Samwel and Mary

*Sexual consent is clear.* Samwel and Mary both agree to have sex.

### Scenario 7: John and Salma

*No sexual consent.* Salma is clearly being coerced psychologically and physically into having sex by her boss. She does not want to have sex. Her boss does not “physically” force her to have sex and she does have the option to walk away, but is likely to lose her job (that she needs) if she does.

### Scenario 8: Emmanuel and Prisca

*Sexual consent is unclear.* It is very common for men like Emmanuel to feel pressure to fulfil expectations about having sex. Emmanuel has not communicated his boundaries (that he does not want to have sex) to his girlfriend. His girlfriend is also responsible for inquiring about his desires and respecting them.

### Scenario 9: Yusuph and Fatma

*Sexual consent is unclear.* Fatma is feeling pressured into having sex by the expectations around her. However, there is nothing to suggest that Yusuph is pressuring her. Fatma does not communicate her boundaries (whether or not she wants to have sex) to Yusuph. Yusuph should not expect that his girlfriend owes him sex because he has given her presents, nor should he try to use gifts or dates to get what he wants. He has the duty to inquire about her desires and respect them.

### Scenario 10: William and Tamasha

*No sexual consent.* Tamasha has the right to change her mind about sex at any point. She clearly does not want to have sex. William physically forces her to have sex.

### Scenario 11: Kami and Mary

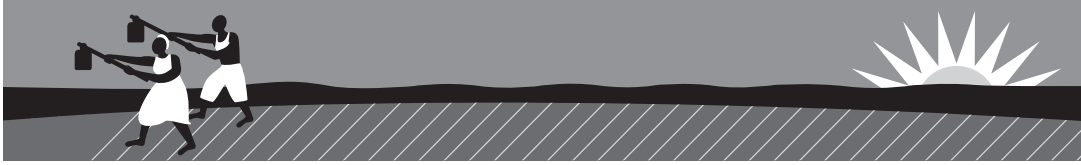
*No sexual consent.* Mary cannot give consent when she has passed out. There is no doubt that this is rape.

### Scenario 12: Mwamba and Bupe

*Sexual consent is unclear.* Bupe clearly does not want to have sex but believes she has to have sex because of her marriage to Mwamba. However, her husband has a duty to inquire about her desires and respect them. Married people can be raped. Marriage does not mean that a person can have sex with their partner whenever they want to.

### Scenario 13: Rashid and Asha

*Consent is clear.* Rashid clearly asks Asha if she is OK about having sex. Asha gives a clear answer on condition that they use a condom. Rashid agrees.



# 9

## Session 9 Non-violent ways to resolve conflict

### Session at a glance

<b>9.1 Welcome and check in</b>	Facilitator welcomes participants, conducts a brief check-in, and review the take-home assignment from the previous session.	10 minutes
<b>9.2 Introduction to conflict and relationships</b>	Facilitator explains that conflict in relationships is inevitable but can be addressed in non-violent ways. Participants share their childhood observations about how their parents handled conflict.	20 minutes
<b>9.3 Fair arguing</b>	Small groups review a case study and discuss ways that the couple could have handled their conflict more effectively. Small groups discuss 11 fair arguing rules.	45 minutes
<b>9.4 Using assertive communication to make a complaint</b>	Participants break into groups of three and practise rewriting "aggressive" complaints into "assertive" complaints.	50 minutes
<b>9.5 Closure</b>	Facilitator reinforces key messages for the session, tells participants briefly about the next session and provides the take-home assignment.	10 minutes
<b>Total time</b>		<b>2 hours 15 minutes</b>





## Learning objectives

At the end of this session, participants will be able to:

- explain how childhood observations of conflict influence their conflict negotiation style as an adult
- describe at least five fair arguing rules
- make a complaint using an assertive communication style.



## Materials

- ☐ Attendance sheet
- ☐ Pens/pencils
- ☐ Flipchart stand
- ☐ Flipchart paper
- ☐ Tape
- ☐ Marker pens (various colours)
- ☐ Watch or cell phone that tells the time
- ☐ *Flipchart 9.1: Effective ways to handle conflict*
- ☐ *Handout 9.1: Fair arguing rules*
- ☐ *Handout 9.2: Guide to using assertive communication*
- ☐ *Poster 1.1: Group agreements*
- ☐ *Poster 9.1: Aggressive and assertive communication*
- ☐ *Worksheet 9.1: Conflict case study*
- ☐ *Worksheet 9.2: Using assertive communication*



## Preparation

- ☐ Review the activities and make sure you understand content, methodology and timing.
- ☐ Prepare the training room so that participants can sit in a semi-circle.
- ☐ Prepare *Flipchart 9.1: Effective ways to handle conflict* (see Activity 9.3).
- ☐ Make copies for each group of *Handout 9.1: Fair arguing rules* (see Activity 9.3 and page 118).
- ☐ Make copies for each participant of *Handout 9.2: Guide to using assertive communication* (see Activity 9.4 and page 119).
- ☐ Prepare *Poster 1.1: Group agreements* (see Activity 1.3).
- ☐ Prepare *Poster 9.1: Aggressive and assertive communication* (see Activity 9.4).
- ☐ Make copies for each group of *Worksheet 9.1: Conflict case study* (see Activity 9.3 and page 117).
- ☐ Make copies for each participant of *Worksheet 9.2: Using assertive communication* (see Activity 9.4 and page 120).

## Procedure



10 MINUTES

### 9.1 Welcome and check in

#### Welcome (3 minutes)

1. Make sure all participants sign the attendance sheet before starting the session.
2. Invite the chairperson to welcome participants. The facilitator also welcomes everyone back to *Wanawake Na Maisha*.

#### Take-home assignment (7 minutes)

3. Tell participants that you are curious to hear how they experienced their take-home assignment.
4. Lead a discussion using the following questions:
  - *Does anyone have an example from the past week of having increased awareness of their personal boundaries?*
  - *Does anyone have an example of defending their personal boundaries in the past weeks that they would be willing to share with the group? How did they know their boundary was being crossed? What did they do to protect it?*
  - *What did you learn from this assignment?*



20 MINUTES

### 9.2 Introduction to conflict and relationships

#### Introduction (5 minutes)

1. Open the activity by making the following points:
  - Today we are going to talk about conflict in relationships.
  - Conflict is natural and normal in relationships. It would be abnormal for a couple never to experience conflict.
  - Since intimate partners are two individuals with two perspectives, they are bound to disagree about some things. Some of these will be small and others will be more significant.
  - Having disagreements is not a problem. It is the *way* that you manage those disagreements or conflicts that can be a problem.
  - It is important for couples to learn to air any concerns or grievances rather than letting them build and fester. A person's style of making a complaint or voicing a concern can come across as disrespectful if it is too strong or negative.
  - Too much conflict is unhealthy and can cause pain and discomfort for partners as well as their children.
2. Explain to participants that today we are going to talk about non-violent ways to deal with conflict.

#### Reflection on conflict resolution (15 minutes)

3. Explain to participants that many of us learnt how to deal with conflict by observing the techniques that were modelled for us as children. Ask the group to think about how their parents or other adults in their childhood

dealt with conflict. For examples, conflict may have arisen over how money was spent, how to raise children and how to treat in-laws.

4. Ask for a few participants to share their experiences. Acknowledge that for some, especially those who witnessed hostility and violence between their parents, it may be difficult to share. Tell participants to share only if it feels comfortable.
5. As participants are sharing their stories, use the questions below to find out more about their experiences:
  - *How effective do you think the conflict negotiation style was?*
  - *How do you think your childhood observations influence you as an adult when you deal with conflict?*
  - *How do you think expectations about how men and women are supposed to behave influenced the way your father and mother dealt with conflict? (Think about the gender boxes we discussed in Session 2.)*
  - *Now, as an adult, how would you advise your parents to deal with conflict?*
6. Thank participants for sharing their personal stories.



45 MINUTES

### 9.3 Fair arguing

#### Case study and large group discussion (25 minutes)

1. Explain to participants that you want them to learn about and practise some skills that can help them to deal effectively with conflict. Tell them that you will begin by reading a case study.  
Ask participants to divide into small groups of three or four.
2. After the small groups have formed, give each a copy of *Worksheet 9.1: Conflict case study*.
3. Ask the groups to take about eight minutes to read the scenario and answer the two questions underneath it.
4. Ask if there are any questions and then invite the groups to begin. Circulate around the room and provide help if needed. Provide regular time checks.
5. After eight minutes, call the small groups' attention to the front of the room. Review the two questions at the end of the worksheet with the group. Ask the group:
  - *What do you think this couple could have done differently and more effectively to handle their conflict? Record their ideas on Flipchart 9.1: Effective ways of handling conflict.*

#### Fair arguing rules (20 minutes)

6. Ask participants to return to their small groups again.
7. Give each participant a copy of *Handout 9.1: Fair arguing rules*.
8. Explain to the groups that the handout lists 11 non-violent ways that people in a relationship can handle conflict. Read each of the bold headings on the list out loud to the group. Share with the group that

some of these strategies are similar to the one they brainstormed after studying the case study (only say this if it is true).

