



Bandebereho
Indatwa mu buzima



FACILITATOR'S MANUAL

Engaging young men in sexual and reproductive health and gender equality



This manual was produced by RWAMREC in collaboration with Promundo-US for the MenCare+ project in Rwanda.

The Rwanda Men's Resource Center is a Rwandan NGO with a mission to mobilize men to support women's leadership; to contribute to the eradication of men's violence against women; and to serve as role models for the promotion of positive masculine behaviors.

MenCare+ is four-country initiative led by Rutgers WPF, known for its international experience in the field of sexual and reproductive health and rights, in collaboration with Promundo, an international NGO doing groundbreaking work on engaging men and boys in promoting gender equality and ending violence. Rutgers WPF and Promundo are working with long-term partners with extensive knowledge and experience working in Brazil, Indonesia, Rwanda and South Africa.

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Introduction

This manual was created for use by facilitators in the MenCare+ (Bandeberaho) project. It is designed to engage young men aged 18-24 in group education to promote their involvement in sexual and reproductive health services, gender equality, caregiving and violence prevention. The manual includes 15 sessions with activities designed to engage young men in reflecting on issues of gender and power, sexual and reproductive health and rights, violence, and caregiving. The manual was designed in support of the MenCare+ program and the activities were developed through a process of formative research and adaptation for the Rwandan context.

How to use this Manual

Before beginning to work with young men, it is important that the facilitator read the entire manual to understand its contents and how it is organized. The manual is organized in 15 sessions, each containing activities that last between 30 minutes and 2 hours. Each session contains one or two activities and group discussion to help participants reflect on key topics within the module. The activities are designed from groups of no more than 15 participants. It is highly recommended that the facilitator work with the group to establish basic rules, seeking to guarantee the privacy and respect of all participants.

MenCare+ Program

The MenCare+ Program is a three-year, four-country initiative to engage men ages 15-35 as caregiving partners in maternal, newborn and child health (MNCH) and sexual and reproductive health and rights (SRHR). The program is being implemented in Brazil, Indonesia, Rwanda and South Africa with funding from the Ministry of Foreign Affairs of the Netherlands. The program is aligned to the global MenCare Campaign to promote men's involvement as equitable and non-violent fathers and caregivers in order to achieve family well-being and gender equality.

Session Summary

Session	Session Objective	Main Activities
<p>1</p> <p>Gender Equality</p>	<p>To create a space of trust and confidentiality and to discuss the differences between sex and gender and to reflect on how gender norms influence the lives and relationships of women and men.</p>	<p>Activity 1.1: Gender values</p> <p>Activity 1.2: What is this thing called gender?</p>
<p>2</p> <p>Gender & Power</p>	<p>To reflect on how stereotypes perpetuate gender norms and to increase young men's awareness of the existence of power in relationships.</p>	<p>Activity 2.1: Gender stereotypes</p> <p>Activity 2.2: Power relations</p>
<p>3</p> <p>Diversity & Rights</p>	<p>To encourage empathy with persons from different backgrounds and living different realities and to discuss the meaning of human rights and how they impact the lives of women and men.</p>	<p>Activity 3.1: Knowing diversity: me & others</p> <p>Activity 3.2: What are human rights?</p>
<p>4</p> <p>Sexual and Reproductive Health Rights</p>	<p>To discuss the meaning of sexual and reproductive health rights (SRHR) and their importance in the lives of young men.</p>	<p>Activity 4.1: What are sexual and reproductive health rights?</p>
<p>5</p> <p>Preventing STIs & HIV</p>	<p>To provide young men with information on how to prevent sexually transmitted infections, including HIV and to answer young men's sexual and reproductive health concerns.</p>	<p>Activity 5.1: Preventing STIs & HIV</p>

Session	Session Objective	Main Activities
<p>6</p> <p>Contraception</p>	<p>To provide young men with accurate information on contraception and preventing pregnancy, and to learn where young people can go for SRHR services and information.</p>	<p>Activity 6.1: What do we know about contraception?</p> <p>Activity 6.2: Where can we go?</p>
<p>7</p> <p>Condom Negotiation</p>	<p>To role-play situations that occur in negotiating safer sex and reinforce the tools for negotiating safe conditions, and to discuss the consequences of unplanned pregnancy and responsibilities of women and men in preventing pregnancy.</p>	<p>Activity 7.1: Want...don't want...</p> <p>Activity 7.2: Unplanned pregnancy, yes or no?</p>
<p>8</p> <p>Pleasures and Risks</p>	<p>To encourage discussion about the risks and consequences of alcohol and drug abuse and how young men can help each other in reducing the harm caused by drugs and alcohol.</p>	<p>Activity 8.1: What do we know about alcohol?</p> <p>Activity 8.2: Pleasures & risks</p>
<p>9</p> <p>Identifying Violence</p>	<p>To identify the different forms of violence that young men perpetrate or that are committed against them and to become familiar with the different types of violence that exist.</p>	<p>Activity 9.1: What is violence?</p> <p>Activity 9.2: The cycle of violence</p>
<p>10</p> <p>Gender and Sexual Violence</p>	<p>To discuss gender-based and sexual violence, the conditions that foster it and what young people can do to reduce or prevent it.</p>	<p>Activity 10.1: Learning about the GBV law</p> <p>Activity 10.2: Is it sexual violence, yes or no?</p>

Session	Session Objective	Main Activities
<p style="text-align: center;">11 Breaking the Silence</p>	<p>To discuss the culture of silence surrounding violence in families and romantic relationships and reflect on what young people can do when they or someone they know are in an abusive relationship.</p>	<p>Activity 11.1: Breaking the silence about violence</p>
<p style="text-align: center;">12 Promoting Respectful Relationships</p>	<p>To discuss how violence is used in romantic relationships and identify the characteristics of a respectful romantic relationship, and to discuss skills for successful resolution of conflicts in relationships.</p>	<p>Activity 12.1: From violence to respect in relationships</p> <p>Activity 12.2: Resolving conflict</p>
<p style="text-align: center;">13 What is Caregiving?</p>	<p>To explore how young people define caregiving and deal with it in their daily lives and to reflect on how gender roles influence the distribution of care work and encourage a more equitable distribution of childcare and housework between men and women.</p>	<p>Activity 13.1: What is the meaning of caregiving?</p> <p>Activity 13.2: Who does the care work?</p>
<p style="text-align: center;">14 My Future</p>	<p>To encourage young men to reflect about the influences of their parents on their own lives and reflect on the future they envision for themselves and the types of decisions they need to make in order to achieve their life plans.</p>	<p>Activity 14.1: My father's impact, my mother's impact</p> <p>Activity 14.2: Dreams for my future</p>
<p style="text-align: center;">15 Taking Action!</p>	<p>To reflect on what the participants have and encourage them to identify a problem in the community and the actions they can take to promote positive changes in the community.</p>	<p>Activity 15.1: What have we learned?</p> <p>Activity 15.2: Taking action!</p>

Session 1

Gender Equality

Session objective:

To create a space of trust and confidentiality and to discuss the differences between sex and gender and to reflect on how gender norms influence the lives and relationships of women and men.

Materials needed: Flipchart, markers, tape

Recommended time: 3 hours

Support sheet: None

Session overview:

1. Introduction and expectations (30 minutes)
2. Setting Ground Rules (15 minutes)
3. Activity 1.1: Gender values (45 minutes)
4. Activity 1.2: What is this thing called gender?
(1 hour 15 minutes)
5. Closing (15 minutes)

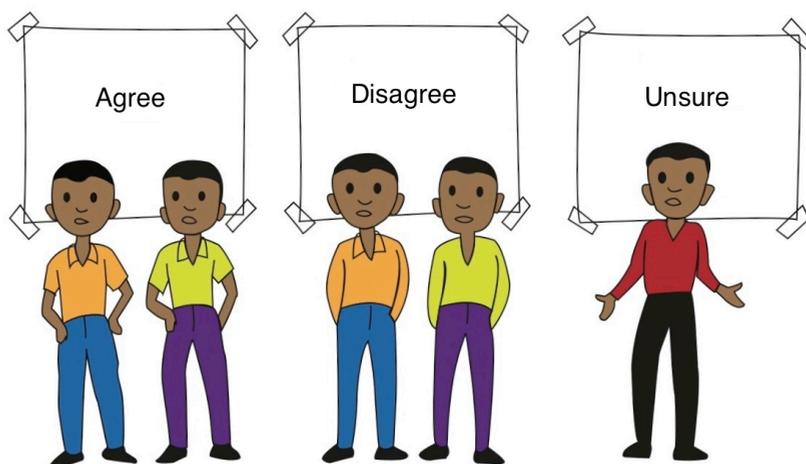
Activity 1.1

Gender values (45 minutes)

Purpose: To explore our values and attitudes about men and women.

Key Message: Men and women receive messages from family, community and the media about how they should act and how they should relate to each other. These messages influence our attitudes and beliefs about men and women, often without us even realizing it!

Before the activity begins, tape three posters on the wall, leaving enough space between each sign to allow a group of participants to stand near each one.



Instructions:

1. Explain to the group that you are going to do an activity that will help them to reflect on their own attitudes and beliefs about men and women. Remind the participants that everyone has a right to his own opinion, and no response is right or wrong.
2. Ask the group to stand up and move to where there is plenty of space and you have hung the three posters on the walls.
3. Explain that you are going to read a series of statements. After you have read a statement, the participants should stand in front the sign that reflects their own opinion – they can agree with the statement; disagree with the statement; or maybe they are not sure whether they agree or disagree.

List of statements:

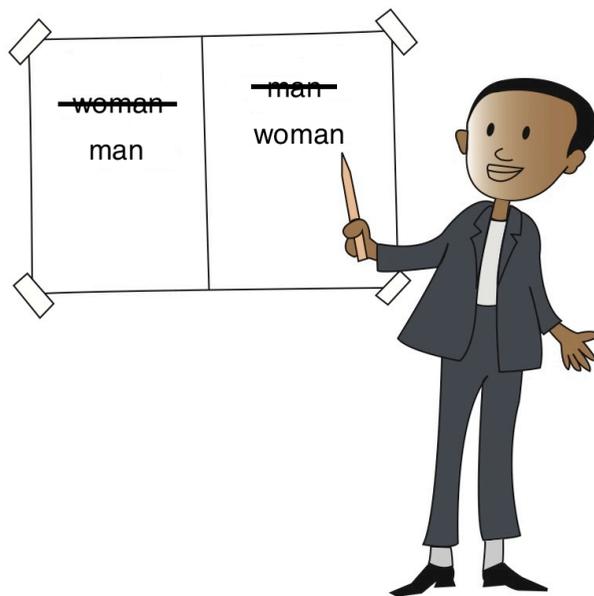
- It is easier to be a man than a woman.
 - Men can't clean the house or wash dishes.
 - Men should make the final decisions in the household.
 - A woman is more of a woman once she has had children.
4. Read aloud the first statement you have chosen. After the participants have moved to their sign, ask for one or two participants beside each sign to explain why they are standing there (why do they agree or disagree or are unsure?). Ask if anyone wants to change their minds?
 5. Read the next statement and continue the same steps until you have read the four statements and participants have had a chance to explain their opinions.
 6. After you have finished the four statements, ask the group to sit down in their chairs and ask the following questions:
 - Which statements did you have the strongest opinions about? Why do you think this was so?
 - How did it feel to talk about an opinion that was different from some of the other participants?
 - How do you think these opinions and beliefs we have about men and women might influence the way we interact with men and women?

Activity 1.2

What is this thing called gender?¹ (1 hour 15 minutes)

Purpose: To discuss the differences between sex and gender and to reflect on how gender norms influence the lives and relationships of young men.

Key Message: Although there are biological differences between men and women, many of the differences we attribute to men and women are constructed by our society. These differences are not part of our biology – we are not born this way. These characteristics can be learned from family members, friends, cultural and religious institutions, and at school.



Instructions:

1. Explain to the group that the purpose of the activity is to think about what it means to be a man and a woman in their community and how gender norms influence the lives of women and men.
2. Divide the group into 3 or 4 small groups (3 to 5 people per group). Give each group one piece of flip chart paper. Explain that each group should make two columns on the paper. On the first column write the word 'WOMAN' on the first column and the word 'MAN' on the second column.
3. Tell the participants that in their groups they are going to think of words and phrases associated

¹ Adapted from the activity 'What is this thing called Gender' in the *Program M Manual* (Promundo, Instituto PAPA, ECOS, Salud y Genero, World Education, 2007).

with the idea of “being a woman” and “being a man.” They are going to write down these words and phrases in the appropriate column. Explain that the responses can be positive or negative, and that the participants should think of both BIOLOGICAL aspects and SOCIAL characteristics. Give the groups 15 minutes to discuss and write down their responses.

