



# Bandebereho

Inkingi z'amahoro



# FACILITATOR'S MANUAL

Engaging men in becoming pillars of peace within the home



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, 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 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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Thank you.

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# Table of Contents

Introduction.....	4
Organization of the Sessions.....	5
Your Role as a Facilitator.....	7
Tips for Successful Facilitation.....	8
Session Summaries.....	9
Session 1: Welcome and Ground Rules.....	13
Session 2: Our Problems & Experiences.....	24
Session 3: Dealing with our Emotions.....	29
Session 4: Open Discussion.....	37
Session 5: Sex & Sexuality.....	39
Session 6: Ending Cycles of Violence.....	47
Session 7: Taking Responsibility for Your Actions.....	58
Session 8: Respectful Relationships.....	64
Session 9: New Rules at Home.....	73
Session 10: Family Sharing (part I) .....	77
Session 11: Family Sharing (part II) .....	81
Session 12: Opportunities for Change.....	85
Session 13: Open Discussion.....	92
Session 14: Reflection.....	95
Session 15: Community Celebration.....	100

# Introduction

This manual was created for use by facilitators in the MenCare+ Bandebereho project. It is designed to engage men aged 30-45 in promoting safe and peaceful homes and communities for women, children, and men. The manual includes 15 sessions to enable men to reflect and to build collective support for making positive, healthy changes in their lives. 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 male participants, 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 lasting between 2 to 3 hours. Each session contains one or more activities and group discussion questions to help participants reflect on key topics within the module. 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 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.

# Organization of the Sessions

This manual includes 15 sessions, which are organized around different themes. However, the structure of each session is designed to be the same, and includes the following:

## Overview of the Session:

The first page of each session will always provide the following guidelines:

- **Session Objective:** A description of the specific information, reflections, and skills that will be gained in the session.
- **Materials needed:** The materials needed to carry out the session (for example, paper and markers).
- **Recommended time:** Most of the sessions are recommended to last approximately 2 - 3 hours.
- **Note to the Facilitator:** Some sessions include notes to the facilitator that highlight important issues to be aware of while conducting the session.
- **Session Overview:** This provides an outline of all the main activities included in the session, the order in which they are to be conducted, and the length of time for each.

## Session Structure:

**Check-in:** All of the sessions begin with a check-in to welcome the participants to the session and review what was learned in the previous session. The check-in lasts approximately 20-30 minutes and also provides time for the participants to share their experiences of doing the homework assignments.

**Activities:** Most sessions include at least 2 activities to be conducted with the group. The activities are broken down into the following parts:

- **Title and Length:** Each activity has a title, which you may choose to share with the group. The length of time recommended for the activity is indicated next to the title.
- **Purpose:** The purpose of each activity is indicated. The facilitator should share the purpose of the activity with the participants at the start of each activity.
- **Key Message:** The key message to be shared and reinforced during the activity is indicated. This key message should be emphasized during the activity and after completing the activity.
- **Instructions:** The steps for carrying out the activity. The activities are written to be easily adapted to groups with different reading and writing levels. The facilitator should be attentive to whether the steps are appropriate for the participants.

- **Group Discussion Questions:** Most of the activities include group discussion questions to help guide the discussion on the activity topic. It is not necessary to discuss all the questions or to adhere to the order in which they are listed – they are merely for guidance.

**Closing:**

Each session ends with approximately 10-15 minutes where the facilitator can provide a recap of the session and participants can share their feedback on the session. The facilitator should encourage men to share what they have learned and any thoughts they have regarding the session and how it will benefit them in their own lives.

**Homework Assignments:**

Most sessions include homework assignments that should be given to the group before leaving the session. Feedback from the homework assignments will usually be shared at the beginning of the next session.

# Your Role as a Facilitator

The role of the facilitator is to create an open and respectful environment in which men and their partners can feel comfortable sharing and learning from each other. The activities are designed to allow men and their partners to learn through self-reflection and participation – a process that is *delicately facilitated, not taught*. The objective of the sessions is to initiate a process of critical thinking about gender and rights and the possibilities for promoting more equitable relationships between women and men. The activities will benefit from allowing men to share their own experiences and opinions.

As a facilitator, you should encourage the participants to share their own experiences in a positive way, but you should never use their experiences to criticize. In addition, there may be some men who will not want to talk. As a facilitator, you should never force anyone to participate in the activities. Instead, try to create an environment in which the participants feel comfortable to participate and share their experiences and opinions.

Many of the themes – violence, sexuality – are complex and sensitive. You need to pay attention to the comfort level of the participants. In some cases you may need to refer individuals to professional services or counseling. It is important to be sensitive to the practical realities of men's lives, and realize that they may face challenges or dangers when trying to make changes in their lives.