9. Ask the small groups to take five minutes to review the handout more closely and to put a star next to one rule that they think they would like to try in the future.
10. After five minutes, call the small groups' attention to the front of the room.
11. Lead a large group discussion using the questions below:
  - *What do you think of these fair arguing rules?*
  - *Which do you already follow?*
  - *How easy do you think it would be to follow these rules? What barriers might there be in following some of the rules? How could you overcome these barriers?*



50 MINUTES

## 9.4 Using assertive communication to make a complaint

### Introduction and modelling the skill (20 minutes)

1. Remind participants that it is normal to have some complaints about your partner. Each of us has the right to make a complaint. However, sometimes when the person making the complaint is too harsh or overly critical, the other person can feel defensive, have hurt feelings and/or escalate the "heat" of the argument. Sometimes a person might decide not to make the complaint at all and let feelings like anger, frustration and unhappiness build up inside of them.
2. When you make a complaint, it is important to use an assertive communication style that your partner is likely to be able to hear without emotions overcoming them. This applies to both men and women. Today we are going to learn one strategy for doing this and give you an opportunity to practise.
3. Ask participants to tell you what they think "assertive" communication is compared to "aggressive" communication. Remind them that we learnt about these two communication styles in Session 6. Take a few responses and then review the definitions written on *Poster 9.1: Aggressive and assertive communication*.

**Aggressive: expressing what you feel in a hostile manner without respecting the other person's feelings.**

*To elaborate on this definition, you can say:*

- An aggressive communication style is one that is hostile or forceful. An aggressive communicator often expresses their feelings in a manner that is confrontational. They may threaten pressure or force another person in order to get their way without taking the other person's feelings or rights into consideration. An aggressive person can also be manipulative, saying or doing something to control or coerce the other person into doing something that the aggressive communicator wants.

**Assertive: expressing what you feel in an honest, confident and respectful way.**

*To elaborate on this definition, you can say:*

- An assertive communication style is one that is clear and direct with no intention to hurt or offend the other person. An assertive communicator expresses their feelings in an honest and respectful way, and is considerate of the other person's feelings while being true to their own feelings. One strategy an assertive communicator can use is an I-statement" to express how they feel.
4. Distribute *Handout 9.2: Guide using assertive communication* to each participant.
  5. Share with participants that one way to communicate assertively is to use I-statements. Review *Handout 9.2: Guide to using assertive communication* with the group.
  6. The facilitators should read out the two examples below to model the difference between an aggressive and assertive complaint. Read the aggressive complaint first, and then follow with the assertive complaint. After you have read out both scenarios, bring the group's attention to your use of I-statements.



#### **Aggressive complaint**

**Him:** This is like the tenth time I have found the front door unlocked! You know it's dangerous to leave the door open. Are you losing your mind? What are you going to do if an intruder comes in here and hurts you and the children? You deserve whatever happens to you! (*verbal attack, blame*)

**Her:** You try dealing with a crying baby all day. Why don't you try helping me sometimes? I am so tired of being criticised.

**Him:** Why would you be tired? You've done nothing to care for the safety of the family or this house! (*contempt*)

#### **Assertive complaint**

**Him:** You know I've noticed that the door was left unlocked again. (*description of behaviour*)

I worry when the door is left open because anyone can come in and hurt us or our children, or can steal something from the house if we are in the backyard. (*explains how he feels and why*)

I would like us to pay more attention to the closing the door. What can we do so that we both remember to always lock the door behind us? (*direct request to address the concern together*)

You know I love you and I don't want anything to happen to you or the children. (*nurtures the relationship*)

**Her:** Honey, I am sorry. I have been so caught up with the baby all day, and you are right, I left the front door open. Can you give the baby a bath and I will put a little sign by the door to help me to remember to turn the lock once I get in the house.

You can conduct this role play with your co-facilitator, or ask a participant to play the role of the wife while you play the role of the husband in each role play. It is important that you as facilitator play the role of the husband in order to model the I-statement skill for participants.

7. Ask participants:

- *Which of the two role plays do you think was modelling aggressive communication? Assertive communication?*
- *Which of the two role plays do you think was most effective? Why?*

### Skills practice (15 minutes)

8. Tell the participants that we are all going to have an opportunity to practise using the fair arguing rules and assertive communication to make a complaint.
9. Ask participants to divide into groups of three. One person should volunteer to be the recorder and reporter for the group.
10. Give each participant a copy of *Worksheet 9.2: Using assertive communication*.
11. Explain to participants that the worksheet has two examples of aggressive complaints: one from a husband and one from a wife. Ask half of the small groups to work on one example and the other half of the groups to work on the other example.
12. Explain that each group should read their case study and try to put themselves in the shoes of the person making the complaint.
13. Explain to participants that they should:
  - follow the fair arguing rules
  - follow the instructions on their worksheet to rewrite the complaint in an assertive style using an I-statement.

The assertive complaint should be delivered in a way that would not make the other person feel defensive or angry. Tell participants they will have about 10 minutes to complete this assignment.

14. Ask the groups if they have any questions about their assignment. Answer their questions.
15. Allow the groups to begin their work. Circulate around the room and offer help if needed. Provide regular time checks.

### Large group discussion (15 minutes)

16. After 10 minutes, ask participants to bring their attention to the front of the room.
17. Ask for one of the groups to volunteer to act out its assertive complaint in front of the group (husband version). Ask for one of the "actors" from the first group to read the background information, the aggressive complaint and then the revised, more assertive complaint.
18. After the presentation, ask the larger group:
  - *What do you think of the assertive complaint?*
  - *Did the presenter use fair arguing rules?*

- *Can you imagine talking like this?*
- *What would you say differently and why?*

19. Repeat this process with another volunteer who worked on the wife version on the worksheet. It is unlikely that you will have time for every small group to share.

20. Congratulate the groups for their good work.



10 MINUTES

## 9.5 Closure

### Review of takeaway messages

1. Review the key takeaway messages for this session:
  - Violence is never an acceptable way to resolve conflict.
  - There is always an alternative to using violence.
  - Be assertive. Be respectful. Communicate what you really think or feel!

### Review of next session

2. Share with participants that next week is the last session of Wanawake Na Maisha! We will talk about what it means to be an active bystander when we witness gender inequality, including acts of violence. We will reflect on what we have learnt, talk about ways to get support in the future, and celebrate our accomplishments.

### Take-home assignment

3. Over the next week, ask participants to practise making complaints in an assertive style with someone with whom they feel comfortable. If they feel safe doing so, then they should try using the strategies they learnt today with their partners. Remind them that change can be a slow process. We will ask a few people to share their experiences at the beginning of the next session.
4. Ask participants to turn to the person next to them to discuss this take-home assignment. Ask:
  - *Do you think you can do it?*
  - *Are there any barriers? If so, what are those barriers and how can they be overcome?*

### Adjourn

5. Thank everyone again for their participation and for taking the time to attend the workshop. Wish everyone a good week.

## Acknowledgements

This session was largely adapted from the following resources:

- Wilson, P, Rolleri, L, Bishanga, D (2011), *CoupleConnect: A Gender Transformative HIV Prevention Curriculum for Tanzanian Couples*. New York and Dar es Salaam: EngenderHealth (pp. 114–31).
- Gottman, J and Silver, N (1999), *The Seven Principles for Making Marriage Work*, New York, NY: Three Rivers Press (pp. 159–69).

## Worksheet 9.1: Conflict case study

A wife and husband are on their way home from the market when the husband gets a call on his cell phone. Even though her husband has stepped some distance away, the wife overhears him talking with a friend about a business that is not going well.

The husband is talking loudly and is very agitated. He says that every shilling he invested is gone and he is ruined. When the husband ends the call, his wife asks how he could get into a business venture without discussing it with her.

She is hurt and angry. He responds angrily and tells her that he can do whatever he wants with "his" money. A big argument gets started.

### Questions

- *What do you think about this situation? How realistic is it?*
- *What is the cause of this conflict?*



## Handout 9.1: Fair arguing rules

1. **Deal with one problem at a time.** When your partner makes a complaint, stay with it. Don't bring up the past or counter with your own complaint.
2. **Use good listening.** Step into your partner's shoes and try to see their point of view. Try to feel what your partner is feeling about the issue.
3. **Bring up your concerns at a convenient time for both of you.**
4. **Make complaints using an assertive communication style that your partner can hear.** Be specific about the behaviour that is bothering you. Make an I-statement (I think, I feel, I want) to say how the problem affects you and what you would like to see happen/change.
5. **No insults.** No blaming, put-downs, shouting, name-calling, swearing, interruptions, use of sarcasm, use of unkind tone of voice, etc.
6. **NO VIOLENCE OF ANY KIND.** This includes physical violence, emotional violence and sexual violence.
7. **Don't get defensive or offensive.** Both partners should attempt to dialogue, not run away from or attack the other. Catch yourself if you become defensive or offensive and stop.
8. **Try not to see your partner as wrong if they disagree with you.**
9. **If your partner cares more about an issue than you do, accommodate or compromise.**
10. **Avoid triggers that will escalate the conflict:** getting drunk; threatening to end the relationship; getting louder; using threatening body language; telling your partner you hate them; bringing up something your partner feels sensitive about; hitting; throwing things; walking away from the conversation.
11. **If the conflict is escalating, do something to lower the intensity of the argument.** Or take a break but name a specific time to get together to discuss the issue again.

## Handout 9.2: Guide to using assertive communication

There will be times when you're concerned about something your partner is doing. You have the right to raise your concern, but if you are harsh or overly critical your partner will probably get defensive.