4. After 15 minutes, ask each group to present their words and phrases to the group. While the groups are presenting, the facilitator should write down the most common answers for ‘woman’ on a new piece of flipchart paper and the most common answers for ‘man’ on a separate piece of flipchart paper.
5. After all of the groups have presented and the facilitator has written down the most common responses for woman and man, exchange the titles on the pieces of paper so that the ones titled “woman” are now “man,” and vice versa.
6. Ask the participants if the characteristics (social and biological) they mentioned for women could also be attributed to men. Then ask whether the characteristics mentioned for men could also be attributed to women.
7. Explain to the group that the BIOLOGICAL characteristics of women that cannot be given to men, and vice versa are what constitute our ‘sex’. Sex is biological – that is, we are born with male or female reproductive organs and hormones.
8. Next, explain that the SOCIAL characteristics of women – the roles and characteristics we usually equate with women, but can be done by both women and men, constitute our ‘gender’. Gender is how we are socialized – that is, how attitudes, behaviour and expectations are formed based on what society associates with being a woman or being a man. We are not born with these characteristics, but learn them as we grow up.
9. Tell the group that it is very easy to confuse gender with sex, but explain that gender is constructed by our society. The society assigns certain attitudes and behaviours to individuals based on their sex (e.g. women care for children, men care for cattle) and that every individual is influenced by these social expectations. However, the social expectations based on sex change over time and are not static.
10. Now, open the discussion using the questions below. Help the group discuss about which characteristics the participants do not think can be attributed to both men and women, and why. However, make sure that these sex and gender categories are not presented as rigid, inflexible or unchanging.

Questions for Group Discussion:

- Where do we learn the characteristics we associate with 'being a man' or 'being a woman'?
- How do our families and friends influence our ideas of how women and men should look and should act?
- Who else influences our ideas of how women and men should look and act?
- Do you think men and women are raised the same way? Why or why not?
- How do these different expectations of how women and men should look and act affect your daily lives and relationships?
- Do you think that expectations for how men and women should look and act are different today than when your parents and grandparents were growing up? How? Why?
- What happens when a man or a woman begins to take on the gender characteristics and roles that are traditionally associated with the opposite sex?
- How can you, in your own lives, challenge some of the negative or non-equitable, ways that men and women are expected to act?
- What did you learn with this activity? Is there anything that you learned that you can apply to your own lives or relationships?

Session 2

Gender & Power

Session objective:

To reflect on how stereotypes perpetuate gender norms and to increase young men's awareness of the existence of power in relationships.

Materials needed: Flipchart, markers, tape

Recommended time: 3 hours

Support sheet: None

Session overview:

1. Check-in (15 minutes)
2. Activity 2.1: Gender stereotypes (45 minutes)
3. Activity 2.2: Power relations (1 hour 45 minutes)
4. Closing (15 minutes)

Activity 2.1

Gender stereotypes (45 minutes)

Purpose: To reflect on how proverbs and stereotypes perpetuate gender norms in the community and the impact this has on relations between men and women.

Key Message: Gender stereotypes influence the expectations of how a man should behave and how a woman should behave and can have a big impact on our lives and relationships. Many of these rigid gender stereotypes have consequences for both men and women.

Before the activity begins, hang three pieces of flipchart paper on the walls. One should say 'agree,' another 'disagree' and the third 'unsure.'

Instructions:

1. Explain to the group that in this activity they will discuss gender stereotypes in the community and the impact they have on relations between men and women.
2. Ask the group to name some of the sayings or proverbs about men and women that are common in the community. You may share with them the examples below:
 - *Imfizi ntiyimirwa.* (A bull can have sex with whomever he wants.)
 - *Ntankokakazi ibika isake ihari.* (A hen should not speak while a rooster is present).
 - *Niko zubakwa* (A woman should never complain.)
3. Write down the sayings, proverbs or stereotypes the participants identify on the flipchart. After the group has identified a number of sayings, ask the group to stand up. Tell the group that you are going to read the sayings out loud and ask each participant whether they 'agree,' 'disagree' with the statement or are 'unsure.' They will move and stand in front of the one of the three pieces of paper – agree, disagree, unsure.
4. After you read one of the sayings, ask the participants to share why they 'agree,' 'disagree' or are 'unsure.' Once you have read four sayings, ask the group to sit down in the circle and open the discussion using the questions below.

Questions for Group Discussion:

- Where do these sayings come from? Where do we learn them?

- What impact do you think these sayings and stereotypes have in the community?
- How do they affect men? Women?
- Do you think that these stereotypes impact the way that men and women interact with each other? Why or why not?
- Do these stereotypes give some individuals power over others?
- Did you learn anything in this activity? Will you make any changes in your own life?

Activity 2.2

Power relations² (1 hour 45 minutes)

Purpose: To increase young men’s awareness about the existence of power in relationships, to reflect on how we communicate and demonstrate power in relationships, and to examine the impact of power on individuals and relationships.

Note to the Facilitator: The “Power Relations” activity can cause some discomfort for the participants because they will experience what it feels like to be treated not like a human being, but as an object. Be prepared to lighten the mood after the activity with a short energizer, song or a dance in order to help the participants relax and smile.

Key Message: Power imbalances can exist in our relationships at home, school and at the workplace. Sometimes power imbalances can lead one person to treat another person like an object. They can also reduce a person’s ability to make decisions about their bodies and their lives. Thinking about these connections can help you to construct more equitable relationships with those around you.

Instructions:

1. Tell the group that in the last activity they saw how gender norms influence the ways that men and women behave. Explain that now they are going to do an activity to think about the role of power in our relationships with others: how it influences the ways we treat others and the impact it has on individuals and relationships.
2. Ask the participants to form two lines facing each other. Half of the participants should form the first line and the other half of the participants should form the second line. Tell them to imagine there is a line drawn on the ground separating the two groups.
3. Tell the participants that everyone in the first line will now become ‘**things**’ and the other group will be ‘**persons**’.
4. Read the following directions to the group:
 - a. Participants who are acting as **things**: You **cannot** think, feel or make decisions. You have to do what the “persons” tell you. If you want to move or do something, you have to ask the person for permission.

² Adapted from the activity ‘Persons and Things’ in the *Program M Manual* (Promundo, Instituto PAPAI, ECOS, Salud y Genero, World Education, 2007).

- b. Participants who are acting as **persons**: You **can** think, feel and make decisions. You can also tell the “things” what to do.

(**Note:** it may be helpful to have two volunteers first act out for the group how a “person” might treat a “thing.”)

5. Ask the “persons” to tell the “things” what to do. The persons can order the things to do any kind of activity, such as jumping up and down, spinning around, sitting on the ground, etc.
6. Give the groups five minutes for the “things” to carry out the designated roles.
7. Next, ask the two groups to reverse roles. “Persons” will become “things,” and “things” will become “persons.” The new “persons” now have five minutes to tell the “things” what to do.
8. After five minutes, ask the participants to sit down in the circle and use the discussion questions below to help them think about the activity.

Questions for Group Discussion:

- When you were “things,” how did the “persons” treat you? How did it make you feel? Why?
- Would you have liked to have been treated differently? How?
- When you were “persons,” how did you treat the “things?” How did it feel to treat someone like an object?
- In your daily life, can you think of examples of relationships where one person treats the other person like a “thing”? Who? Why?
- In your daily life, do you treat any people like they are “things?” Who? Why?
- Why do people treat each other like this?
- What are the consequences of a relationship where one person might treat another person like a “thing?”
- What are some of the ways that our society promotes or supports relationships in which some people have power over other people?
- How do power imbalances affect us in our relationships with other people?

- How does having power over someone influence the way we communicate with or treat someone else?
- Are there other types of power that we can have? For example, power to do something or power within ourselves?
- How can this activity help you think about and perhaps make changes in your own relationships?

Session 3

Diversity and Rights

Session objective:

To encourage empathy with persons from different backgrounds and living different realities and to discuss the meaning of human rights and how they impact the lives of women and men.

Materials needed: Flipchart, sheets of paper for each participant, pens or markers, tape, copies of Support Sheet # 1

Recommended time: 3 hours

Support sheet: Support Sheet # 1 – page 24

Session overview:

1. Check-in (15 minutes)
2. Activity 3.1: Knowing diversity: me and others (1 hour)
3. Activity 3.2: What are human rights? (1 hour 30 minutes)
4. Closing (15 minutes)

Activity 3.1

Knowing diversity: me and others³ (1 hour)

Purpose: To encourage empathy with persons living different realities and to discuss the origin of violence associated with persons from different groups.

Key Message: Our society is made up of diverse individuals – many different kinds of people, some of whom may be treated differently in society. It is important for us to respect the rights of others – even those whom we perceive to be different from us.

Before the session, choose enough phrases from the list below so that each participant will have one phrase. Write each phrase on a separate (small) sheet of paper. There should be enough phrases for each person in the group to have one. If there are more people in the group than phrases, you can repeat a phrase.

- I am HIV-positive
- My boyfriend cheated on me
- I cannot read
- I hit my girlfriend once
- I am a thief
- I saw or experienced violence as a child
- I am deaf
- I am a street kid
- I am poor
- I lost my arm in an accident
- My girlfriend hit me
- I am a father and I take care of my children
- I am unemployed
- I am a single mother
- My mother was a sex worker

Instructions:

1. Explain to the participants that the activity will help them to relate with or empathize with people from different backgrounds and living different realities.
2. Ask the participants to sit in a circle and close their eyes. Explain that a sheet of paper will be placed in their hands containing a phrase about a person. After receiving the paper, the participants should open their eyes and read the phrase without saying anything.
3. Tell them that they should think silently to themselves how they would feel and what they would

³ Adapted from the activity 'Diversity and Rights: Me and Others' in the *Program H Manual* (Promundo, Instituto PAPAI, ECOS, Salud y Genero, 2002).

do if they were in the situation of the person on their card. Ask each person to take a piece of tape and stick the paper on the front of his shirt. Ask everyone to stand up slowly and walk around the room, reading the phrases of the other participants, silently greeting each other, but **not** speaking.

4. Afterwards, ask the participants to return to the circle and look at each other. Explain that each person should imagine that they are the character on their piece of paper. They should invent a story that talks about the situation or reality of their character. Allow five minutes for them to come up with their story.
5. After five minutes, tell the participants to turn to the person next to them and share the story about her character. Allow them five minutes to share their stories with each other.
6. After five minutes, ask if anyone would like to volunteer to share the story of their character with the entire group? Allow time for each person who would like to share his story. Sharing is voluntary – no one has to share.
7. After the stories are shared, ask everyone to return to their seats for discussion. Tell everyone that they can remove the papers from their shirts. Use the questions below to facilitate the discussion.

Questions for Group Discussion:

- Do you know any one who has faced a similar situation to the character described on your paper?
- What was it like for you to impersonate this character? How did you feel?
- In many places a young man or woman who is “different” or who represents a minority is a target for discrimination and violence. Can you think of any groups or types of people that suffer from discrimination or violence due to being different?
- What are some of the ways that we discriminate against others?
- Do you think it is fair that people are treated differently depending on who they are?
- How can the fact that someone is “different” from us lead to violence?
- Why do you think we fear those who are “different” from us or who are different from the rest of the community?

Activity 3.2

What are human rights?⁴ (1 hour 30 minutes)

Purpose: To discuss the meaning of human rights and how they affect the lives of young men and others in the community.

Key Message: Every human being has rights, including the right to have their own opinion, the right to education, the right to health and the right to live a life free from violence and discrimination. One of the most important steps to ensure people’s rights are respected is to ensure that more men and women are aware of their rights and how to exercise them.

Instructions:

1. Explain to the participants that you are going to do an activity to discuss the meaning of human rights and how they affect our lives and the lives of those around us.
2. Ask the participants what comes to mind when they hear the phrase “human rights.” Write down any words or phrases that come to mind. Read aloud the definition of human rights:

“Human rights are the basic rights and freedoms that belong to ALL people everywhere. The United Nations was created in 1945 with the intent of preserving world peace and promoting human rights. Today, all countries belong to it. The Universal Declaration of Human Rights, which was adopted by the United Nations General Assembly in 1948, forms the basis for human rights protection and promotion around the world. The Declaration has been endorsed by all countries, including Rwanda, which ratified – or agreed to uphold these rights by signing the declaration, in 1948.

Many countries have included the rights set forth in the Declaration in their basic laws or constitutions, such as the 2003 Rwandan Constitution. Human rights are universal – meaning that all people are entitled to these rights by virtue of being human. Human rights are also inalienable – meaning that they cannot be taken away from anyone at any time.”

3. Ask the group whether they think rights also come with duties or responsibilities?
 - What responsibilities or duties do individuals have?
 - What responsibilities or duties to governments have?

⁴ Adapted from the activity “What are human rights?” in the *Program M Manual* (Promundo, Instituto PAPAI, ECOS, Salud y Genero, World Education, 2007).