Remember, changing attitudes and behaviours is a long process. Men's participation in these activities will not necessarily lead to an immediate transformation of their lives and relationships. It is the beginning of a process for promoting personal change and transformation.

# Tips for Successful Facilitation<sup>1</sup>

Below are a number of useful tips to help you lead the sessions while encouraging a respectful environment in which men are comfortable sharing their own opinions and experiences.

- Create a safe and comfortable space. Have the participants sit in a circle during discussions to encourage exchange. Participants should feel comfortable discussing sensitive topics and personal opinions.
- Establish ground rules with participants, including listening, respect for others, confidentiality, and participation.
- Be aware of your position as the facilitator - avoid judgmental and authoritarian attitudes. Never impose your feelings or opinions on the group.
- Always be conscious of the language you use. Try not to mix languages, but use a language that all of the participants understand.
- Include as much physical movement as possible so that participants remain active, alert and interested.
- Be friendly and create rapport with your participants. This includes dressing appropriately - you should look friendly, but professional.
- Encourage participants to be honest and open, rather than say what they think the facilitator wants to hear. They should not be afraid to discuss sensitive issues for fear of ridicule from their peers.
- Manage the discussion, ensuring that different participants have the opportunity to speak, and that no one dominates the conversation or makes other people feel that they cannot share their own opinions.
- Rely on the group to answer the questions and share their experiences and opinions. If a participant shares a discriminatory view, ask if anyone in the group has a different opinion. When necessary, you can offer brief responses to questions and clarifying misinformation.
- Ask the participants regularly what they like and do not like about the sessions and activities, what is working and what is not.
- Keep track of time; do not spend more than about two hours on a given activity. Keep in mind participants' attention spans and schedules.
- Be knowledgeable of places where you can refer participants if needed. Some participants may prefer to discuss a particular topic, obtain information, or seek support outside of a group setting, or may need attention from a specialized service provider.

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<sup>1</sup> Adapted from The Program M Manual, UNFPA and Promundo, 2007.

# Session Summaries

Session	Session Objective	Main Activities
<p><b>1</b></p> <p><b>Welcome &amp; Ground Rules</b></p>	<p>To welcome participants to the group and to establish a shared set of ground rules that will function to create a safe, supportive and respectful environment where men can share ideas and problems, and learn from one another.</p>	<p><b>Activity 1.1:</b> Greetings and Introductions</p> <p><b>Activity 1.2:</b> Ground Rules &amp; Principles</p> <p><b>Activity 1.3:</b> Trusting Each Other</p> <p><b>Activity 1.4:</b> Imagining Our Future</p>
<p><b>2</b></p> <p><b>Our Problems &amp; Experiences</b></p>	<ol style="list-style-type: none"> <li>1) To reflect upon the problems men face in their lives and how these affect them as men, as fathers and as husbands.</li> <li>2) To discuss the types of support men need and how men can ask for moral and emotional support from those close to them.</li> </ol>	<p><b>Activity 2.1:</b> Facing Our Problems</p> <p><b>Activity 2.2:</b> The Living Chair</p>
<p><b>3</b></p> <p><b>Dealing with Our Emotions</b></p>	<ol style="list-style-type: none"> <li>1) To reflect on how men normally deal with negative emotions, such as powerlessness, anger, pain and guilt, in their daily lives.</li> <li>2) To learn alternative, positive ways of dealing with problems, stress, and negative emotions in ways that can benefit both men and their families.</li> </ol>	<p><b>Activity 3.1:</b> Dealing with Our Emotions</p> <p><b>Activity 3.2:</b> Coping with Problems</p> <p><b>Activity 3.3:</b> Making a Plan</p>
<p><b>4</b></p> <p><b>Open Discussion</b></p>	<p>To provide a safe space for men to talk about past and current problems confronting them and their families and to receive advice and support from other group members.</p>	<p><b>Activity 4.1:</b> Open Discussion</p>
<p><b>5</b></p> <p><b>Sex &amp; Sexuality</b></p>	<ol style="list-style-type: none"> <li>1) To discuss men’s perceptions of sexuality and to reflect on what sex and sexuality mean for men and for women.</li> <li>2) To discuss the importance of consent and mutual respect in sexual relationships.</li> </ol>	<p><b>Activity 5.1:</b> What is sexuality?</p> <p><b>Activity 5.2:</b> Judges’ Panel</p>