Here are some guidelines making a complaint in an assertive style.

1. When you .....(*describe the behaviour*)
2. I feel .....(*describe how that behaviour makes you feel*)
3. Because ..... (*explain why*)
4. In the future would you ..... (*make your request*)
5. (*Nurture the relationship: say something positive to your partner or thank him for agreeing to your request*).....  
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## Worksheet 9.2: Using assertive communication

### Instructions

There are two aggressive complaints below, one coming from a husband and one coming from a wife.

- First, look at the aggressive complaint and identify the fair arguing rules that were broken (see *Handout 9.1: Fair arguing rules*).
- Next, rewrite the aggressive complaint so it is in an assertive style. Make sure your rewrite follows the five steps in your *Handout 9.2: Guide to using assertive communication*.

### 1. A nagging situation: background information

The husband feels that his wife nags too much and he feels henpecked.

#### Husband's aggressive complaint:

He says, "Every time I do something you tell me it is wrong or try to show me how to do it better. You think you can run my life. Well you can't! My friends call me henpecked behind my back and I am tired of it. I am not your child. You need to change or we might be heading for divorce!"

#### What fair arguing rules did the husband break in this scenario?

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#### Husband's assertive complaint:

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**2. Where's the money? Background information**

The wife is scared and angry because her husband came home on payday with very little money. There is not enough to buy food for the family. She worries that he is spending the money irresponsibly.

**Wife's aggressive complaint:**

She says, "Today is payday and you come home smelling like alcohol with this little bit of money. What am I supposed to do with this? How can I feed the children? What is wrong with you? I can never count on you! You always think about yourself first! You are completely irresponsible! You need to start acting like a husband and a father."

**What fair arguing rules did the wife break in this scenario?**

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**Wife's assertive complaint:**

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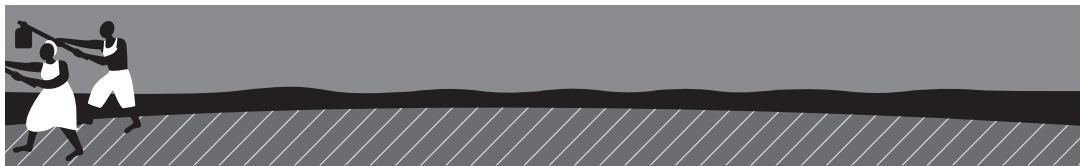
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# 10

## Session 10 Empowering change and curriculum closure

### Session at a glance

<b>10.1 Welcome and check in</b>	Facilitator welcomes participants, conducts a brief check-in, and reviews the take-home assignment from the previous session.	10 minutes
<b>10.2 Introduction to being an active bystander</b>	Participants define what “bystander” and “active bystander” mean, and they review three categories of active bystander strategies.	35 minutes
<b>10.3 Active bystander role play</b>	Participants read a scenario, and then develop and present a three-minute role play depicting an active bystander(s) supporting a victim of violence, and/or challenging the perpetrator of gender inequality or violence. Role-play presentations are followed by a large group discussion.	80 minutes
<b>10.4 Candle ceremony</b>	Participants reflect on major learnings from their participation in the <i>Wanawake Na Maisha</i> curriculum and make commitments to themselves based on what they learnt. Information about future community mobilisation workshops is shared.	20 minutes
<b>Total time</b>		<b>2 hours 25 minutes</b>



## Learning objectives

At the end of this session, participants will be able to:

- challenge violence in their community in ways that are productive and safe
- provide support to victims of violence in their community
- identify the benefits to challenging violence against women to the community and themselves
- identify key learnings from the Wanawake Na Maisha curriculum and make personal commitments for the future.



## Materials

- ☐ Attendance sheet
- ☐ Pens/pencils
- ☐ Flipchart stand
- ☐ Flipchart paper
- ☐ Tape
- ☐ Marker pens (various colours)
- ☐ Watch or cell phone that tells the time
- ☐ *Handout 10.1: Strategies for being an active bystander*
- ☐ *Poster 1.1: Group agreements*
- ☐ *Worksheets 10.1–10.4: Bystander response role plays*
- ☐ Small table
- ☐ One large candle
- ☐ Smaller candles for each participant
- ☐ Matches



## Preparation

- ☐ Review the activities and make sure you understand the content, methodology and timing.
- ☐ Prepare the training room so that participants can sit in a semi-circle.
- ☐ Make one copy for each participant of *Handout 10.1: Strategies for being an active bystander* (see Activities 10.2, 10.3 and page 128).
- ☐ Prepare *Poster 1.1: Group agreements* (see Activity 1.3).
- ☐ Make two copies of each *Worksheet 10.1–10.4: Bystander response role plays* (see Activity 10.3 and pages 129–132).

## Procedure



10 MINUTES

### 10.1 Welcome and check in

#### Welcome (3 minutes)

1. Make sure all women sign the attendance sheet before starting the session.
2. Invite the chairperson to welcome participants. The facilitator also welcomes everyone back to *Wanawake Na Maisha*.

#### Review the take-home assignment from the previous session (7 minutes)

3. Tell participants that you are curious to hear how they experienced their take-home assignment.
4. Lead a discussion using the following questions:
  - *Who had an opportunity to make “an assertive complaint”? Ask for a few people to share examples.*

- *How effective do you think your assertive complaint was? How did the other person respond?*
- *Do you think this is something you can do again in the future? Why?*
- *What did you learn from this assignment?*



35 MINUTES

## 10.2 Introduction to being an active bystander

### Introduction and instructions (15 minutes)

1. Explain to participants that they are going to have some time to work in small groups to practise responding to scenarios where they will observe gender inequality and/or violence.
2. Ask participants:
  - *What does it mean to be a “bystander”?*  
Take a few responses. For example:
    - A bystander is someone who is present at an event but is not necessarily participating. A bystander is like an observer or a witness. We have all been bystanders at one time or another.
  - *What does it mean to be an “active bystander”?*  
Take a few responses. For example:
    - An active bystander is someone who is present at an event and takes steps to challenge an injustice and/or provide support to a person who has experienced injustice.
  - *Why is it important to have active bystanders in a community?*
  - *What are some strategies that can use if you are in an active bystander situation?*  
For example:
    - What would you do if you saw a man ridiculing and insulting his wife for doing something wrong? What would you do if you saw a man pushing his wife in a field where they are growing potatoes?  
Take a few responses.

### Review active bystander strategies (20 minutes)

3. Ask participants to divide into four small groups.
4. Give each participant a copy of *Handout 10.1: Strategies for being an active bystander*. Explain that there are three groups of strategies on the handout. The first lists strategies available to an active bystander while they are observing violence. The second describes strategies with the survivor available to an active bystander after the violence has occurred. The third lists strategies with the aggressor available to an active bystander after the violence has occurred.
5. Ask the small groups to take about 10 minutes to review these strategies and to mark at least one strategy that they think they could use in each of the three categories.
6. If there are any additional strategies they would like to add, they should feel free to do so.
7. Ask the groups if they have any question about their assignment. Answer their questions.

8. Allow the groups to start their work. Circulate around the room and provide help if needed. Provide regular time checks.
9. After about 10 minutes, call the small groups' attention to the front of the room. Ask participants:
  - *What do you think of these strategies?*
  - *Do you think they are realistic?*
  - *Which strategies did you mark?*



80 MINUTES

### 10.3 Active bystander role play

#### Instructions (10 minutes)

1. Give all participants in each small group a copy of either *Worksheet 10.1*, *10.2*, *10.3* or *10.4: Bystander response role plays*. Each worksheet has a different scenario, and the four small groups should each get a different scenario.
2. Tell participants to read the scenario and use it to create a role play where at least one person is experiencing violence or gender inequality, and at least one person is an active bystander; that is, the person who will challenge the gender inequality or violence occurring in the scenario and/or provide support to the person experiencing the violence or gender inequality.

They will have 20 minutes to prepare and practise their role plays, and then three minutes to present to the larger group.

3. Explain to participants that, depending on the scenario, the active bystander has several strategies she can use to address the situation. Each small group should use *Handout 10.1: Strategies for being an active bystander* to help them decide what strategies to use.
4. Explain to participants that in some cases they may decide that it is unsafe to address the perpetrator. Tell them that their safety should always come first. In some cases it might be best to:
  - address the situation after matters have calmed down (e.g. violence has stopped, people are sober, it is daytime, there are no weapons around)
  - get help from the police or others.
5. Ask the groups if they have any questions about their assignment. Answer their questions.

#### Small group work (20 minutes)

6. Allow the small groups to start working on their role plays.
7. Circulate around the room and provide assistance as needed. Provide regular time checks.

#### Role-play presentations (30 minutes)

8. Invite each small group to come to the front of the room to give their presentation. Before presenting, they should first read out their scenario to the rest of the group. Each presentation should take no longer than three minutes. Use your watch to time presentations.



9. After each presentation, ask the larger group to identify what strategies from *Handout 10.1: Strategies for being an active bystander* were used in the role play.
10. Congratulate the group for its good work. Invite the next group to present until all four groups have had a chance to share.