4. Now, divide the participants into two or three smaller groups. Tell each group to choose one of the rights from the Human Rights Support Sheet (Support Sheet # 1) and think about instances in which that right may be violated or not be respected. Explain that each group should develop a role-play to act out a situation where a right is not respected. Give them 15 minutes to develop their role-plays.
5. After 15 minutes, ask the groups to perform their role-plays. After the role-plays are performed, open the discussion using the questions below.

Questions for Group Discussion:

- What were the rights that were not respected in the role-plays?
- Are these situations realistic?
- What other rights are sometimes violated, or not respected, in the community?
- Are some people treated differently than others in the community? Think about the characters you role-played in the first activity (“Knowing diversity: me and others”)
- Are the rights of these individuals always respected?
- Why are some peoples’ rights not respected?
- Do you think there is a connection between discrimination and power? Explain.
- Do men and women have the same rights in the community? Do young people? Why or why not?
- Who is responsible for protecting the rights of people in the community?
- Do you know any institutions or organizations where someone can go when their rights are not respected? (For example, the Ombudsman, National Youth Council, Human Rights Commission)
- How can you help to protect your own rights and the rights of others?
- What have you learned during this session? Have you learned anything that can be applied in your own life and relationships?

Support Sheet #1

What are Human Rights?

Fundamental Human Rights included in the Rwandan Constitution:

- **Right to non-discrimination:** “All Rwandans are born and remain free and equal in rights and duties. Discrimination of whatever kind based on, inter alia, ethnic origin, tribe, clan, colour, sex, region, social origin, religion or faith, opinion, economic status, culture, language, social status, physical or mental disability or any other form of discrimination is prohibited and punishable by law.” (Article 11)
- **Freedom from torture:** “No person shall be subjected to torture, physical abuse or cruel, inhuman or degrading treatment.” (Article 15)
- **Equality before the law:** “All the humans are equal in front of the law. They have right, without any distinction, to an equal protection.” (Article 16)
- **Freedom of expression and opinion:** “Freedom of thought, opinion, conscience, religion, worship and the public manifestation thereof is guaranteed by the State.” (Article 33)
- **Right to work:** “Every person has the right to free choice of employment.” (Article 37)
- **Right to education:** “Every person has the right to education.” (Article 40)
- **Right to health:** “All citizens have the right and duties relating to health. The State has the duty of mobilizing the population for activities aimed at promoting good health and to assist in the implementation of these activities.” (Article 41)
- **Right to participation:** “All citizens have the right to participate in the government of the country, whether directly or through freely chosen representatives in accordance with the law.” (Article 45)

Session 4

Sexual & Reproductive Health Rights

Session objective:

To discuss the meaning of sexual and reproductive health rights (SRHR) and their importance in the lives of young men.

Materials needed: Flipchart, markers, pens and pencils, tape, copies of Support Sheet # 2

Recommended time: 2 hours 30 minutes

Support sheet: Support Sheet # 2 – page 28

Session overview:

1. Check-in (15 minutes)
2. Activity 4.1: What are sexual and reproductive health rights? (2 hours)
3. Closing (15 minutes)

Activity 4.1

What are sexual and reproductive health rights?⁵ (2 hours)

Purpose: To discuss the meaning of sexual and reproductive health rights (SRHR) and their importance in the lives of young men.

Key Message: Sexual and reproductive health rights are fundamental to human rights and belong to women and men of all ages. These rights include the right to make autonomous decisions about one's sexual and reproductive life free from coercion or violence. Young men also have the right to seek out information and services to help them to make healthy decisions about their bodies.

Instructions:

1. Explain to the group that you are going to do an activity to talk about Sexual and Reproductive Health rights - which are a part of 'human rights,' which you discussed during the last session.
2. Divide the participants into three small groups (3-5 people).
3. Explain that you are going to give each group three sexual or reproductive health rights to discuss. Tell the groups that these are rights that belong to all people – men and women, including young people, and that they are included in Rwanda's Adolescent Sexual and Reproductive Health and Rights Policy created in 2012. The policy was designed to protect and promote the sexual and reproductive health rights of young people ages 10-24.
4. Assign each group three of the rights from the Sexual and Reproductive Health Rights Support Sheet (Support Sheet # 2). Explain that each group should discuss whether or not the rights they were given are respected in the community – in other words, do all people in the community enjoy this right? Explain that they have the options to AGREE, SOMEWHAT AGREE, or DISAGREE. Allow 20 minutes for these discussions.
5. After 20 minutes, ask each group to present the rights they discussed. Ask each group one by one to read out the right they were given and explain to the rest of the group what they decided. Tell the groups to tape their rights on the appropriate piece of paper on the wall – AGREE, DISAGREE or SOMEWHAT AGREE that this right is respected – as they explain their reasons.
6. Ask the rest of the group if they agree with the responses. After all the groups have presented all of

⁵ Adapted from the activity "What are Sexual and Reproductive Health Rights" in the H|M|D Toolkit (Promundo, ECOS, Instituto PAPA!, Salud y Genero 2013).

the rights, use the following questions to discuss the importance of sexual and reproductive health rights in the lives of women and men.

Questions for Group Discussion:

- What do you think of these rights? Do you accept them?
- Are the sexual and reproductive rights of young men and women respected in the community?
- Which rights are most often violated or not respected? Why?
- Do you think that young people have the same sexual and reproductive rights as adults? Why or why not?
- Do you think that women and men have the same sexual and reproductive rights? Why or why not?
- Why are some rights given more attention than other rights?
- What are the biggest obstacles that women face in protecting their sexual and reproductive rights? Obstacles men face?
- Can you think of instances where men and women in romantic relationships do not respect each others' sexual and reproductive rights?
- How can women and men in romantic relationships respect each others' rights?
- What associations or institutions in your community offer services to protect the sexual rights and reproductive rights of young women? Of young men?
- What have you learned in this activity? Have you learned anything that can be applied to your own life and relationships?

Homework:

At the next session we are going to have a health provider come to provide information on sexual and reproductive health, particularly on preventing sexually transmitted infections and HIV. Before the next session, you should think about some of the questions you might have about safe sex that you want to ask the health provider. Come prepared with some of your questions to ask at the next session.

Support Sheet # 2

Sexual and Reproductive Health Rights

All people, regardless of their age or sex, are entitled to the right to health, including sexual and reproductive health. Rwanda's Adolescent Sexual and Reproductive Health and Rights Policy, and other laws and health policies, protect the rights of adolescents to the following sexual and reproductive health rights:

- **You have the right to full respect for your bodily integrity.** You have the right to make autonomous decisions about your own sexual life and to have your body and its boundaries respected. This includes freedom from torture, mutilation and violence of any type - others cannot force you to do or experience something you do not want.
- **You have the right to decide whether to be sexually active or not, including the right to become involved in consensual sexual relationships and to get married with the complete consent of both parties.** You have the right not to be forced to marry or have sex with someone.
- **You have the right to sexual health, which requires access to all types of quality sexual health information and education.** You have the right to information on sexual and reproductive health, including family planning and contraceptives, prevention of HIV, STIs and pregnancy to help you make healthy decisions.
- **You have the right to equal access to adequate health care and services, regardless of your age, sex, race, marital or health status.** Adolescents, like adults, have the right to privacy and confidential sexual and reproductive health services.
- **You have the right to decide freely and responsibly the number, spacing and timing of children.** Every individual has the right to decide if he or she wants to have children. If a person wants to have children, he or she can decide how many children to have.
- **You have the right to have a satisfying and safe sexual life.** People of all ages have the right to seek and experience sexual pleasure and have the right to demand safe sex to prevent sexually transmitted infections or to prevent pregnancy.

Session 5

Preventing STIs & HIV

Session objective:

To provide young men with information on how to prevent sexually transmitted infections (STIs), including HIV, and to answer young men's sexual and reproductive health concerns.

Materials needed: Samples of condoms, wooden penis for demonstration

Recommended time: 3 hours

Support sheet: None

Session overview:

4. Check-in (15 minutes)
5. Activity 5.1: Preventing STIs and HIV (2 hours 30 minutes)
6. Closing (15 minutes)

* This session can be conducted with young men only, or with young men and young women, if the participants prefer. If conducted with a mixed group, please introduce everyone and re-establish the ground rules. A health provider is required. *

Activity 5.1

Preventing STIs and HIV (2 hours 30 minutes)

Purpose: To provide young men with information on how to prevent sexually transmitted infections (STIs), including HIV, and to answer young men's sexual and reproductive health concerns.

Key Message: It is very important to know what HIV and STIs are and how to prevent them. HIV and STIs can have lifelong, even fatal consequences. If you are sexually active, you have a responsibility to yourself and to your partner to practice safer sex.



Instructions:

1. Explain to the group that the purpose of this activity is to discuss how young men can prevent sexually transmitted infections (STIs), including HIV, and how to practice safer sex.
2. Invite the health provider to present to the group on STI and HIV prevention. Allow the health provider 2 hours and 30 minutes to provide information on how young people can prevent STIs, HIV and to answer any questions that the group may have. This presentation should be in line with

Ministry of Health guidelines for young people and should include a presentation on how to use condoms.

3. After the health provider has presented information on preventing STIs and HIV and has answered the questions from the participants, open up the discussion using the questions below.

Questions for Group Discussion:

- Why is safer sex important?
- When should someone get tested for HIV?
- Why are people afraid of doing an HIV test?
- How can you protect yourself and your partner from HIV and STIs?
- Why is it important to seek medical advice and SRH services when starting one's sexual life?
- When should you discuss with your partner about having safer sex?
- Is it easy to talk with the opposite sex about having sex and preventing HIV and STIs?
- What is your responsibility to your partner?
- Is it easy for young people to practice safer sex? Why or why not?
- If you forget to use a condom, or the condom breaks, what can you do?
- What if your partner says that she will only have sex with you if you use a condom? How would you feel?
- What can you do if your partner refuses to use a condom?

Session 6

Contraception

Session objective:

To provide young men with accurate information on contraception and preventing pregnancy, and to learn where young people can go for SRHR services and information.

Materials needed: Samples of contraceptive methods, including male and female condoms, wooden penis for demonstration, flipchart, black, green and red markers (enough for each group to have 1 of each), tape

Recommended time: 3 hours and 15 minutes

Support sheet: None

Session overview:

1. Check-in (15 minutes)
2. Activity 6.1: What do we know about contraception? (2 hours)
3. Activity 6.2: Where can we go? (45 minutes)
4. Closing (15 minutes)

* This session can be conducted with young men only, or with young men and young women, if the participants prefer. If conducted with a mixed group, please introduce everyone and re-establish the ground rules. A health provider is required. *

Activity 6.1

What do we know about contraception? (2 hours)

Purpose: To learn what information young men have about contraceptive methods and to provide them with accurate information on preventing pregnancy.

Key Message: Men also have a responsibility for preventing pregnancy. There are several different contraceptive methods, and it is important to talk about them with your partner and decide on the method that is best.

Instructions:

1. Explain to the group that in the next activity they are going to learn about other types of contraceptive methods besides condoms and how they can be used to prevent pregnancy.
2. Ask the group “what are some contraceptive methods, or ways of preventing pregnancy?” Write down their responses on a flipchart paper. [Possible responses include hormonal methods (pills, injections), intrauterine devices, barrier methods (condoms), rhythm methods, vasectomy or tubal ligation, and emergency contraception.]
3. After the group has given their responses, ask them if they know how these methods are used or how they work to prevent pregnancy? Allow the group to respond.
4. Next, explain that the health provider will now give them more information on the different types of contraceptive methods that exist and are available in the community.
5. Allow the health provider 45 minutes to present on the different forms of contraceptives that are available and how they work. The health provider should bring examples or photos of the methods in order to best illustrate the different methods available.
6. After the health provider has finished presenting the different methods and answering the questions from the participants, open up the discussion using the questions below.

Questions for Group Discussion:

- What do you think are the most recommended contraceptive methods for young people?
- Are these methods easy to obtain in the community? Why or why not?