### **Large group discussion (15 minutes)**

11. After all small groups have presented their role plays, lead a discussion using the questions below:
  - *Is it hard to be an active bystander? Why do you think few people intervene in these types of situations?*
  - *What can we do to encourage more women and men to be active bystanders?*
  - *What benefits are there to being an active bystander?*
  - *Why is it important that women support other women?*

### **Key takeaway message (5 minutes)**

12. Review the key takeaway messages for this session:
  - Be an active bystander, but remember, safety first!
  - Don't allow yourself to be boxed in by unhealthy and artificial rules about being a woman.
  - Support your sisters!

### **10.4 Candle ceremony (20 minutes)**

1. Explain to participants that as our last activity together you would like to give everyone a chance to share what the *Wanawake Na Maisha* curriculum has meant to them.
2. Ask all participants to form a circle with their chairs. In the middle of the circle, place a large candle on a small table. Give a smaller candle to each participant.
3. Recognise that the group has done a lot of work over the last few months. Share with the group that it has been a pleasure and honour to work with them, and that you are very proud of the work they have done together.
4. Show participants that there is a candle in the middle of the circle. Light the candle or ask one of the participants to light the candle with a match. Share with the group that this candle represents the collective fire in all of us. Our fire is our strength, our wisdom, our energy and our spirit. This fire is what keeps us alive, healthy and happy.
5. Ask each participant to light her candle with the flame from the larger candle. After lighting their candles, ask each participant to share two things to close the workshop (use the questions below). Go around the circle so that each woman has a chance to share.
  - *What is one thing you learnt during the last few weeks?*
  - *What is one commitment or promise you can make to yourself based on what you learnt?*

6. After everyone has had a chance to light their candles and answer both questions, tell participants that we are all here as support to each other. When someone's flame is low, we can lend our flame to that person. Thank them again for their participation. Before blowing out their candles, ask everyone to make a wish silently for themselves and for the group as a whole.



**Facilitator note:** At this point you have the option of organising a celebration. If there is funding available, you could provide a reception with food, drinks and music. Presenting certificates for completing the curriculum could be another option. If neither of these options are possible, adjourn here.

## Acknowledgements

Parts of this session have been adapted from the following curricula:

- Rural AIDS and Development Action Research Program (2002), *Sisters for Life: Gender and HIV Training Manual for Use with Small Enterprise Foundation (SEF) Centre Meetings*. Sessions 1, 2 and 4, South Africa: School of Public Health, University of the Witwatersrand.
- EngenderHealth (2008), *Engaging Boys and Men in Gender Transformation: The Group Education Manual*. Session 1.1, New York.



## Handout 10.1: Strategies for being an active bystander

### Active bystander: Strategies in the moment

1. Make a noise or draw attention to what is happening (possibly from a distance).
2. Get support from others to intervene.
3. Do something to interrupt the violent behaviour (e.g. distract them).
4. Call for help (e.g. community elder, police, Balozi).
5. Separate the two people if possible (taking both to separate spaces).
6. Use body language to show disapproval.
7. Publically show support to the victim.
8. Publically show disapproval to the aggressor or for the inequitable behaviour.

### Active bystander: Strategies after the fact with the survivor

1. Identify the violence that was observed and state why the act of violence was harmful or unjust.
2. Be a good listener: do not be judgmental, accusatory or blaming to the victim.
3. Ask the victim what type of support she needs and then help her to get that support if you can (rather than *tell her* what she needs). Allow the victim to decide what is best for herself.
4. Assure her that violence is never acceptable and that violence is never her fault.
5. Provide her with information about the laws against violence in Tanzania and about community resources available to her (keep in mind that it is her decision what to do).
6. Ask if she is in immediate danger and needs any help.

### Active bystander: Strategies after the fact with the aggressor

1. Talk privately to the person demonstrating inappropriate behaviour (if safe to do so) at a calm moment after the violence.
2. Identify the violence that was observed and state why it was harmful or unjust.
3. Explain that violence is never acceptable and that nothing a partner does justifies violence.
4. Try to speak with him along with other community members or community leaders.
5. Speak to a group of the aggressor's friends and/or family to strategise a group intervention.
6. Explain the costs that the behaviour entails, including possible criminal prosecution.
7. Organise a meeting with community leaders to express concerns about this behaviour or similar incidents.

## Worksheet 10.1: Bystander response role play – neighbours

### Scenario

Your neighbours are a married couple. You often hear your neighbours arguing with each other. One night you are asleep and are woken up by the sounds of your female neighbour screaming as if she is being hurt and her husband is shouting at her.

### Instructions

1. Develop a three-minute role-play in which one or two people from your small group play the role of active bystanders. As an active bystander, you will say or do something to challenge the violence in your scenario, and/or provide support to the person experiencing gender inequality or violence. You will have 20 minutes to prepare.
2. Refer to *Handout 10.1: Strategies for being an active bystander*. Make sure you use two or three strategies from any of the three categories.
3. Do not say or do anything that you think would put your own safety at risk. In some cases, it might be best to:
  - wait to address the situation after things have calmed down
  - get help from the police or others.



## Worksheet 10.1: Bystander response role play – neighbours

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### Instructions

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2. Refer to *Handout 10.1: Strategies for being an active bystander*. Make sure you use two or three strategies from any of the three categories.
3. Do not say or do anything that you think would put your own safety at risk. In some cases, it might be best to:
  - wait to address the situation after things have calmed down
  - get help from the police or others.

## Worksheet 10.2: Bystander response role play – party

### Scenario

You are at a party with some friends. One of your male friends is always talking about how he never takes “no” from women. He thinks they just need to be convinced. You have heard from other friends that he is extremely aggressive when he is pursuing women. You notice he is buying drink after drink for one of your female friends, who is getting drunk and is being sweet-talked by this guy. You see them leaving the party together.

### Instructions

1. Develop a three-minute role play where one or two people from your small group play the role of active bystanders. As an active bystander, you will say or do something to challenge the violence in your scenario, and/or provide support to the person experiencing gender inequality or violence. You will have 20 minutes to prepare.
2. Refer to *Handout 10.1: Strategies for being an active bystander*. Make sure you use two or three strategies from the “Active bystander: Strategies in the moment” list.
3. Do not say or do anything that you think would put your own safety at risk. In some cases, it might be best to:
  - wait to address the situation after things have calmed down
  - get help from others.



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### Instructions

1. Develop a three-minute role play where one or two people from your small group play the role of active bystanders. As an active bystander, you will say or do something to challenge the violence in your scenario, and/or provide support to the person experiencing gender inequality or violence. You will have 20 minutes to prepare.
2. Refer to *Handout 10.1: Strategies for being an active bystander*. Make sure you use two or three strategies from the “Active bystander: Strategies in the moment” list.
3. Do not say or do anything that you think would put your own safety at risk. In some cases, it might be best to:
  - wait to address the situation after things have calmed down
  - get help from others.

## Worksheet 10.3: Bystander response role play – Aisha

### Scenario

You are with some of your women friends. Your friend Aisha tells the group that she has had enough of her husband beating her. You and your friends know that Aisha has been suffering physical abuse from her husband for a long time. Aisha doesn't know what to do.

### Instructions

1. Develop a three-minute role play where one or two people from your small group play the role of active bystanders. As an active bystander, you will say or do something to challenge the violence in your scenario, and/or provide support to the person experiencing gender inequality or violence. You will have 20 minutes to prepare.
2. Refer to *Handout 10.1: Strategies for being an active bystander*. Make sure you use two or three strategies from the "Active bystander: Strategies after the fact" list.
3. Do not say or do anything that you think would put your own safety at risk. In some cases, it might be best to:
  - wait to address the situation after things have calmed down
  - get help from others.



## Worksheet 10.3: Bystander response role play – Aisha

### Scenario

You are with some of your women friends. Your friend Aisha tells the group that she has had enough of her husband beating her. You and your friends know that Aisha has been suffering physical abuse from her husband for a long time. Aisha doesn't know what to do.

### Instructions

1. Develop a three-minute role play where one or two people from your small group play the role of active bystanders. As an active bystander, you will say or do something to challenge the violence in your scenario, and/or provide support to the person experiencing gender inequality or violence. You will have 20 minutes to prepare.
2. Refer to *Handout 10.1: Strategies for being an active bystander*. Make sure you use two or three strategies from the "Active bystander: Strategies after the fact" list.
3. Do not say or do anything that you think would put your own safety at risk. In some cases, it might be best to:
  - wait to address the situation after things have calmed down
  - get help from others.

## Worksheet 10.4: Bystander response role play – construction workers

### Scenario

You are walking down the street in town and you see a group of male construction workers verbally harassing a woman. The woman appears to be upset.

### Instructions

1. Develop a three-minute role-play where one or two people from your small group play the role of active bystanders. As an active bystander, you will say or do something to challenge the violence in your scenario, and/or provide support to the person experiencing gender inequality or violence. You will have 20 minutes to prepare.
2. Refer to *Handout 10.1: Strategies for being an active bystander*. Make sure you use two or three strategies from the “Active bystander: Strategies after the fact with the survivor” or “Active bystander: Strategies after the fact with the aggressor” lists.
3. Do not say or do anything that you think would put your own safety at risk. In some cases, it might be best to:
  - wait to address the situation after matters have calmed down
  - get help from the police or others.



## Worksheet 10.4: Bystander response role play – construction workers

### Scenario

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### Instructions

1. Develop a three-minute role-play where one or two people from your small group play the role of active bystanders. As an active bystander, you will say or do something to challenge the violence in your scenario, and/or provide support to the person experiencing gender inequality or violence. You will have 20 minutes to prepare.
2. Refer to *Handout 10.1: Strategies for being an active bystander*. Make sure you use two or three strategies from the “Active bystander: Strategies after the fact with the survivor” or “Active bystander: Strategies after the fact with the aggressor” lists.
3. Do not say or do anything that you think would put your own safety at risk. In some cases, it might be best to:
  - wait to address the situation after matters have calmed down
  - get help from the police or others.

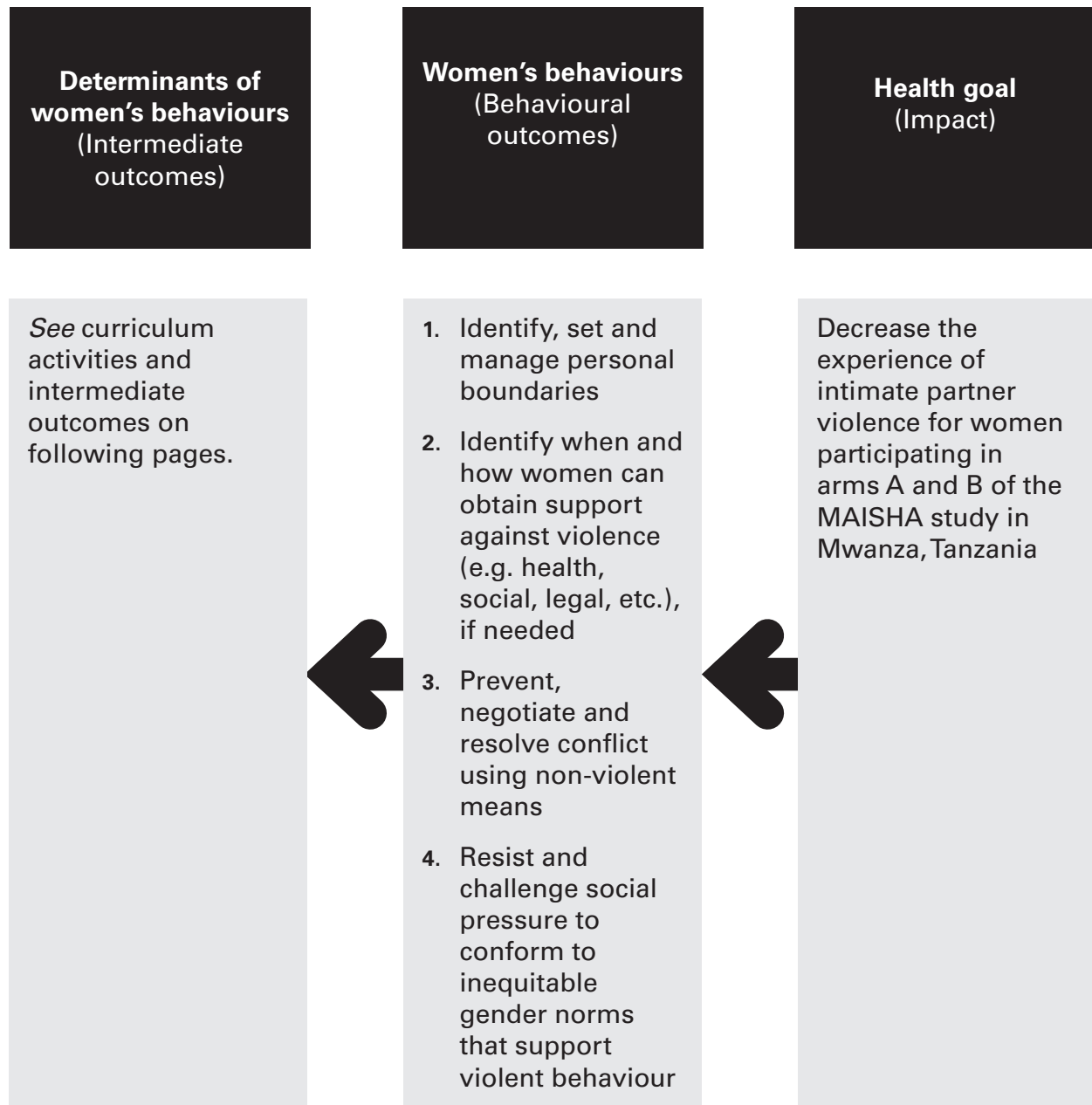


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## Appendix 1: *Wanawake Na Maisha* theory of change logic model



Curriculum activities designed to change determinants of women's behaviours	Determinants of women's behaviours (intermediate outcomes)
<b>Knowledge</b>	
Activity 1.5: The difference between gender and sex Activity 2.3: Gender boxes	1. Knowledge of the difference between "sex" and "gender"
Activity 1.6: Looking at our attitudes about gender Activity 1.7: Closure Activity 2.1: Welcome and check in Activity 2.2: Introduction to gender expectations Activity 2.3: Gender boxes	2. Knowledge of inequitable gender roles and norms and how they are formed
Activity 1.6: Looking at our attitudes about gender	3. Knowledge of personal attitudes about gender roles
Activity 2.3: Gender boxes Activity 2.4: Closure Activity 3.1: Welcome and check in	4. Knowledge of pressures to stay "stuck" in gender boxes
Activity 2.3: Gender boxes	5. Knowledge of the negative effects/costs of inequitable gender norms on oneself and others
Activity 2.3: Gender boxes	6. Knowledge of how gender inequality affects physical and mental health, and social outcomes (relationships, parenting, friends, etc.)
Activity 6.3: Assertive communication	7. Knowledge of how gender roles and norms affect communication
Activity 3.3: Healthy and unhealthy relationship scenarios	8. Knowledge of the negative effects of inequitable gender roles and norms on relationships and families
Activity 4.2: Persons and things Activity 4.3: What is power?	9. Knowledge of how inequitable gender norms can affect power in a relationship
Activity 2.3: Gender boxes Activity 2.4: Closure Activity 4.1: Welcome and check in	10. Knowledge of what it would be like to live in a gender equitable world
Activity 5.2: Women's and men's roles and responsibilities in the family	11. Knowledge of how inequitable gender roles and norms affect the division of labour in the home
Activity 3.3: Healthy and unhealthy relationship scenarios Activity 7.4: Violence case studies	12. Knowledge of how inequitable gender roles and norms affect the use of violence
Activity 8.2: Introduction to personal boundaries	13. Knowledge of how inequitable gender roles and norms affect the use of controlling behaviour and the ability to protect one's boundaries

Curriculum activities designed to change determinants of women's behaviours	Determinants of women's behaviours (intermediate outcomes)
Activity 8.3: Sexual consent	14. Knowledge of how inequitable gender roles and norms affect men's and women's ability to ask for, give, clarify and accept sexual consent
Activity 10.3: Active bystander role play	15. Knowledge of how inequitable gender roles and norm can affect women supporting other women who are victims of violence
Activity 2.3: Gender boxes	16. Ability to recognise inequitable gender norms
Activity 2.3: Gender boxes Activity 2.4: Closure	17. Knowledge of equitable gender roles and norms
Activity 2.3: Gender boxes	18. Knowledge of the positive effects of equitable gender norms on self and others
Activity 3.2: Healthy and unhealthy characteristics Activity 3.3: Healthy and unhealthy relationship scenarios Activity 3.4: Intolerable relationship characteristics	19. Knowledge of healthy and unhealthy characteristics of romantic relationships
Activity 3.3: Healthy and unhealthy relationship scenarios	20. Knowledge of the consequences of unhealthy relationship characteristics on oneself, partner and family
Activity 3.3: Healthy and unhealthy relationship scenarios	21. Knowledge of why people stay in unhealthy relationships
Activity 3.4: Intolerable relationship characteristics	22. Awareness of positive and intolerable relationship characteristics important to them
Activity 4.3: What is power?	23. Knowledge of the definition of power
Activity 4.2: Person and things Activity 4.3: What is power? Activity 4.4: Closure	24. Knowledge of how power can be used to do good or bad (including perpetration of violence)
Activity 4.4: Closure	25. Knowledge of how power can be used to help
Activity 4.3: What is power?	26. Knowledge of the benefits of having a balance of power in relationships
Activity 4.2: Persons and things	27. Knowledge of how the abuse of power can negatively affect relationships
Activity 8.2: Introduction to personal boundaries	28. Knowledge of how an imbalance of power can contribute to violence in a relationship
Activity 8.3: Sexual consent	29. Knowledge of sexual consent
Activity 4.3: What is power?	30. Knowledge of how controlling behaviour affects men, women and families
Activity 5.2: Women's and men's roles and responsibilities in the family	31. Knowledge of common household chores and how they are typically divided among women and men