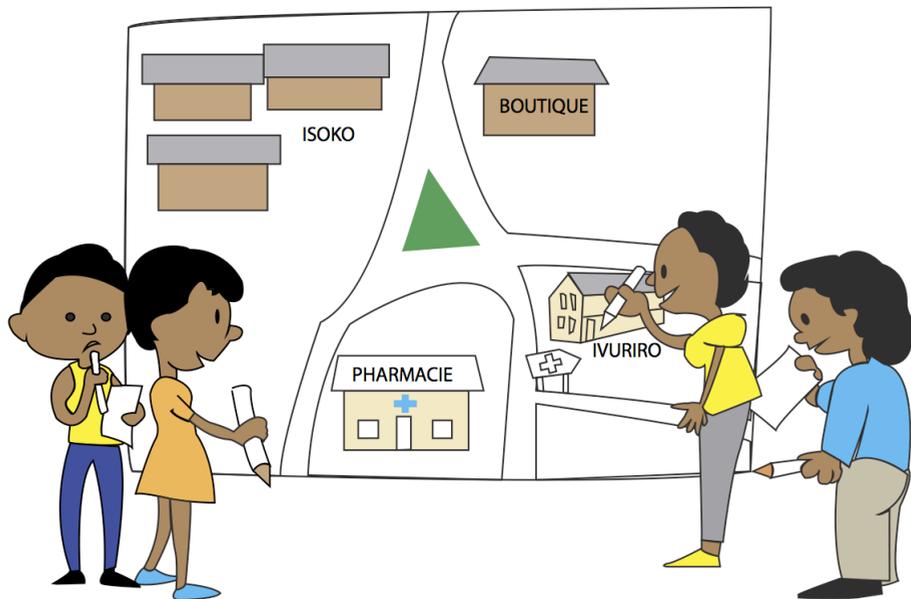
- What is the only method that prevents pregnancy and protects against sexually transmissible infections and HIV?
- Who has to think about contraception? The man or the woman? Why?
- Why should men be aware of the different contraceptive methods?
- What do you think is the role of the man in preventing pregnancy?
- When should you talk to your partner about it?
- Can a young woman suggest condom use?
- Can a woman carry condoms? Why or why not?
- What do men think of women who ask them to use a condom? Why?
- What happens in real life, do couples talk about condom use? Why or why not?
- Did you learn anything new today? Did you learn anything that will be helpful in your own life?

Activity 6.2

Where can we go? (45 minutes)

Purpose: To learn where young people can go for SRH information and services, including condoms (either for free or for sale) and to identify any barriers for young people to access SRH information and services.

Key Message: It can be difficult for young people to access sexual and reproductive health information and services, including condoms. It is important that young people know where they can get these services because the consequences of not using a condom or leaving an STI untreated can be much more difficult!



It is important that the instructions for this activity be given clearly to the participants so that each group first creates a map using a **black** marker. At the second step, each group will be given green and red markers to make **green** and **red** dots to indicate safe and unsafe places. It may be helpful to hang a piece of paper on the wall as a guide or example.

Instructions:

1. Tell the participants that you are now going to do an activity that is linked to one of the rights you have discussed in the previous session – **the right to sexual health, which requires access to all types of quality sexual health information, education and confidential services**. Explain that the purpose of the activity is to learn where young people can access sexual and reproductive health information and services (including condoms) in the community.

2. Divide the participants into three or four smaller groups (3-5 people per group). Give each group a piece of flipchart paper and one **black** marker.
3. Explain to the groups that using the **black** marker they should draw a map of the places in the community that provide Sexual and Reproductive Health **information** or **services** (services can include clinical services, HIV testing, family planning, condom distribution, etc.). Explain that the groups should focus only on the area immediately surrounding where they live. Tell the groups that they can include organizations, people, and institutions where SRH information or services are provided. Give them 15 minutes to draw their maps.
4. After 15 minutes, give each group one **red** and one **green** marker.
 - Explain that they should put a **green** dot next to the places where young people feel safe and comfortable to access SRH information or services.
 - Explain that they should put a **red** dot next to the places where young people do **not** feel safe or comfortable to access SRH information or services.
5. After 10 minutes, ask each group to present their map to the group, explaining the places where they feel safe to access services and the places where they do not.
6. After all the groups have presented their maps, ask everyone to sit back down in the circle for discussion using the questions below.

Questions for Group Discussion:

- From what you have seen on the maps, are some SRH services or information easier to access than others?
- Have you ever been to any of these places before?
- Is it easy for young people to access SRH services? What are some of the difficulties that young people face in seeking SRH information and services?
- What types of places are services most accessible and safe for young people? Why?
- Do young men and women seek information and services from the same places?
- Are there some places that you wish young people could access SRH information and services, but that you do not currently comfortable to go?

- Who do you usually talk to for information about SRH? Parents? Family members? Friends? Why?
- What difficulties do young people have in getting condoms? Where are they easy to find? Do young men and women face the same difficulties?
- What do you think could be done to make these services more accessible and friendly for young people?

Session 7

Condom Negotiation

Session objective:

To role-play situations that occur in negotiating safer sex and reinforce the tools for negotiating safe conditions, and to discuss the consequences of unplanned pregnancy and responsibilities of women and men in preventing pregnancy.

Materials needed: Large pieces of paper, markers, tape, examples of male and female condoms (if available), copies of Support Sheet # 3

Recommended time: 3 hours

Support sheet: Support Sheet # 3 – page 44

Session overview:

1. Check-in (15 minutes)
2. Activity 7.1: Want...don't want... (1 hour 30 minutes)
3. Activity 7.2: Unplanned pregnancy, yes or no? (1 hour)
4. Closing (15 minutes)

* This session can be conducted with young men only, or with young men and young women, if the participants prefer. If conducted with a mixed group, please introduce everyone and re-establish the ground rules. *

Activity 7.1

Want...don't want...⁶ (1 hour 30 minutes)

Purpose: To role-play situations that occur in negotiating safer sex and to discuss the benefits of using a condom and to reinforce the tools for negotiating safe conditions.

Key Message: It is always best to plan ahead and practice safer sex by discussing sex and contraceptive use with your partner before you start to have sex. It is also the responsibility of each partner to respect the other person's decision. This includes the decision not to have sex, as well as the decision to use a condom if sex is desired.



Instructions:

1. Explain to the participants that the purpose of the next activity is to role-play situations that occur when negotiating safer sex in order to strengthen their negotiation skills.
2. Divide the participants into four (4) small groups, giving each group a number. Assign each group a theme:
 - **Group 1:** Men who want to use a condom
 - **Group 2:** Men who do *not* want to use a condom
 - **Group 3:** Women who want to use a condom
 - **Group 4:** Women who do *not* want to use a condom
3. Explain that each group is going to discuss the reasons for their group's beliefs. [For example, Group 1 will discuss the reasons why a man would want to use a condom, while Group 2 will discuss the reasons why a man would not want to use a condom.] Give each group 15 minutes to prepare the following:

⁶ Adapted from the activity "Want...don't want...want...don't want" in the *Program H Manual* (Promundo, ECOS, Instituto PAPA!, SaludyGenero, 2002).

- Discuss the reason for their character’s beliefs and write them on a piece of paper if they want.
 - Then, they will have to choose one person from their group to participate in a role-play with someone from another group.
 - The person chosen will have to role-play about negotiating condom use with a partner, based on their character and the reasons discussed in the group.
4. After 15 minutes, ask the groups to come back and sit in the circle. Ask one person from Group 1 (Men who want to use condoms) and one person from Group 4 (Women who do *not* want to use condoms) to come forward to perform the role-play of a condom negotiation between a man and a woman while keeping in character. Each individual will have to act out or personify the type of person they were assigned (e.g. a woman who wants to use a condom).
 5. Now, the first negotiation will take place. The individuals have five minutes to role play the negotiation as their characters, imagining that sexual intercourse is desired.
 6. After the first negotiation, ask one person from Group 2 (Men who do *not* want to use a condom) to negotiate with one person from Group 3 (Women who want to use a condom). The individuals have five minutes to role-play the negotiation as their characters.
 7. After the role-plays, ask the participants to take their seats again and facilitate a discussion using the questions below.

Questions for Group Discussion:

- Actors - how did you feel during the negotiation? What did you realize?
- Audience - what did you feel while watching the negotiations?
- What were some of the reasons why women did not want to use condoms? Men’s reasons?
- What were the strongest reasons for not using condoms?
- What are some arguments that you could give to change their opinion?
- In which way is this negotiation similar to what happens in real life?
- Do you think it is easier or harder to negotiate condom use in real life?
- What do you think is needed for condom negotiation to be successful?
- What are the consequences of unsuccessful negotiation?

- How do you think power imbalances between partners affect condom negotiation between partners?
- When is the best moment to negotiate condom use? Why?
- What have you learned in this activity? Can you apply anything to your own life?

Activity 7.2

Unplanned pregnancy, yes or no?⁷ (1 hour 15 minutes)

Purpose: To discuss the roles and responsibilities of women and men in preventing pregnancy and the consequences of unplanned pregnancy for young women and men.

Key Message: Unplanned pregnancy can have big consequences on the lives of young men and women. It is the responsibility of both partners to prevent unplanned pregnancy by discussing sex and contraceptive use and coming prepared to have protected sex.

Instructions:

1. Explain to the group that you are going to do an activity to discuss the consequences of unwanted pregnancy and the roles and responsibilities of young men and women in preventing pregnancy.
2. Read the story of 'Josephine and Olivier' to the participants (Support Sheet # 3).
3. Tell the participants that you are going to break them into two groups to create role-plays. Explain that each group will create an ending to Josephine and Olivier's story – but each group will be given different instructions.
4. Divide the participants into two groups and assign each group its role-play:
 - **Group 1:** What happens to **Josephine** when she becomes pregnant? Role-play the consequences of an unplanned pregnancy for Josephine.
 - **Group 2:** What happens to **Olivier** when he finds out Josephine is pregnant? Role-play the consequences of unplanned pregnancy on Olivier.
5. Give the groups 10 minutes to develop their role-plays. Explain that not all of the people in each group have to act in the role-play. Some people can be audience members.
6. After 10 minutes, ask each group to present its role-play using the story endings they were given. After the role-plays are completed, ask the participants to sit down in the circle for discussion and open the discussion using the questions below.

⁷ Loosely adapted from the activity 'Pregnancy, yes or no?' in the *Program M Manual* (Promundo, Instituto PAPA!, ECOS, Salud y Genero, World Education, 2007).

Questions for Group Discussion:

- How did Josephine and Olivier’s decision to have sex without a condom impact them and their futures?
- Are there any other possible endings to Josephine and Olivier’s story?
- When a young woman becomes pregnant, how do people react?
- How does unplanned pregnancy change a young woman’s life? A young man’s life?
- Are the consequences fair on young women? On young men?
- Do young women worry about unplanned pregnancy? Do young men worry about it? Why or why not?
- What do you think are the responsibilities of young men and young women in preventing unplanned pregnancy?
- Is unplanned pregnancy a problem in the community? Do you know of anyone who has faced this situation?
- How can the number of unplanned pregnancies be reduced?
- What have you learned in this activity? Anything that can be applied in your own life?

Support Sheet # 3

Josephine and Olivier's Story

Josephine is 18 years old and in secondary school. She does well in school and plans to continue studying at the university. She participates in school activities and is a member of the school's anti-AIDS club.

She is a very happy, extroverted, dynamic girl with lots of friends, and is kind to everyone, especially Olivier, her boyfriend who is also 18. They love to spend time together and share many of the same dreams about the future. Olivier is also a good student and wants to attend the university together with Josephine.

After they had known each other for a few months, Olivier suggested they have sex for the first time. They are both in the anti-AIDS club and they know the importance of using condoms to prevent STIs, HIV and pregnancy. But, one day Olivier invites Josephine over to his house and his parents are not home. They start kissing and decide that they want to have sex. Josephine asks if Olivier has a condom, but he does not, and they decide to have sex anyway. Later, Josephine finds out that she is pregnant...

Session 8

Pleasures and Risks

Session objective:

To encourage discussion about the risks and consequences of alcohol and drug abuse and how young men can help each other in reducing the harm caused by drugs and alcohol.

Materials needed: Flipchart, markers, tape, ball

Recommended time: 3 hours

Support sheet: None

Session overview:

5. Check-in (15 minutes)
6. Activity 8.1: What do we know about alcohol? (45 minutes)
7. Activity 8.2: Pleasures and risks (1 hour 45 minutes)
8. Closing (15 minutes)

Activity 8.1

What do we know about alcohol?⁸ (45 minutes)

Purpose: To encourage discussion about alcohol abuse and related problems and consequences for young men.

Key Message: Alcohol abuse is very common in our communities. It is important to be able to differentiate between alcohol use and abuse. Excessive use of alcohol can have negative impacts on ourselves and our relationships.

Instructions:

Before the activity begins, hang two pieces of flipchart paper on the wall. On the first piece of paper write “Reasons” on the top. On the second piece of paper write “Problems.”

1. Explain that the purpose of the activity is to discuss alcohol use and the consequences it has for young men.
2. Ask all of participants to stand in a circle. Tell the participants that they will have to toss the ball from one person to another randomly.
3. Explain that the person who receives the ball needs to give one reason (positive or negative) why men and women use alcohol. Make it clear that right now they are only focusing on the “reasons” for alcohol use, not the consequences. Encourage the participants to give a different reason from the others who have gone before them.
4. Start the activity by tossing the ball to someone. As the participants give some of the reasons for using alcohol, write down their responses on the piece of flipchart paper with the word “REASONS” written at the top.
5. Let the participants toss the ball until everyone has had a chance to speak or until the group can think of no more reasons.
6. Stop the participants and explain that now, they will toss the ball and whoever receives it has to say one “problem” or “consequence” caused by drinking **excessively**. As the participants toss the ball, write down the responses on the piece of paper with “PROBLEMS” written at the top.

⁸ Adapted from the activity “Throw the Drunk Ball” from the *Journeys of Transformation* (Promundo, CARE International, 2012).

7. Let the participants toss the ball until everyone has had a chance to speak or until the group can think of no more consequences.
8. After the participants have finished tossing the ball ask everyone to sit down in the circle and use the questions below to lead the discussion.

Questions for Group Discussion:

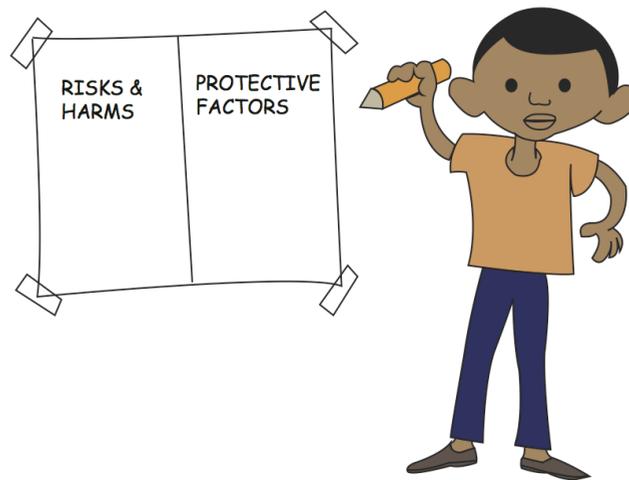
- Why do young people drink alcohol?
- Do you think these are different than the reasons adults drink alcohol?
- Why do men use alcohol? Women?
- Do you think men generally drink more than women? Why?
- Is there any connection between alcohol use and being “real men”?
- What is the difference between healthy drinking and drinking that leads to problems?
- Is it the same for everyone?
- What are some of the reasons that people drink too much?
- Are there people who pressure or encourage young people to drink? Who are they? Why do you think they pressure people to drink?
- Do you know someone who drinks too much? What are the consequences for himself or herself and those around them?

Activity 8.2

Pleasures and risks⁹ (1 hour 30 minutes)

Purpose: To reflect on the risks associated with things, like alcohol and drugs, that give pleasure, and to discuss strategies for reducing the risks and harms of alcohol and drugs.

Key Message: Many decisions in our lives come with both pleasures and risks – including the decision to drink, smoke, or use illegal drugs. It is important to be aware of the risks associated with alcohol and drug use and feel capable of minimizing the harm it might have on your life and relationships.



Instructions:

1. Tell the group that in the last activity they looked at some of the risks that can come from alcohol abuse. Explain that in the next activity, they are going to look at some of the risks that are associated with alcohol and drugs, and discuss some of the strategies for reducing the potential harm caused by alcohol or drug use.
2. Ask the group whether they know any young people who drink alcohol. Ask them if they know any other substances or drugs that young people use. Write down their responses on a flipchart.
3. Explain that you are now going to divide the participants into three smaller groups. Give each group a piece of flipchart paper and a marker. Tell each group to make two columns. In the first column, right to words “Risks and Harms.”

⁹ Adapted from the activity “Pleasures and Risks” from the *Program M Manual* (Promundo, Instituto PAPA, ECOS, Salud y Genero, World Education, 2007).

4. Explain that each group should write down the “Risks and Harms” associated with using drugs or alcohol. A **risk** is the possibility of something bad happening. **Harm** refers to the negative consequence(s) that happens as a result of an action. Give the groups 10 minutes.
5. After 10 minutes, tell the groups to write the words “Protective Factors” at the top of the second column. Explain that a **protective factor** is an action or a situation that can protect from a risk or harm. Explain that each group should now write down some of the protective factors - measures young people can take – to help them avoid or reduce the risks and harms associated with alcohol and drug use. Give the groups 10 minutes.
6. After 10 minutes, ask each group to present their list of risks and harms and their list of protective factors. After each group has presented, open the discussion using the questions below.

Questions for Group Discussion:

- Why is it important to think about the risks and harms associated with alcohol and drug use?
- Why is it important to think about the protective factors associated with alcohol and drug use?
- What is the relationship between drugs and alcohol and pleasure?
- What are the most common risks or harms associated with drug and alcohol use?
- Are the risks different for drugs than for alcohol?
- Can drinking or drug use impair our ability to make good decisions?
- What can happen when we are not able to make proper decisions?
- What do you think is the most important protective factor or skill can we develop to help protect us from these risks?
- What role do friends play in helping us to avoid risks that put us in danger?
- What information or support do you think young people need in order to practice risk reduction in their own lives?
- What can you do to support someone that you think is drinking excessively or using drugs?
- What have you learned in this activity? Is there anything that will be useful in your own life?

Session 9

Identifying Violence

Session objective:

To identify the different forms of violence that young men perpetrate or that are committed against them and to become familiar with the different types of violence that exist.

Materials needed: Flip chart, small pieces of paper (5 pieces per person), markers, 3 baskets, pens and pencils, tape, copies of Support Sheet # 4

Recommended time: 3 hours

Support sheet: Support Sheet # 4 – page 53

Session overview:

1. Check-in (15 minutes)
2. Activity 9.1: What is violence? (1 hour)
3. Activity 9.2: The cycle of violence (1 hour 30 minutes)
4. Closing (15 minutes)

Activity 9.1

What is violence?¹⁰ (1 hour 15 minutes)

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

Key Message: At its most basic level, violence is a way to control or have power over another person. People often only think about violence as physical aggression, but there are other forms of violence as well. Violence is a violation of human rights, whether enacted against women, men or children.

Instructions:

1. Explain that the purpose of the activity they are going to do is to discuss what violence is and the different types of violence that exist.
2. Ask the group, “What is **violence**?” Write down their responses on a flipchart. Encourage them to think about all the different forms of violence that can exist.
3. Explain to the group that at its simplest level, violence is “the use of force or the threat of force by one individual against another.” Violence is not a random act. It happens in specific circumstances and settings. Violence happens more frequently in some settings than others. Explain that acts of violence can be divided into four broad categories:
 - **Physical violence:** Using physical force such as hitting, slapping, kicking, burning or pushing.
 - **Emotional or Psychological violence:** Often the most difficult form of violence to identify. It may include humiliating, threatening, insulting, pressuring, and expressions of jealousy or possessiveness such as the controlling of decisions and activities. It can also include restricting someone’s movements. This form of violence can be verbal or non-verbal.
 - **Sexual violence:** Pressuring or forcing someone to perform sexual acts (from kissing to sex) against their will or making sexual comments that make someone feel humiliated or uncomfortable. It does not matter if the person has previously consented to sexual behaviour – consent must be given at the time.
 - **Economic violence:** When someone else exercises complete control over a person’s money and other economic resources. This type of violence is a way of exerting power and can be

¹⁰ Adapted from the activity “What is Violence” from the *Program M Manual* (Promundo, Instituto PAPAI, ECOS, Salud y Genero, World Education, 2007).

used to control someone's movements, for example keeping them from meeting friends, etc.

4. Explain that you are going to divide everyone into four groups. Each group is going to create a short role-play demonstrating one type of violence. Each group will be assigned a different form of violence. Assign each group one form of violence listed above. Give them 5-10 minutes to create their role-play.
5. Ask each group to present their role-play on the form of violence they were assigned. After all of the groups have presented, open up the discussion using the questions below.

Questions for Group Discussion:

- Are these situations realistic?
- What are the most common types of violence that occur in the family? In romantic relationships? Between friends?
- Are only men violent, or are women also violent?
- Does a person, man or woman, ever "deserve" to be hit or suffer some type of violence? Why or why not?
- Do you think there is a relationship between power and violence? (Encourage the participants to think of the different types of power (economic, physical, etc.) that a person can have over another and link to violence).
- Are there types of violence that are related to a person's gender? (Here you can give some explanation of what gender-based violence is, using Support Sheet # 4).
- What are the consequences of violence on individuals? On relationships? On communities?
- What have you learned in this activity? Have you learned anything that can be applied in your own life and relationships?

Support Sheet # 4

Types of Violence

Physical violence

Using physical force such as hitting, slapping, kicking, burning or pushing.

Emotional or Psychological violence

Often the most difficult form of violence to identify. It may include humiliating, threatening, insulting, pressuring, and expressions of jealousy or possessiveness such as the controlling of decisions and activities. It can also include restricting someone's movements. This form of violence can be verbal or non-verbal.

Sexual violence

Pressuring or forcing someone to perform sexual acts (from kissing to sex) against their will or making sexual comments that make someone feel humiliated or uncomfortable. It does not matter if the person has previously consented to sexual behaviour – consent must be given at the time.

Economic violence

When someone else exercises complete control over a person's money and other economic resources. This type of violence is a way of exerting power and can be used to control someone's movements, for example keeping them from meeting friends, etc.

Gender-based violence

Any act that results in a bodily, psychological, sexual or economic harm to somebody just because they are female or male. Such an act results in the deprivation of freedom and negative consequences.

Activity 9.2

The cycle of violence¹¹ (1 hour 30 minutes)

Purpose: To reflect on the different forms of violence that we perpetrate, that are committed against us or that we witness.

Note to the Facilitator: Discussing violence, especially violence that a person has personally experienced, can be very difficult. It is recommended to end the session with a fun, light energizer (e.g. a song or dance) to help the participants smile and relax. It can also be a pledge where the participants commit to ending violence in their communities.

Key Message: Too many of us have experienced or witnessed violence at some point in our lives and often this violence is considered normal. All of us are capable of perpetrating and experiencing violence – however, violence is a learned behaviour, and as such, it can also be unlearned.



Instructions:

Prior to this session set up the three baskets needed for the activity. Label the baskets:

- Violence I **Experienced**
- Violence I **Used**
- Violence I **Witnessed**

11 Adapted from the activity "Understanding the Cycle of Violence" from the *Program M Manual* (Promundo, Instituto PAPAÍ, ECOS, Salud y Género, World Education, 2007).

Part 1: Violence we use, experience or witness

Instructions:

1. Explain to the participants that the purpose of this activity is to talk about the violence we experience in our lives and communities, including the violence we use against others, and the violence used against us.
2. Give each participant 3 pieces of paper and a pen. Explain that each piece of paper corresponds to a category of violence:
 - Violence I have **experienced** (violence used against me)
 - Violence that I have **used**
 - Violence that I have **witnessed**
3. Explain that each person should think about the violence they have **used, experienced, and witnessed** in their own lives and write a short reply for each one on a separate sheet of paper. Each person should write at least one reply for each category. Explain that they should not write much, just a few words or a phrase. They should not write their names. Give them 10 minutes to write down their responses.
4. After 10 minutes, explain that each person should put their responses in the correct basket: Violence **used, experienced** or **witnessed**.
5. Ask the participants, if anyone would like to volunteer to share their replies to the group. This part is voluntary – no one has to share.
6. If no one is comfortable sharing their responses, you should choose a few responses to read out anonymously from each basket. Make sure to read a few responses from each of the three categories: violence used, experienced and witnessed.

Part 2: How we feel when we use or experience violence

Before starting the second part of the activity, set up two baskets and label the baskets:

- **Using** violence
- **Experiencing** violence

Instructions:

1. Explain that now you are going to think about we feel when we use and experience violence.
2. Give each person 2 pieces of blank paper.
3. Explain that now you want everyone to think about two things: first, how they feel when they use violence against someone, and second, how they feel when violence is used against them (when they experience it).
 - How I feel when I use violence
 - How I feel when violence is used against me
4. Give them 10 minutes to write down their responses. After 10 minutes, explain that each person should put their responses in the correct basket: how I feel when **using violence** and **experiencing violence**.
5. Ask the participants, if anyone would like to volunteer to share their replies to the group. This part is voluntary – no one has to share. If no one is comfortable sharing their responses, you should choose a few responses to read out anonymously from each basket. Make sure to read a few responses from both categories.
6. After the responses are shared, ask everyone to sit down and open up the discussion using the questions below.

Questions for Group Discussion:

- What is the most common type of violence used against men?
- What is the most common type of violence men use against others?
- How do we feel when we use violence against others?
- What do you think is the most common type of violence used against women? Used by women?
- Is there any connection between the violence you use and the violence that is used against you?
- How do we know if we are really committing violence against someone?
- Is any kind of violence worse than another?

- Some researchers say that violence is like a cycle, that is to say, someone who is a victim of violence is more likely to commit acts of violence against others later in life. Do you think this is true?
- Do you think that men have a role to play in preventing violence against women?
- What have you learned in this activity? Have you learned anything that can be applied in your own life and relationships?

Session 10

Gender-based Violence

Session objective:

To discuss gender-based and sexual violence, the conditions that foster it and what young men can do to reduce or prevent it.