Curriculum activities designed to change determinants of women's behaviours	Determinants of women's behaviours (intermediate outcomes)
Activity 5.2: Women's and men's roles and responsibilities in the family	32. Knowledge of how inequitable division of labour in the home affects women's, men's and a family's health and wellbeing
Activity 5.2: Women's and men's roles and responsibilities in the family	33. Knowledge of the benefits of men and women sharing household chores
Activity 5.2: Women's and men's roles and responsibilities in the family	34. Knowledge of strategies a couple can use to more equably divide household chores
Activity 6.2: Defining communication	35. Knowledge of the three phases of communication
Activity 6.3: Assertive communication Activity 9.4: Using assertive communication to make a complaint	36. Knowledge of three communication styles: aggressive, passive and assertive
Activity 7.2: Introduction	37. Knowledge of the sensitivity associated with talking about violence
Activity 7.3: What is violence? Activity 7.5: Closure Activity 8.1: Welcome and check in	38. Knowledge of the definition of violence
Activity 7.3: What is violence? Activity 7.4: Violence case studies	39. Knowledge of the four kinds of violence against women
Activity 7.3: What is violence? Activity 7.4: Violence case studies	40. Knowledge of how violence affects women, men and families
Activity 7.4: Violence case studies Activity 7.5: Closure Activity 8.1: Welcome and check in	41. Knowledge of alternatives to violence and ways to stop violence
Activity 8.2: Introduction to personal boundaries	42. Knowledge of boundaries
Activity 8.2: Introduction to personal boundaries	43. Knowledge of behaviours that cross most people's boundaries
Activity 8.5: Closure Activity 9.1: Welcome and check in	44. Awareness of personal boundaries
Activity 8.3: Sexual consent Activity 8.4: Consent scenarios	45. Knowledge of sexual consent
Activity 8.4: Consent scenarios	46. Knowledge of how to give, ask for and clarify sexual consent
Activity 8.4: Consent scenarios	47. Knowledge of the benefits of sexual consent to women, men, relationships and communities
Activity 8.4: Consent scenarios Activity 9.1: Welcome and check in	48. Knowledge of ways to protect one's sexual boundaries
Activity 9.2: Introduction to conflict and relationships Activity 9.3: Fair arguing	49. Knowledge of conflict

Curriculum activities designed to change determinants of women's behaviours	Determinants of women's behaviours (intermediate outcomes)
Activity 9.2: Introduction to conflict and relationships	50. Awareness of how conflict was handled by family of origin
Activity 9.2: Introduction to conflict and relationships Activity 9.3: Fair arguing	51. Knowledge of non-violent ways to resolve conflict
Activity 10.1: Welcome and check in	52. Knowledge of sources of support for couples dealing with violence in the community
Activity 10.2: Introduction to being an active bystander	53. Knowledge of definition of "active bystander"
Activity 10.2: Introduction to being an active bystander Activity 10.3: Active bystander role play	54. Knowledge of strategies for being an active bystander
Activity 10.3: Active bystander role play	55. Knowledge of benefits of being an active bystander
<b>Attitudes/beliefs/values</b>	
Activity 1.5: The difference between gender and sex Activity 1.6: Looking at our attitudes about gender Activity 1.7: Closure Activity 2.2: Introduction to gender expectations Activity 2.3: Gender boxes	1. Positive attitude about gender equality
Activity 1.5: The differences between gender and sex Activity 2.3: Gender boxes	2. Belief that gender norms can and do change
Activity 2.3: Gender boxes Activity 3.3: Healthy and unhealthy relationship scenarios	3. Desire not to perpetuate inequitable gender norms
Activity 2.3: Gender boxes	4. Belief that culture/religion does not justify inequality between men and women
Activity 2.3: Gender boxes	5. Non-judgmental attitude about women and men who step outside of expected gender norms
Activity 2.3: Gender boxes Activity 3.3: Healthy and unhealthy relationship scenarios	6. Positive attitude towards female autonomy
Activity 3.3: Healthy and unhealthy relationship scenarios Activity 4.1: Welcome and check in	7. Positive attitude about healthy relationship characteristics
Activity 4.2: Persons and things Activity 4.3: What is power?	8. Positive attitude about power balance in relationships

Curriculum activities designed to change determinants of women's behaviours	Determinants of women's behaviours (intermediate outcomes)
Activity 4.2: Persons and things Activity 4.3: What is power?	9. Rejection of power over others, controlling behaviour
Activity 4.4: Closure	10. Rejection of the belief that men should dominate or have more power
Activity 5.1: Welcome and check in	11. Positive attitude about using power to help
Activity 5.2: Women's and men's roles and responsibilities in the family Activity 6.1: Welcome and check in	12. Positive attitude about equitable division of household chores
Activity 6.3: Assertive communication Activity 6.4: Using I-statements Activity 9.4: Using assertive communication to make a complaint	13. Positive attitude about assertive communication
Activity 6.4: Using I-statements Activity 9.4: Using assertive communication to make a complaint	14. Belief that assertive communication has benefits
Activity 8.4: Consent scenarios	15. Positive attitude about sexual consent
Activity 8.4: Consent scenarios	16. Belief that women have the right to decide when they want to have sex
Activity 8.4: Consent scenarios	17. Rejection of the idea that women must fulfill men's sexual desires whenever men want
Activity 9.1: Welcome and check in Activity 8.2: Introduction to personal boundaries	18. Positive attitude about protecting personal boundaries
Activity 8.4: Consent scenarios	19. Attitude rejecting rape as justified
Activity 7.4: Violence case studies Activity 7.5: Closure Activity 8.1: Welcome and check in	20. Positive attitude about not using violence
Activity 7.4: Violence case studies	21. Belief that violence is never justified
Activity 9.2: Introduction to conflict and relationships	22. Positive attitude about use of non-violent methods to resolve conflict
Activity 7.4: Violence case studies	23. Attitude rejecting the use of violence in relationships
Activity 7.4: Violence case studies	24. Belief that women are not to blame for violence
Activity 7.4: Violence case studies	25. Belief that men are 100% responsible for violence they use, controlling behaviour, etc.
Activity 10.2: Introduction to being an active bystander Activity 10.3: Active bystander role play	26. Positive attitude about using active bystander strategies
Activity 10.3: Active bystander role play	27. Positive attitude about standing up to inequitable gender norms, including violence

Curriculum activities designed to change determinants of women's behaviours	Determinants of women's behaviours (intermediate outcomes)
Activity 10.3: Active bystander role play	28. Desire not to perpetuate inequitable gender norms
<b>Peer norms</b>	
Activity 1.6: Looking at our attitudes about gender Activity 2.2: Introduction to gender expectations Activity 2.3: Gender boxes	1. Positive peer norms about gender equality
Activity 3.3: Healthy and unhealthy relationship scenarios Activity 4.1: Welcome and check in	2. Positive peer norms about healthy relationship characteristics
Activity 4.2: Person and things Activity 4.3: What is power?	3. Positive peer norms about power balance in relationships
Activity 7.4: Violence case studies Activity 7.5: Closure Activity 8.1: Welcome and check in	4. Positive peer norms about not using violence
Activity 7.4: Violence case studies	5. Peer norms rejecting the use of violence in relationships
Activity 5.1: Welcome and check in	6. Positive peer norms about using power to help
Activity 5.2: Women's and men's roles and responsibilities in the family Activity 6.1: Welcome and check in	7. Positive peer norms about equitable division of household chores
Activity 6.3: Assertive communication Activity 6.4: Using I-statements Activity 9.4: Using assertive communication to make a complaint	8. Positive peer norms about assertive communication
Activity 8.4: Consent scenarios	9. Positive peer norms about sexual consent
Activity 8.4: Consent scenarios	10. Peer norms rejecting rape as justified
Activity 9.1: Welcome and check in	11. Positive peer norms about protecting personal boundaries
Activity 10.3: Active bystander role play	12. Positive peer norms about using active bystander strategies
<b>Skills and self-efficacy</b>	
Activity 6.4: Using I-statements Activity 9.4: Using assertive communication to make a complaint Activity 9.5 Closure Activity 10.1: Welcome and check in	1. Skill and self-efficacy to communicate assertively

Curriculum activities designed to change determinants of women's behaviours	Determinants of women's behaviours (intermediate outcomes)
Activity 6.4: Using I-statements Activity 9.4: Using assertive communication to make a complaint	2. Skill and self efficacy to use I-statements
Activity 10.2: Introduction to being an active bystander Activity 10.3: Active bystander role play	3. Skill and self-efficacy to use active bystander strategies
<b>Intentions</b>	
Activity 1.6: Looking at our attitudes about gender Activity 1.7: Closure Activity 2.1: Welcome and check in Activity 2.2: Introduction to gender expectations Activity 2.3: Gender boxes	1. Intention to behave in gender equitable ways
Activity 3.5: Closure	2. Intention to talk about healthy relationship characteristics with partner
Activity 5.3: Closure Activity 6.1: Welcome and check in	3. Intention to spend time on nurturing oneself
Activity 4.4: Closure Activity 5.1: Welcome and check in	4. Intention to use power to help
Activity 5.3: Closure Activity 6.1: Welcome and check in	5. Intention to communicate about sharing household chores with partner
Activity 6.5: Closure Activity 9.5: Closure	6. Intention to use assertive communication
Activity 7.4: Violence case studies Activity 7.5: Closure Activity 8.1: Welcome and check in	7. Intention to use alternatives to violence
Activity 8.2: Introduction to personal boundaries Activity 8.4: Consent scenarios	8. Intention to maintain personal boundaries, including asking for, giving and respecting sexual consent