Materials needed: Flipchart, markers, tape, copies of Support Sheet # 5 and Support Sheet # 6

Recommended time: 3 hours

Support sheets:

Support Sheet # 5 – page 60

Support Sheet # 6 – page 64

Session overview:

1. Check-in (15 minutes)
2. Activity 10.1: Learning about the GBV law (1 hour 15 minutes)
3. Activity 10.2: Is it sexual violence...yes or no?
(1 hour 15 minutes)
4. Closing (15 minutes)

* A police officer is required. *

Activity 10.1

Learning about the GBV law (1 hour 15 minutes)

Purpose: To provide young men with information on the law about gender-based violence and the roles and responsibilities of people in the community, including support structures in place for victims of violence.

Key Message: Gender-based violence is common in our communities and both men and women can be victims of this type of violence. The law on gender-based violence protects all individuals from GBV and it is important to report such violence to the police.

Instructions:

1. Ask the group whether anyone knows about the law against gender-based violence?
2. Explain that today they have a visitor who is going to help them to understand the law about gender-based violence and what it means for women, men and the community. Invite the police officer (or other expert) to introduce himself or herself to the group.
3. Allow the expert 30 minutes to provide information on the different laws and policies related to gender-based violence. He or she should also provide information on the different services available in the community to address GBV.
4. After the expert has presented ask the group if they have any questions. Allow time for the expert to answer any questions the group may have.
5. After the expert has answered questions, open up the discussion using the questions below:

Questions for Group Discussion:

- Which policies or laws did you know about prior to the session?
- Did you learn something new?
- How do you imagine implementation of the laws will affect the community and/or your family?

Support Sheet # 5

LAW N°59/2008 OF 10/09/2008 ON PREVENTION AND PUNISHMENT OF GENDER- BASED VIOLENCE

This Law is aimed at preventing and suppressing the gender- based violence. (Article 1) Under this Law, the following terms shall have the following definitions:

Gender based violence: any act that results in a bodily, psychological, sexual and economic harm to somebody just because they are female or male. Such act results in the deprivation of freedom and negative consequences. This violence may be exercised within or outside households them. (Article 2)

Threatening by way of deprivation of certain rights: It is forbidden to use threat of depriving someone of certain rights for the purpose of having them indulge in any gender based violence act. (Article 3)

Distorting tranquility of one's spouse: It is forbidden to distort tranquility of one's spouse due to polygamy, concubinage or adultery. It is forbidden to distort tranquility of one's spouse because of dowry, reproduction and his/her natural physiognomy. It is forbidden to harass to deprive one's spouse of the right to property and to employment. (Article 4)

Conjugal rape: Both spouses have equal rights as to sexual intercourse, reproductive health and family planning. It is forbidden to make sex with one's spouse without one's consent. (Article 5)

Violence as the cause of divorce: Gender based violence shall be one of the causes of divorce.

At the time divorce is being decided, the rights of children from the spouses shall be taken into account in accordance with the law. (Article 6)

Protecting a child against gender based violence: The parent, trustee or any other person responsible for a child shall protect the latter against any gender based violence. It shall be forbidden not to cater for child under one's trusteeship just because of whether the child is male or female. (Article 7)

Maternity leave: Upon delivery, a woman shall have the right to a maternity leave of three (3) months and one hour per working day, agreed with the employer, to breast feed for a period of twelve (12) months after maternity leave. Without prejudice to other legal provisions with regard to leaves, a woman who gives birth to a child and consequently the child dies before one month shall be entitled to four (4) weeks of leave after delivery. (Article 8)

Rights of a pregnant woman or of a woman who delivers: It is forbidden to fire a woman just because she is pregnant or in maternity leave. Pregnancy and delivery shall not constitute cause for depriving a student of her right to education. (Article 9)

Preventing violence and catering for the victims of violence: It is forbidden to use drugs, films, signs, language, and other means with the intention of exercising gender based violence. Any person must prevent gender-based violence, rescue and call for rescue the victims of this violence. (Article 10)

Prevention of indecent acts: It is forbidden for any person to have any indecent conduct and behaviour. (Article 11)

Examples of GBV:

Sexual Harassment: is manifested through indecent proposals, obscene words and pressure to have sexual relations, which the other party does not want.

Sexual Abuse: refers to any type of intimate (sexual) physical contact between an adult and a child.

Rape: the use of physical force or threat in order to obtain sexual relations with penetration (oral, vaginal or anal).

Conjugal Rape: Coercing a spouse into sexual relations without that spouse's consent, by way of force, intimidation, etc. Both spouses have equal rights to sexual intercourse, reproductive health and family planning. It is forbidden to have sex without the other person's consent.

Emotional Violence: is violence manifested through insults, humiliations, threats, lack of affection, etc. The consequences for men and women may be low self-esteem, distrust and emotional insecurity.

Sexual exploitation: Taking advantage of or involving children or adolescents in the sexual satisfaction of adults, including activities such as child prostitution and pornography.

Physical violence: is violence that is expressed through punching, kicking, shoving and other acts which can provoke injury, endangering the health of a man or woman.

Forced marriage: A marriage in which one or both individuals have not given their consent to be marriage or are being married against their will, for example in an arranged marriage.

Activity 10.2

Is it sexual violence...yes or no?¹² (1 hour 15 minutes)

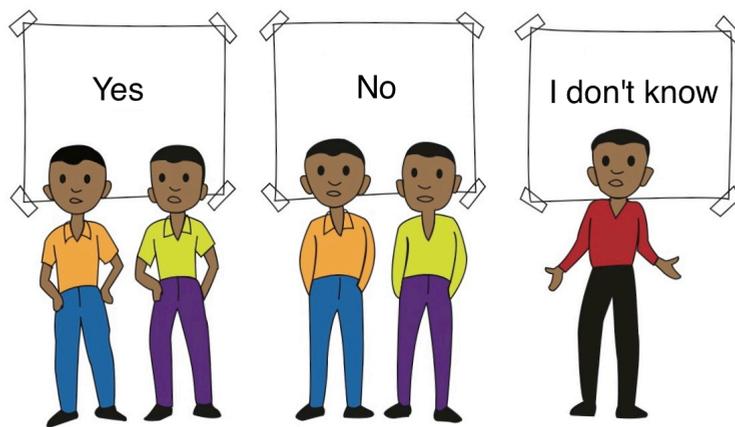
Purpose: To discuss what sexual violence is, what conditions foster it, and how we can reduce or prevent it.

Key Message: Sexual violence is a particular form of violence that is any unwanted sexual act or attempt to engage in a sexual act through physical, psychological or emotional intimidation. All sexual acts require that both individuals give their full consent – this means that you know what you are doing and any potential consequences.

Instructions:

Before starting the activity, tape three large sheets of paper or “posters” on the wall, leaving a wide space between them. On each sheet of paper, write one of the following phrases: ‘Yes,’ ‘No,’ and ‘I don’t know.’

1. Explain to the participants that they are going to do an activity to discuss what sexual violence is and how they can prevent it.
2. Ask the participants to stand up and move to the open space in the room, where you have taped the three posters to the wall. Explain that you will read a couple of stories out loud. After you each story, the participants will need to think about whether the situation the story described was **sexual violence** or not.
3. Explain that each person should move to the correct poster, based on their opinion of the story - “Yes” or “No”, or if they are unsure, “I don’t know.”



¹² Adapted from the activity “Sexual violence, is it or isn’t it?” from the H|M|D Toolkit (Promundo, ECOS, Instituto PAPI, Salud y Genero, 2013).

4. Read the first story from the case studies on Support Sheet # 6. Give the participants a minute to think about their answers. After everyone has moved to a poster, ask a few participants to explain their opinion of whether it is or is not sexual violence. Make sure to have at least one person from each poster explain their opinion.
5. Continue reading the stories and discussing participants' opinions until you have read all of the case studies. Ask the group to sit down in the circle and open the discussion using the questions below.

Questions for Group Discussion:

- Was it easy to identify which situations represent sexual violence? Were some harder than others?
- What do all the situations of sexual violence have in common?
- Are the situations in the stories realistic? Can you think of better examples?
- Who is more subject to sexual violence, men or women? Why?
- Can a man also be a victim of sexual violence?
- How do power imbalances between two people contribute to sexual violence?
- Is all sexual violence a crime?
- What types of sexual violence do you think are most common in the community? For young people? For adults?
- What do you think are the consequences of having suffered sexual violence?
- How do you know when a woman has given consent to have sex?
- How can young men respect the rights of women when it comes to sex?
- What can you, as young men, do to challenge norms around sexual violence?
- What can you do to prevent sexual violence? To stop sexual violence?

Support Sheet # 6

Is it Sexual Violence...Yes or No?

1) Jean Paul and Aline have been married for two years. Sometimes Jean Paul gets home late and Aline is already sleeping. He wakes her up to have sex with her. Sometimes she does not want to, but even so, Jean Paul insists and they have sex. *Is it sexual violence or not?*

2) Mathilde works as an administrative assistant in an organization. One night, her boss says that he finds her attractive and wants to have sex with her. He says that if she agrees, he will help further her career in the organization. *Is it sexual violence or not?*

3) Odette and Gilbert are planning to get married and have a family together after they finish studying. Gilbert tells her that he loves her and that they should have sex. Odette explains that she wants to wait until they are married. Gilbert is not very happy, but he agrees to wait. *Is it sexual violence or not?*

4) Robert is 16. Sometimes a female friend of his mother, named Alice, gives him gifts like a mobile phone and airtime and has been helping his family to pay his school fees. One day Alice tells him that he is old enough to have sex. Robert does not really want to, but has sex with her. Afterwards he feels strange, but is not sure if he should talk with anyone about it. *Is it sexual violence or not?*

5) Fred asks his girlfriend Philo to come to his house to have sex, saying his parents are not home. Philo agrees. They get to his house and start kissing. However, when Fred starts taking off her clothes, Philo realizes that she is not ready to have sex and tells Fred to stop. Fred is furious and pressures her to change her mind. Eventually, he pushes her down on the bed and forces her to have sex. *Is it sexual violence or not?*

6) Eric and Jackie got married last year and just had a baby. Their families are pressuring them to have more children. However, Jackie and Eric both have jobs and Jackie feels that it is too soon to have another child. Together they discuss and agree to use family planning until they are ready to have another child. *Is it sexual violence or not?*

7) Everyone says that Flavia is very promiscuous. She goes around saying that she has had sex with lots of guys. She goes to a party at Jean Pierre's, drinks a lot of beer and passes out. Jean Pierre has sex with her while she's still unconscious, and invites several of his friends to have sex with her too. *Is it sexual violence or not?*

Session 11

Breaking the Silence

Session objective:

To discuss the culture of silence surrounding violence in families and romantic relationships and to reflect on what young men can do when they or someone they know are in an abusive relationship.

Materials needed: None

Recommended time: 2 hours 30 minutes

Support sheet: None

Session overview:

1. Check-in (15 minutes)
2. Activity 11.1: Breaking the silence about violence (2 hours)
3. Closing (15 minutes)

Activity 11.1

Breaking the silence about violence¹³ (2 hours)

Purpose: To discuss the culture of silence surrounding violence in families and romantic relationships and to reflect on what young men can do when they or someone they know are in an abusive relationship.

Key Message: It can be very difficult for women and men who suffer violence to seek help, and it is often difficult for us to speak out about violence and help those in need. Speaking out about violence is an important step towards breaking the cycle of violence.



Instructions:

1. Explain to the participants that the purpose of the activity is to reflect on how young men can break the silence surrounding violence in romantic relationships and what they can do if they or someone they know is in an abusive relationship.
2. Divide the participants into two groups and tell them they will have 15 minutes to create a role-play about the difficulties of breaking the silence and speaking about the violence we or someone we know is experiencing. Assign each group a scenario to act out:

¹³ Adapted from the activity "Breaking the Silence and Getting Help" from the *Program M Manual* (Promundo, Instituto PAPAÍ, ECOS, Salud y Género, World Education, 2007).

- **Group 1:** create a role-play that presents an individual who is experiencing violence in a romantic relationship or in his or her family, and is thinking about talking to someone about it. Tell them to think about the concerns or reasons this person might not want to “break the silence.”
 - **Group 2:** create a role-play that presents the challenges of reaching out and supporting someone who is experiencing violence in a romantic relationship or in his or her family. Tell them to think about the concerns or reasons that a person (bystander) might not want to reach out and support a person who is experiencing violence. This person can be a friend, family member, neighbor, etc.
3. After 15 minutes, ask the two groups to present their role-plays. After both groups have presented their role-plays, use the questions below to open up a discussion about the difficulties in speaking about violence and some of the possible solutions.

Questions for Group Discussion:

- How do we normally talk about violence? What are the things we say?
- Are there ways that people speak about violence or women that make violence seem natural or acceptable? For example: proverbs or songs?
- In general, when someone is suffering violence or inflicting violence on someone else, do they want to talk about it? Why or why not?
- Why is it so difficult to discuss about violence in romantic relationships? In families?
- Are the reasons different for women and men?
- By not talking about violence, are we contributing to the acceptance of violence in the community?
- Why would a woman want to remain in an abusive relationship?
- Why, at times, do women not want to speak about the violence in their lives?
- Do you think men in abusive relationships face similar challenges? Why or why not?
- Do you think it is harder for men experiencing violence to seek help?
- How does it feel when you know that someone you care about is suffering from violence?
- How can you talk to that person about violence? What steps can you take to help someone in a

violent relationship?