## Appendix 2: Intimate partner violence resources in Mwanza, Tanzania

### Profile of Kivulini Alliance and ward tribunal members

Name of organisation	Thematic area	Ward	Objective	Contact person	Telephone
Umoja wa walimu, haki mwanamke na vijana (HAMVI)	Women's rights and youth	Nyamagana	Advocating for women's and young people's rights. Working with youth in and out school through youth clubs	<b>M/kiti</b> Mwanza Katibu	0755 92763 0782 423582 0752 576974 0655 576974
Nguvu Kazi	Legal aid services	Nyakato	Provision of legal aid and counselling services to women survivors of violence	<b>Mathas Chalya</b> PO Box 1134 Mwanza Isamilo <i>nguvukazi@hotmail.com</i>	0784 96452 0769 665134
Haki Zetu	Mobilise community to prevent early marriage	Nyamanoro	To prevent domestic violence	<b>Cunegunda Ngeleja</b> PO Box 1402 Mwanza Magu	0756 342899
Mikono Yetu	Entrepreneurial skills to youth	Mbugani	To provide entrepreneurial skills to the community	<b>Maimuna Kanyamala</b> Mwanza Mlango Mmoja	0767 72222 0713 493624
Tanzania Youth 2 Youth movement	Youth empowerment aged 11–32	Isamilo	Empowering young people aged 11–32 to have meaningful participation in decision-making process, job creation and democratic processes, and to empower youth to condemn gender-based violence	<b>Hellen James</b> PO Box 10801 Mwanza Isamilo	0769 722229
Wote Sawa	Child domestic workers	Isamilo	Advocating for child domestic workers and legal aid services	<b>Angel Benedicto</b> Mwanza Isamilo	0682 140721 0767 271546

Name of organisation	Thematic area	Ward	Objective	Contact person	Telephone
Sahwa	Violence prevention	Buhongwa	Prevention of violence and production of yoghurt	<b>Mariam</b> Mwanza	0764 362228
Wadada Centre for Solution Focused Approach (SFA)	Economic empowerment of girls and legal aid	Isamilo	Provide legal aid for women and girls, and empower them economically	<b>Lucy John</b> Mwanza Isamilo	0754 284723
Brilliant Consultancy	Empower women economically by providing them with entrepreneurial skills for small and medium enterprises	Nyamanoro	To empower women economically by providing them with entrepreneurial skills for small and medium enterprises	<b>George Bahebe</b> PO Box 6287 Mwanza Bwiru	0768 076898 0787 220340
Polisi (Mabatini)	TPF network	Mbugani	Security of citizens and their properties	<b>Namsemba Mwakatobe</b> PO Box 120 Mwanza	0754 535288
Mwanza Press Club	Media	Nyamagana	Ethical and accurate journalism in order to have a well-informed and just society	<b>Sheila Sezzy</b> PO Box 2516 Mwanza	0764 171020
UKAMI	Domestic violence against women and child domestic workers	Isamilo	Prevention of domestic violence	<b>Meri Nyigo</b> Mwanza Isamilo	0763 832527
Mwanza youth and children network (MYCN)		Nyamanoro	Prevention of domestic violence	<b>Shabani</b> Mwanza Nyamanoro	0712 393669
Regional friends for prisoners (RFP)		Nyamagana	Prevention of domestic violence	<b>Glory</b> Mlango Mmoja	0756 389850
Rehema		Nyakato	Prevention of domestic violence	<b>Abdul</b> Mwanza Nyakato Tawiu	0754 058951
Nuru		Mahina	Prevention of domestic violence	<b>Magembe</b> Mwanza Mahina	0655 573001

Name of organisation	Thematic area	Ward	Objective	Contact person	Telephone
NguvuKazi		Nyakato	Legal aid and counselling for survivors of domestic violence; legal literacy sessions; trainings on legal issues	<b>Mathiasi Chalya</b> Mwanza Isamilo PO Box 11348 Mwanza <i>nguvukazi@hotmail.com</i>	

## MAISHA study ward tribunal contacts

Ward	Thematic area	Contact person	Telephone
Pamba	Dispute resolution	Chairperson	0769 787897 0682 406497
Sangabuye	Dispute resolution	Chairperson	0759 057144
Mahina	Dispute resolution	Chairperson	0784 445526 0759 203126
Miringo	Dispute resolution	Chairperson	0754 640054
Kirumba	Dispute resolution	Chairperson	0755 443952
Isamilo	Dispute resolution	Chairperson	0755 845112 0757 443383
Ilemela	Dispute resolution	Chairperson	0754 407864
Igoma	Dispute resolution	Chairperson	0762 60044
Bugogwa	Dispute resolution	Chairperson	0756 085699
Buhongwa	Dispute resolution	Chairperson	0765 550367
Mkolani	Dispute resolution	Chairperson	0754 646637

## Appendix 3: Materials needed to implement *Wanawake Na Maisha*

Materials	Session
Attendance sheet	All 10 sessions
Pens/pencils	All 10 sessions
Flipchart stand and flipchart paper	All 10 sessions
Tape	All 10 sessions
Marker pens (various colours)	All 10 sessions
Watch or cell phone that tells the time	All 10 sessions
Nametags	1
Two signs: "Agree" and "Disagree"	1
<i>Facilitator resource 2.1: Act like a man, act like a woman</i>	2
Small box (optional)	2
10 pieces of A4 paper	3
Two signs: "Healthy" and "Unhealthy" (on A4 paper)	3
Relationship behaviour cards (on A4 paper)	3
Red and green stickers or red and green marker pens	3
<i>Worksheet 4.1: Creating a balance of power</i>	4
<i>Poster 4.1: Power diagram</i>	4
<i>Worksheet 5.1: Household chores schedule</i>	5
<i>Worksheet 6.1: Using I-statements</i>	6
<i>Gender-based violence and female genital cutting in the 2010 TDHS factsheet</i>	
<i>Handouts 7.1–7.4: Case studies on violence</i>	7
<i>Facilitator resource 8.1: Tanzanian law on sexual violence</i>	8
<i>Facilitator resource 8.2: Debriefing sexual consent scenarios</i>	8
Sexual consent scenario cards for Activity D	8
Three signs: "Clear consent", "Unclear consent", "No consent" on A4 paper	8
<i>Handout 9.1: Fair arguing rules</i>	9
<i>Handout 9.2: Guide to using assertive communication</i>	9
<i>Worksheet 9.1: Conflict case study</i>	9
<i>Worksheet 9.2: Using assertive communication</i>	9
<i>Handout 10.1: Strategies for being an active bystander</i>	10
<i>Worksheets 10.1–10.4: Bystander response role plays</i>	10
One large candle	10
Smaller candles for each participant	10
Matches	10

## Appendix 4: Dividing into smaller groups

### Bacon, lettuce, tomato

Go around the room and assign “bacon,” “lettuce” and “tomato” to everyone in the group. Ask the group to stand and for everyone to form a BLT sandwich. They cannot pair with the person standing next to them. This works if you need to form groups of three.

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### Birthdays

Ask participants to line up in order of their birth date (month and day only). Once they are in a long line, the facilitator can go down line and divide them into smaller groups. For a twist, ask participants to line up in a birthday border without talking.

In another version, ask participants born between 1 January and 30 June to form a line on one side of the room. On the other side of the room, ask participants born between 1 July and 31 December to form a line. Ask participants in both lines to walk toward each other. The person they line up with becomes their partner.

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### Sweets

Put different kinds of sweets in a bag. The different kinds of sweets should represent the number of groups you need. Participants who select the same sweets become a group. This can also be done with small toys, different coloured paper clips, different kinds of beans, etc.

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### Cards

Count out matching playing card numbers into groups of two, three or four, etc. Shuffle. Ask participants to draw and locate others with matching card numbers.

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### Clothes

Ask participants to form a group based on the kind of shoes, colours, type of shirt etc. they are wearing.

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### Count off

Simply count off to form a group, or count off and have all the “ones” form a group, all the “twos” form a group, etc.

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### Favourites

Ask participants to form small groups based on their favourite colour, soft drink, song, etc.

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### Puzzle

Find a few pictures from a magazine, or a few postcards or images that you download from the web. Cut each picture into the number of pieces you want in a group. For example if you want to form groups of four people, cut each picture into four pieces. Throw all the pieces into a bag. Have participants pick a piece and find the others who complete their picture to form a group.

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### Siblings

Ask participants to form a group based on the number of siblings they have: only child, one sibling, two siblings, etc.

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### Stickers

Attach different stickers to participant handouts (or manuals, desks, chairs, etc.). When you are ready to form groups, ask participants to find their sticker and form small groups with others who have the same sticker.

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## Appendix 5: Icebreakers

### Howdy howdy

Participants stand in a circle. One person walks around the outside of the circle and taps someone on the shoulder. That person walks the opposite way around the circle until the two people meet. They greet each other three times by name, in their own language. The two people then race back, continuing in opposite directions around the circle, to take the empty place. The person who loses walks around the outside of the circle again and the game continues until everyone has had a turn.

### Juggling ball game

Everyone stands in a close circle (if the group is very large, it may be necessary to split the group into two circles.) The facilitator starts by throwing the ball to someone in the circle, saying their name as they throw it. Continue catching and throwing the ball, establishing a pattern for the group. (Each person must remember who they receive the ball from and who they have thrown it to.) Ask the group if they think they can beat the time it took to pass the ball to everyone in the circle, following the same pattern. Ask them to think about what they can do to make the group juggle go more efficiently. Time them and let them know if they improve from one round to the next.

Once everyone has received the ball and a pattern is established, introduce one or two more balls so that there are always several balls being thrown at the same time, following the set pattern.