- What steps can someone in a violent relationship take to keep himself or herself safe?
- If you think your friend is in an abusive relationship, who or where would you suggest she or he turn to for help?
- How can we encourage people in the community to “break the silence” about violence?
- How can we change the way that violence is discussed to make it unacceptable?
- What can men in particular do to stand up against violence against women?
- What influence might men have on other men?
- What are some of the challenges you might face as men speaking out against violence against women?
- What have you learned in this activity? Will you make any changes in your own life based on what you have learned?

Session 12

From Violence to Respect

Session objective:

To discuss how violence is used in romantic relationships and to identify the characteristics of a respectful romantic relationship, and to discuss skills for successful resolution of conflicts in relationships.

Materials needed: Flipchart, markers, tape, copies of Support Sheet # 7

Recommended time: 3 hours

Support sheet: Support Sheet # 7 – page 74

Session overview:

1. Check-in (15 minutes)
2. Activity 12.1: From violence to respect in relationships (1 hour 15 minutes)
3. Activity 12.2: Resolving conflict (1 hour 15 minutes)
4. Closing (15 minutes)

Activity 12.1

From violence to respect in relationships¹⁴ (1 hour 15 minutes)

Purpose: To discuss how violence is used in romantic relationships and to identify the characteristics of a respectful romantic relationship.

Key Message: Everyone has the right to live a life free from violence, whether physical, sexual, psychological or other. It is important to know what a healthy, respectful relationship is and what you would like your own relationships to be like.



Instructions:

1. Explain to the group that the objectives of this activity are to discuss and analyze the different types of violence that we sometimes use in our romantic relationships, and to discuss ways of demonstrating and experiencing romantic relationships based on mutual respect.
2. Divide the participants into two groups. Explain that each group is going to create a short role-play about a romantic relationship (e.g. husband & wife, boyfriend & girlfriend).
 - **Group 1** is going to create a role-play of a romantic relationship that is characterized by **violence**. Explain that the violence can be physical, but does not have to be. Ask them to try to be realistic, using examples of persons and incidents they have witnessed or heard about.

14 Adapted from the activity 'From violence to respect in intimate relationships' in H|M|D Toolkit (Promundo, Instituto PAPAÍ, ECOS, Salud y Género, 2013).

- **Group 2** is going to create a role-play of a romantic relationship that is characterized by **mutual respect**. Explain that in this relationship there may be conflicts, but the relationship should be respectful and should not include violence.
3. Give the groups 15 minutes to prepare their role-plays. Explain that not all of the members of each group have to participate in the role-play, but that everyone should contribute to the discussion and ideas to develop the role-play.
 4. After 15 minutes, ask each group to present their short role-play. When all the groups have presented their role-plays, ask the group to tell you the characteristics of a **violent relationship**. Write their responses on a flipchart. Encourage the participants to reflect on the different forms of violence in romantic relationships (control, coercion, shouting, etc.) as well as physical violence.
 5. Now, ask the group to tell you the characteristics of a **healthy relationship**. Write their answers on a piece of flipchart paper. Ask them what is needed to achieve a relationship based on respect.
 6. After the group has finished giving their responses, open up the discussion using the questions below.

Questions for Group Discussion:

- Were the examples used in the role-plays realistic? Do we see these things in our daily lives?
- What, for you, are the causes of the domestic violence or violence in romantic relationships?
- Are men the only ones who use physical violence against women, or are women also violent toward men?
- Are the examples of a healthy relationship that were shown in the stories realistic? Is it possible to construct a romantic relationship based on respect? Do we see it in our daily lives?
- What is necessary to achieve a relationship based on respect?
- Are there any other characteristics or things that are needed to make an ideal relationship?
- What steps can you take to create healthy romantic relationships?

Activity 12.2

Resolving conflict¹⁵ (1 hour 15 minutes)

Purpose: To discuss and rehearse creative ways of communicating to successfully resolve conflicts in relationships.

Key Message: Communication is a key part of healthy relationships. We have a responsibility to control ourselves when we feel angry or upset. Communicating our feelings is more effective than violence at resolving conflicts.

Instructions:

1. Explain that in the last activity they discussed about the characteristics of a healthy relationship. Mention that a healthy relationship is not necessarily free of conflict – there may be disagreements – but these conflicts are solved respectfully, not through violence.
2. Tell the group that how we communicate with others is very important for resolving conflict and that the purpose of the next activity is to discuss and rehearse creative ways of communicating in order to resolve conflict – ways that can be used in our relationships with romantic partners, but also with friends, family members and others.
3. Ask the group, “What is a conflict?” Write their responses down on a flipchart. Tell the participants to form pairs with the person sitting next to them. If there is an uneven number of participants, one group can have three people. One person should share with the other about a conflict they have had.
4. After ten minutes, explain that you are going to do a role-play with two volunteers. Ask two people from the group to volunteer to play a married couple who are disagreeing over something and shouting at each other. Ask the volunteers to act out the situation where the disagreement escalates and one of the partners reacts in an impulsive or violent way.
5. After the role-play, share with the group some of the practical methods that they can use to control their anger from the support sheet.

¹⁵ Adapted from the activity “The 4 Phrases” in the *Program H Manual* (Promundo, Instituto PAPI, ECOS, Salud y Genero, 2002) and the activity “Resolving Conflict – a role play” in the *Program P Manual* (Promundo, REDMAS, EME, 2013).

Practical Methods to Control Anger:

Step away from the situation, leave or take a walk (“to take a breath of fresh air”)

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

Use words to express your feelings without attacking

Express anger without “attacking”. For example, “I am angry because...” or “I would like you to know...” Another example: if your partner is late in meeting you somewhere, you could yell something like, “You fool, you’re always late, and I have to wait for you all the time.” Or, you can use words without attacking or offending. For example, say, “I am upset because you were late. I wish you had arrived at the scheduled time or warned me that you were going to be late.”

6. Next, ask two volunteers to act out a situation in which the couple comes to a mutual agreement, taking into account the methods discussed on the support worksheet, or other non-violent forms of conflict resolution. After the volunteers have presented the role-play, open the discussion using the questions below.

Questions for Group Discussion:

- How did you feel in this exercise?
- Did you discover anything while doing this exercise?
- What are the main causes of disagreement or conflict in romantic relationships? What about other types of relationships?
- Often, we know how to avoid a conflict without using violence but sometimes this does not happen. Why?
- Are these methods for preventing arguments from escalating realistic? Why or why not?
- What are the benefits of communicating your feelings during a conflict?
- Is it easy for men to communicate their feelings? Is it easy for women?
- Do you think you could use these skills for communicating in real life? Why or why not?

Support Sheet # 7

Practical Methods to Control Anger

Step away from the situation, leave or take a walk (“to take a breath of fresh air”)

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

Use words to express your feelings without attacking

Express anger without “attacking.” For example, “I am angry because...” or “I would like you to know...” Another example: if your partner is late in meeting you somewhere, you could yell something like, “You fool, you’re always late, and I have to wait for you all the time.” Or, you can use words without attacking or offending. For example, say, “I am upset because you were late. I wish you had arrived at the scheduled time or warned me that you were going to be late.”

How we communicate with others:

Developing an effective communication style is key in any successful relationship as well as in parenthood! Men can help by clarifying their own desires in nonviolent ways and encouraging their female partners to be more assertive.

- **Assertive communication:** Asking for what you want or saying how you feel in an honest and respectful way so it does not infringe on another person’s rights or put him or her down.
- **Passive communication:** Expressing your own needs and feelings so weakly that they will not be heard.
- **Aggressive communication:** Asking for what you want or saying how you feel in a threatening, sarcastic, challenging, or humiliating way.

Session 13

What is Caregiving?

Session objective:

To explore how young men define caregiving and deal with it in their daily lives and to reflect on how gender roles influence the distribution of care work and to encourage a more equitable distribution of childcare and housework between men and women.

Materials needed: Flipchart, markers, blank pieces of paper, pens or pencils, tape. *Optional:* Props for doing household tasks (e.g. bucket, broom, cups and dishes, etc.)

Recommended time: 3 hours

Support sheet: None

Session overview:

1. Check-in (15 minutes)
2. Activity 13.1: What is the meaning of caregiving? (1 hour)
3. Activity 13.2: Who does the care work? (1 hour 30 minutes)
4. Closing (15 minutes)

Activity 13.1

What is the meaning of caregiving?¹⁶ (1 hour)

Purpose: To explore how young men define caregiving and how they deal with it in their daily lives.

Key Message: Defining caregiving is not easy, but it is something that both men and women are capable of performing, particularly caring for others.

Instructions:

1. Explain to the group that they will do an activity to reflect on what “caregiving” means to them and the different types of caregiving they do in their daily lives.
2. Write the word “**caring**” on the top of a piece of flipchart paper.
3. Ask the group what **words and phrases** they think of when they hear the word “caring.” Write down their responses on the flipchart. Continue writing their responses until the group can no longer think of words or phrases. Encourage the group to think of all the different types of caring that can be done (e.g. for people, animals, objects, etc.)
4. After all of the words and phrases have been written down, ask the participants “what similarities do you see in the words listed?” and “What differences do you see in the words or phrases?”
5. Next, ask the participants to close their eyes and think about when they were a child. Tell them to try to remember any situations where they witnessed “caregiving.”
6. Ask one of the participants to volunteer to share his memory. Allow everyone who wants to share his caregiving story the opportunity to share. Ask them to explain why they view it as act of caring.
7. After everyone has shared, open up the discussion using the questions below.

Questions for Group Discussion:

- Is it possible to define caring or caregiving based on a single idea?
- Is it good to be cared for? Why?

¹⁶ Adapted from the activity “What comes into your head: the meaning of caregiving” in the *Program H Manual* (Promundo, Instituto PAPAÍ, ECOS, Salud y Género, 2002).

- Is it good to care for someone? Why?
- Is it easy to care for someone? For something?
- Who cares for you?
- Have you ever cared for something or someone?
- Do you take care of anyone in your own life?
- Why do you care for this person? How do you feel when you care for someone?
- Are we born knowing how to care for others or is it something we learn?
- Who do you think is more involved in caring for others – women or men? Why?

Activity 13.2

Who does the care work?¹⁷ (1 hour 30 minutes)

Purpose: To reflect on how gender roles influence the distribution of care work, including caring for children and household tasks, within the household and to encourage a more equitable distribution of housework between men and women.

Key Message: Women and men are raised to perform different caregiving roles, with women usually bearing a significant proportion of the childcare and domestic work. Women and men are capable of sharing the care work – the key is discussing and communicating a fair distribution of tasks that is right for each family.



Instructions:

1. Explain to the participants that this activity will help them to reflect on how gender roles influence the distribution of childcare and household tasks within the household.
2. Ask five individuals from the group to volunteer to participate in a role-play.

¹⁷ Adapted from the activity "Domestic Tasks: We only notice when nobody does them!" from the *Program H Manual* (Promundo, Instituto PAPI, ECOS, Salud y Genero, 2002).

3. Explain that each of the volunteers will represent a member of a household doing housework or childcare. Assign each participant a role:
 - 1st person is **caring for a child**.
 - 2nd person is **cooking the dinner**.
 - 3rd person is **washing the clothes**.
 - 4th person is **sweeping the house**.
 - 5th person is **collecting water**.
4. Give the volunteers one minute to prepare their character. Tell them that on the count of three the role-play will begin and they should **not** stop doing their household task until you tell them.
5. Begin the role-play...One, two, three!
6. After one minute, ask the person who is caring for the child to stop. Tell him to give the task of caring for the child to one of the four remaining people in the household. Explain that the person has to care for the child in addition to their other task. Let the role-play continue for one minute.
7. After one minute, ask the person who is cooking the dinner to stop and give his task to another member of the household. Explain that that person now must perform all the duties assigned to him. The three remaining members of the household are now sharing all 5 household duties. Let the role-play continue for one minute.
8. After one minute, ask the 3rd person, who is washing the clothes, to stop and give his duty to another member of the household. The two remaining household members are now sharing all 5 duties. Let the role-play continue for 30 seconds.
9. After 30 seconds, tell the 4th person to stop and give his duty to the last remaining household member. Remind the remaining household member that he is now responsible for all 5 duties.
10. After 30 seconds, ask the last person to stop working and sit down. Open the discussion using the questions below.

Questions for Group Discussion:

- How did you feel doing this exercise? How did you feel when the others stopped working?
- How did the rest of the group feel watching this role-play?