This icebreaker can be used to talk about the importance of cooperation, teamwork and planning/analysing a situation or problem.

### The sun shines on...

Participants sit or stand in a tight circle with one person in the middle. The person in the middle shouts out “the sun shines on...” and names a colour or articles of clothing that some people in the group possess. For example, “the sun shines on all those wearing blue” or “the sun shines on all those wearing socks” or “the sun shines on all those with brown eyes.” All the participants who have that attribute must change places with one another. The person in the middle tries to take one of their places as they move, so that there is another person left in the middle without a place. The new person in the middle shouts out “the sun shines on...” and names something else that people may have in common (e.g. anyone who like football, has children, has more than five siblings, is older than 30, etc.).

### Leading and guiding

Participants split into pairs. One participant puts on a blindfold. Their partner then leads them carefully around the area making sure they don’t trip or bump into anything. After some time, the facilitator asks the pairs to swap roles. At the end, participants discuss how they felt when they had to trust someone else to keep them safe.

### Match the cards

The facilitator chooses a number of Tanzanian proverbs and writes half of each proverb on a piece of paper or card. For example, they write “Happy” on one piece of paper and “Birthday” on another. (The number of pieces of paper should match the number of participants in the group.) The folded pieces of paper are then put into a hat. Each participant takes a piece of paper from the hat and tries to find the

member of the group with the matching half of the phrase. Below find several Tanzanian proverbs you can use or choose some of your own

- *Pole Pole Ndio Mwendo* (Slow, slow is the way to go/slowness is the better locomotion)
  - *Akili ni mali* (Intelligence is an asset)
  - *Hasira Hasara* (Anger brings damage)
  - *Kila ndege huruka na mbawa zake* (Every bird flies with its own wings)
  - *Asiye kuwapo na lake halipo* (If you are absent you lose your share)
  - *Fuata nyuki ule asali* (Follow bees and you will get honey)
  - *Haba na haba hujaza kibaba* (Little by little fills up the measure)
  - *Hiari ya shinda utumwa* (Voluntary is better than force)
  - *Ihsani (hisani)haiozi* (Kindness does not go rotten)
  - *Mchele moja mapishi mengi* (Rice is all one but they are many ways of cooking it)
- 

### Pass the parcel

The facilitator has wrapped a small gift with many different layers of paper. On each layer they have written a task or a question. Examples of tasks are “sing a song” or “hug the person next to you.” Examples of questions are “What is your favourite colour?” or “When is your birthday?” The facilitator starts the music or claps their hands if there is no music available. The participants pass the parcel around the circle, or throw it to each other. When the facilitator stops the music or the clapping, the person who is holding the parcel tears off one layer of paper and carries out the task or answers the question that is written on the paper. The game continues until all the layers have been unwrapped. The gift goes to the last person to take off the wrapping.

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### I like you because ...

Ask participants to sit in a circle and say what they like about the person on their right. Give them time to think about it first!

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### Knots

Participants (not more than 10) stand in a circle and join hands (but not with the person directly to their right or left). Keeping their hands joined, they move in any way that they want, twisting and turning and creating a “knot.” They must then unravel this knot without letting go of one another’s hands. Sometimes when the group unravels, one big circle is formed, and sometimes two big circles are formed.

This icebreaker can be used to talk about teamwork, cooperation and planning or analysing a situation.

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### Yes/no game

Participants split into two lines so that each person faces a partner. Line one has to say “Yes” in as many different ways as possible, and line two has to try to change their partner’s minds by saying “No” as convincingly as possible. Give both lines a chance to say both “Yes” and “No.” Then discuss how people felt. How did it feel to say “Yes” or “No”? Was it easier to say one than the other?

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### Writing on backs

Ask participants to stick a piece of paper on their backs. Each participant then writes something they like, admire or appreciate about that person on the paper on their backs. When they have all finished, participants can take their papers home with them as a reminder.

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## Appendix 6: Energisers

### Group doodle

Each person in a small group is provided with a sheet of paper and crayons or markers as doodling tools. On the signal “Go” doodling begins. After 30 seconds to a minute, the facilitator calls “Stop”. Doodle pictures are passed to the right and everyone starts doodling again. The leader continues the paper-shifting process until everyone eventually receives their original doodle paper back. Group doodles can be based on learning themes and content, such as “describe your audience”, “draw one thing you want to change about your marketing message”, etc.

### Tactile copier

Everyone lines up, all facing one way (you could do this in smaller groups). A simple diagram is shown to the last person in line, who then uses a finger to reconstruct the image on the back of the person in front. Each in turn passes that image on to the back of the person in front. The person at the head of the line draws the diagram on a piece of paper for the group to compare with the original drawing. Numbers, letters or words may be copied as well.

### Slow breathing

Invite participants to take 10 slow, cleansing breaths, inhaling deeply and then exhaling. Then invite them to reverse the process: have them slowly exhale and then inhale. Even though breathing is always a continuous cycle of inhaling and exhaling, consciously trying to emphasise each part of the cycle can be exhilarating.

### Touch blue

Call out a colour (such as blue) and have participants scurry to touch an object of that colour or a person wearing it. You can identify other objects too, such as something round, or a book, a watch etc. Call out the next item as soon as everyone has touched the current one.

### Paper airplanes

Give out sheets of paper and challenge participants to make a paper airplane that goes the farthest or successfully hits a bullseye you have drawn on flipchart.

### Mirroring

Pair up participants and have one pair (call that person the “leader”) do hand or stretching motions while the other person (call that person the “follower”) simultaneously imitates or “mirrors” their partner’s motions. Invite participants to switch roles or even partners.

### Back rubs

Pair up participants and invite them to give each other a back rub. Alternatively, have participants create a circle with everyone facing the same direction. Ask them to give a back rub to the person in front of them. Then have them turn in the opposite direction and give back rubs to the new person in front of them.

### Just like me

The facilitator gives a series of stems or questions. If the content of a stem applies to a participant, they energetically stand, raise their arms and exclaim “Just like me”. The stems and questions can be tailored to the content of the presentation. Some generic ideas include: “I was born in” (state name); “I like to travel”; “I love chocolate”; “I’ve been to Europe”; “this topic is new to me”; “I speak more than 10 words of another language”, etc.

### Pass the energy

Participants stand or sit in a circle, hold hands and silently concentrate. The facilitator sends a series of “pulses” both ways around the group by discreetly squeezing the hands of those next to them. Participants pass these pulses round the circle, as in an electric current, by squeezing



the hand of the person next to them and literally “energising” the group.

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### **Coconut**

The facilitator shows the group how to spell out C-O-C-O-N-U-T by using full movements of the arms and the body. All participants then try this together.

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### **Body writing**

Ask participants to write their name in the air with a part of their body. They may choose to use an elbow, for example, or a leg. Continue in this way until everyone has written their name with several body parts.

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### **Banana game**

A banana or other object such as a bunch of keys is selected. The participants stand in a circle with their hands behind their backs. One person volunteers to stand in the middle. The facilitator walks around the outside of the circle and secretly slips the banana into someone’s hand. The banana is then secretly passed round the circle behind the participants’ backs. The job of the volunteer in the middle is to study people’s faces and work out who has the banana. When successful, the volunteer takes that place in the circle and the game continues with a new person in the middle.

---

### **People to people**

Everyone finds a partner. A facilitator calls out actions such as “nose to nose”, “back to back”, “head to knee”, etc. Participants have to follow these instructions in their pairs. When the facilitator calls “people to people” everyone must change partners.

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### **Pass the action**

Participants sit in a circle. One person (“A”) stands in the centre. “A” moves towards another person (B) using a specific action, such as jumping. When they reach “B” they take “B”’s place and “B” then moves to the centre of the circle using “A”’s action or movement. When “B” reaches the centre, they walk towards “C” using a new action or movement. The game continues in this way until everyone has taken part.

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### **Shopping list**

The group forms a circle. One person starts by saying, “I am going to the market to buy fish.” The next person says, “I am going to the market to buy fish and potatoes.” Each person repeats the list and then adds an item. The aim is to be able to remember all of the items that all of the people before you have listed.

---

### **Clap exchange**

Participants sit or stand in a circle. They send a clap around the circle by facing and clapping in unison with the person on their right, who repeats the clap with the person on their right, and so on. Do this as fast as possible. Send many claps, with different rhythms, around the circle at the same time.

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### **An orchestra without instruments**

Explain to the group that they are going to create an orchestra without instruments. The orchestra will only use sounds that can be made by the human body. Players can use hands, feet, voice etc. but no words; for example, they could whistle, hum, sigh or stomp their feet. Each player should select a sound. Choose a well-known tune and ask everyone to play along using the “instrument” that they have chosen. Alternatively, don’t give a tune and let the group surprise itself by creating a unique sound.

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### **Who is the leader?**

Participants sit in a circle. One person volunteers to leave the room. After they leave, the rest of the group chooses a leader. The leader must perform a series of actions, such as clapping, tapping a foot, etc. that are copied by the whole group. The volunteer comes back into the room, stands in the middle and tries to guess who is leading the actions. The group protects the leader by not looking at them. The leader must change the actions at regular intervals without getting caught. When the volunteer spots the leader they join the circle, and the person who was the leader leaves the room to allow the group to choose a new leader.

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## Appendix 7: References

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MAISHA