- What household activities do you perform at home? Do you ever care for siblings?
- Who generally performs the care work (caring for children, domestic tasks) in homes?
- Where do we learn this type of distribution of activities? When do we learn it? In childhood, who is encouraged to do domestic work – boys or girls? Why?
- What tasks do men generally do in the household?
- As a boy, did you ever participate in these activities? What changed as you got older?
- Are men just as capable of doing household chores as women are? Why or why not?
- Can you think of any men that you know who contribute to domestic activities? Or any instances where men are responsible for doing these activities? [Facilitator: examples can include men who are widowers, men in the army, etc.]
- Is it important for women and their partners to be able to discuss about and share childcare and household chores? Why or why not?
- What are the benefits of women and men sharing childcare and household responsibilities?

Homework:

Explain that you are going to assign the group a homework assignment that they will report back on at the next session. Tell everyone to think of one thing they could do at home this week to help in the home? Explain that they could help take care of a younger sibling or they could try a household activity they have never done before.

Session 14

My Future

Session objective:

To encourage young men to reflect on the influences of their parents on their own lives and to reflect on the future they envision for themselves and the types of decisions they need to make in order to achieve their life plans.

Materials needed: Blank pieces of paper, pens or pencils

Recommended time: 3 hours

Support sheet: None

Session overview:

1. Check-in (20 minutes)
2. Activity 14.1: My father's impact, my mother's impact (1 hour 30 minutes)
3. Activity 14.2: Dreams for my future (1 hour)
4. Closing (10 minutes)

Activity 14.1

My father's impact, my mother's impact¹⁸ (1 hour 30 minutes)

Purpose: To encourage young men to reflect on the influences their fathers and mothers (or other female and male authority figures) had on their lives growing up, including how to use the positive influences of their parents and how avoid the negative aspects, so they do not happen again.

Note to the Facilitator: This activity can have a serious emotional impact on participants and facilitators because violent experiences or other traumatic life events, such as abandonment, may be recollected. Therefore, it is important to give the participants emotional support during this process. Generally, this can be achieved by respectfully listening to the participants, without judging or pressuring them.

Key Message: Who we are today was shaped by our experiences growing up. But, they do not have to determine who we will become in the future. Reflecting on our own past enables us to make positive choices for the future by replacing negative attitudes and behaviors with positive ones.

Instructions:

Explain to the group that they will do an activity to reflect on the influence that their mothers and fathers had on them as children growing up and to think about how they can use the positive aspects of their parents in their own lives and avoid the negative aspects, so that they do not happen again.

Part 1: Our Fathers' Impact

1. Tell the group that first they will think about the influence their fathers had on them. If someone did not grow up with their father, explain that they can think of another man who was important to them during their childhood— an uncle, grandfather, older brother, etc.
2. Ask everyone to close their eyes and think about an object or a smell that reminds them of their father. It can be a tool, a book, a piece of clothing, the smell of beer, etc.
3. Tell the group to spend a few minutes focusing on the object or the smell that they identify with their father. What emotions does this object or smell recall for them?
4. After two minutes, ask the group to open their eyes. Tell them to turn to the person sitting next to them and explain the object or smell they identified. Ask them to share how it relates to their father, or main male role model from their childhood. Give them five minutes to share.

¹⁸ Adapted from the activity "My Father's Legacy" from the *Program P Manual* (Promundo, REDMAS, EME, 2013).

5. Once everyone has finished sharing, read the statements below out loud:
 - “One thing that my father did that I want to repeat with my own children is...”
 - “One thing that my father did that I do **not** want to repeat with my own children is...”
6. Then, explain that each person should think about these two statements, imagining how they would like to be in the future. Ask them to share their thoughts with the person sitting next to them. Give them 10 minutes to share.

Part 2: Our Mothers' Impact

1. Next, ask everyone to close their eyes again and think about an object or a smell that reminds them of their mother. If someone did not grow up with their mother, explain that they can think of another woman who was important to them during their childhood— an aunt, grandmother, older sister, etc.
2. Tell the group to spend a few minutes focusing on the object or the smell that they identify with their mother. What emotions does this object or smell recall for them?
3. After two minutes, ask the group to open their eyes. Tell them to turn to the person sitting next to them and explain the object or smell and how it relates to their mother, or main female role model from their childhood. Give them five minutes to share.
4. Once everyone has finished sharing, read the statements below out loud:
 - “One thing that my mother did that I want to repeat with my own children is...”
 - “One thing that my mother did that I do **not** want to repeat with my own children is...”
5. Then, explain that each person should think about these two statements, imagining how they would like to be in the future, or how they would like their future wife/partner to be.
6. Ask them to share their thoughts with the person sitting next to them. Give them 10 minutes to share. After 10 minutes, ask everyone to rejoin the circle and open the discussion using the questions below.

Questions for Group Discussion:

- What are the positive things about your relationship with your father that you would like put into practice or to teach to your children? Which things would you rather leave behind?

- How do traditional definitions of what a man should be impact the way our fathers cared for children? [Some examples: Men cannot cry; men should not express physical affection to sons such as kissing or hugging; men use violence to resolve conflict.]
- What are the positive things about your relationship with your mother that you would like to put into practice or teach to your children? Or positive things that you want your partner or wife to have and to teach your children?
- Which things would you rather leave behind?
- How do traditional definitions of what a woman should be impact the way women are raised and cared for? [Examples: Women are responsible for raising children and doing domestic work, women are weaker, etc.]
- If you would like to have children, what do you look forward to as a father one day? What do you expect of your partner as a mother?
- How can we “leave behind” harmful practices to be more involved and gender equitable partners? And be more involved and gender equitable parents for our children?

Activity 14.2

Dreams for my future (1 hour)

Purpose: To reflect on the future young men envision for themselves and the types of decisions they need to make in order to achieve their life plans.

Key Message: Young men receive many influences on how to look, act and behave. It is up to you to decide how these influences will shape who you are. Recognize your strengths and weaknesses and try and learn from them in order to create the future you want for yourself.



Instructions:

1. Explain to the participants that you are going to do an activity to help them think about the future they want for themselves.
2. Invite the participants to sit comfortably, take a deep breath, and close their eyes.
3. Tell them that during the activity you want them to reflect on all of the discussions and information they have learned from each other over the last 13 sessions.
4. Keeping their eyes closed, ask them to think (silently) to themselves about the following questions:
 - a. Who do I want to be in 5 years? What will I be doing?
 - b. Will I have a partner? Children?
 - c. What kind of family do I want to live in?

- d. What goals do I want to set for myself?
 - e. What can I do to achieve my goals?
5. Tell the participants that they will have 20 minutes to either think about or write down the answers to these questions. If they would like, they can write a letter to themselves. They will not have to share what they write with anyone if they do not want to.
 6. After 20 minutes, invite the participants to share their plans or letters if they want. It is voluntary to share – no one has to share.
 7. After everyone who wants to share has done so, open the discussion using the questions below.

Questions for Group Discussion:

- Is it easy to describe who you want to be? Why or why not?
- Is it easy to describe what you would like for your future? Why or why not?
- How does your own experience growing up – the influence of your own parents and families – influence what you want for your own future? Your own children?
- What do you need to be able to achieve the life you envision for yourself?
- How do the actions and decisions you make today impact your future?
- Are there any changes you need to make in your current life to be able to have the future you envisioned?
- Are there people who you can rely on to help you achieve your goals?
- What have you learned in this activity? How can you use what you have learned to make changes in your own life?

Session 15

Taking Action!

Session objective:

To reflect on what the participants have learned and encourage them to identify a problem in the community and the actions they can take to promote positive changes in the community.

Materials needed: Flipchart, paper, markers, pens or pencils, tape, ball of string

Recommended time: 3 hours

Support sheet: None

Session overview:

1. Check-in (15 minutes)
2. Activity 15.1: What have we learned? (30 minutes)
3. Activity 15.2: Taking action! (2 hours)
4. Closing (15 minutes)

Activity 15.1

What have we learned? (30 minutes)

Purpose: To reflect on what the participants have learned during the group sessions.

Key Message: The group sessions are a place of learning and sharing, and different ideas or inspirations will resonate with each person. Young men should share what they have learned with other people in their lives.

Instructions:

1. Ask participants to stand up and form a circle. Ask each of them to complete the following phrases. Go around the circle until everyone has responded.
 - “My favorite moment of this group was...”
 - “Something unexpected that happened in the group was...”
 - “Something I feel proud of is ...”
2. Next, holding the ball of string, explain that everyone will mention one thing that they learned while in this group that they would like other young men to know. They will then hold on to the end of the yarn and toss the ball to another person in the group. This will continue until everyone has had something to say.
3. Explain that participants should try not to repeat what others have said, but think of something different. Begin the activity by saying, “One thing I have learned from this group that you would like other young men to know is...”
4. Once everyone has finished saying what they learned, a web will have formed. Explain that this web represents the sum of their experiences in this group, and how they are all now connected.
5. After the web is completed, tell the participants to put the web on the ground and let go. Ask them to take their seats in the circle for the next activity.

Activity 15.2

Taking action!¹⁹ (2 hours)

Purpose: To encourage young men to identify a problem in the community and the actions they can take as individuals and as a group to promote positive changes in the community.

Note to the Facilitator: In this activity you will encourage the participants to develop an action plan for a community campaign that they can implement together. As a Facilitator, the group will look to you for support and advice in implementing their campaign. Try and encourage the participants to think of things that they can do as a group that they can implement with their own capabilities and with limited resources.

Key Message: Young men have the power to promote change in their communities. Through community campaigns and mobilization, young men can create a fairer, more equal and just world for themselves and their families.

Instructions:

Explain to the group that in this activity they will identify a problem facing young men in the community related to what they have learned, and the actions they can take as individuals and as a group to promote positive changes in the community.

Part 1: Identifying the Problem

1. Divide the participants into three small groups. Ask the participants to reflect on the different problems facing young men that have been discussed throughout the sessions and to think of one problem that they believe is particularly relevant in the community.
2. Explain that each group should create a role-play on how the problem they have identified affects men and women differently, and how it affects them, if at all, in their daily lives. Give them 20 minutes to discuss.
3. After 20 minutes, ask each group to present their role-play.
4. After all of the role-plays are completed, ask the group to think about which of the three problems presented in the role-plays they believe is something the whole group could do something about.

¹⁹ Adapted loosely from the activity "Exercising my rights" in the *Program M Manual* (Promundo, Instituto PAPA!, ECOS, Salud y Genero, World Education, 2007).

5. Ask the participants to vote for one of the three problems presented in the role-plays. After the group has agreed on one problem to address, open up the discussion using the questions below.

Questions for Group Discussion:

- What could be done to solve this problem in the community?
- What can you each of you as individuals do to address this problem?
- What can this group do together to address this problem?
- How can you share what you have learned in these sessions with other young people?
- Many of the times we talk about the difficulties or challenges young people face in the community. What are the opportunities for change that exist in the community?
- What could the community be like if the problem you identified was solved?
- What are potential barriers for solving this problem?
- How can you overcome these obstacles?

Part 2: Creating A Campaign

1. Explain to the group that one of the ways to mobilize the community is to carry out a campaign to raise awareness on the issue they have chosen. A campaign can include drama, debate and other methods to raise awareness and promote change.
2. Explain to the group that you are going to start building an action plan for a community campaign that can be implemented by the group. They can choose how and where to implement the campaign – for example, in the community, health centers, in their homes, in school, etc.
3. Tell the group that in order to develop the Campaign Action Plan, they need to first answer some key questions – WHAT, WHY, HOW, WHERE and WHO?
4. Take a new piece of flipchart paper and write “WHY” at the top. Ask the group “Why are we doing this campaign? What do we want to achieve?” Write the responses on the flipchart.
5. Next, take a new piece of flipchart paper and write “WHAT” at the top. Ask the group, “What is our message?” Write their responses on the flipchart.

6. Next, take a new piece of flipchart paper and write “WHO” at the top. Ask the group, “Who are we targeting with our campaign? and Who can we involve to help us achieve our goals?” Write their responses on the flipchart.
7. Next, take a new piece of flipchart paper and write “HOW” at the top. Ask the group, “How do we raise awareness of our message? What resources do we need?” (For example, community drama, debate, Umuganda, etc.)
8. Next, take a new piece of flipchart paper and write “WHERE & WHEN” at the top. Ask the group, “Where will we raise awareness? When and for how long?” Write their responses on the piece of flipchart.
9. After all of these questions have been asked, use tape to hang each of the flipcharts on the wall. Open up the discussion using the questions below. Using the questions, encourage the group to come up with a concrete plan of what they want to do, how they will do it, and who will be in charge of the different aspects of the campaign.

Questions for Group Discussion:

- What do you think about the campaign that you are creating?
- Is it easy to do?
- Are there people in the community who can help you to promote your message?
- What are some of the obstacles to implementing this campaign?
- How can you overcome these obstacles?
- How will you successfully implement the campaign? Who will be in charge of the different steps?
- How can you use this group as an opportunity for promoting change in the community even after the sessions are finished?

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