Session	Session Objective	Main Activities
<p style="text-align: center;"><b>6</b></p> <p style="text-align: center;"><b>Ending Cycles of Violence</b></p>	<ol style="list-style-type: none"> <li>1) To reflect upon men’s own personal experiences with violence in the family, whether as perpetrators, witnesses or victims, and to understand the different types of violence that can occur.</li> <li>2) To help men understand the cycle of violence and the factors that contribute to men’s use of violence against their partners, and to discuss ways of dealing with stress and frustration that prevent the escalation to violence.</li> </ol>	<p><b>Activity 6.1:</b> Violence in the Family</p> <p><b>Activity 6.2:</b> Cycle of Violence</p> <p><b>Activity 6.3:</b> Breaking the Cycle</p>
<p style="text-align: center;"><b>7</b></p> <p style="text-align: center;"><b>Taking Responsibility For Your Actions</b></p>	<ol style="list-style-type: none"> <li>1) To reflect on what it means to be a responsible man, husband and father, and the challenges men face in taking responsibility for their actions.</li> <li>2) To discuss how men can take positive responsibility for their actions and contribute to peace and stability within the home.</li> </ol>	<p><b>Activity 7.1:</b> Taking Responsibility</p> <p><b>Activity 7.2:</b> Perceptions that Fuel Violence</p>
<p style="text-align: center;"><b>8</b></p> <p style="text-align: center;"><b>Respectful Relationships</b></p>	<ol style="list-style-type: none"> <li>1) To discuss the importance of safety, support and trust within men’s relationships with their wives and children.</li> <li>2) To identify some of the challenges and opportunities they have for improving trust and safety within the home.</li> </ol>	<p><b>Activity 8.1:</b> Trust Me!</p> <p><b>Activity 8.2:</b> Messages of Trust</p> <p><b>Activity 8.3:</b> Building Trust at Home</p>
<p style="text-align: center;"><b>9</b></p> <p style="text-align: center;"><b>New Rules at Home</b></p>	<p>To discuss how household rules impact men, their partners, and their children, and to support men in creating plans to introduce new rules to build trust and promote safety, support and protection for all family members.</p>	<p><b>Activity 9.1:</b> Safety, Support &amp; Protection at Home</p> <p><b>Activity 9.2:</b> Household Safety Plans</p>

Session	Session Objective	Main Activities
<p style="text-align: center;"><b>10</b> <b>Family Sharing</b> <b>part I</b></p>	<p>To enable couples to exchange ideas and opinions on any changes—positive or negative—that have occurred within their relationship or the home since joining the group, and to brainstorm ways to sustain the positive changes.</p>	<p><b>Activity 10.1:</b> Sharing the Changes</p>
<p style="text-align: center;"><b>11</b> <b>Family Sharing</b> <b>part II</b></p>	<p>To enable couples to continue to exchange ideas and opinions on the changes discussed in the previous session and to brainstorm ways to sustain the positive changes.</p>	<p><b>Activity 11.1:</b> Trust Me! <b>Activity 11.2:</b> Sustaining the Change</p>
<p style="text-align: center;"><b>12</b> <b>Opportunities</b> <b>for Change</b></p>	<ol style="list-style-type: none"> <li>1) To discuss opportunities and obstacles men face when making positive changes in their lives.</li> <li>2) To reflect on how cultural traditions and practices related to marriage can sometimes contribute to violence against women and children in the community.</li> <li>3) To develop plans for a community safety network.</li> </ol>	<p><b>Activity 12.1:</b> Opportunities and Obstacles to Change <b>Activity 12.2:</b> Cultural Traditions <b>Activity 12.3:</b> Safety Networks</p>
<p style="text-align: center;"><b>13</b> <b>Open Discussion</b></p>	<p>To provide a safe space for men to talk about past and current problems confronting them and their families and to receive advice and support from other group members.</p>	<p><b>Activity 13.1:</b> Open Discussion</p>
<p style="text-align: center;"><b>14</b> <b>Reflection</b></p>	<ol style="list-style-type: none"> <li>1) To share men’s stories of change and to show respect and appreciation for each other.</li> <li>2) To prepare role-plays, songs, dances or other activities to present to family and community members at the celebration during the final session.</li> </ol>	<p><b>Activity 14.1:</b> Appreciating Our Change <b>Activity 14.2:</b> Preparing for the Final Session <b>Activity 14.3:</b> Giving Symbolic Gifts</p>

<p style="text-align: center;"><b>15</b> <b>Community Celebration</b></p>	<ol style="list-style-type: none"><li>1) To provide a space for men to share new insights and experiences of participating in the group with their family and community members.</li><li>2) To celebrate the positive changes men have made in their lives.</li></ol>	<p><b>Activity 15.1:</b> Community Celebration</p>
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# Session 1

## Welcome and Ground Rules

**Session objective:**

To welcome participants to the group and to establish a shared set of ground rules that will function to create a safe, supportive and respectful environment where men can share ideas and problems, and learn from one another.

**Required materials:** Flipchart and markers

**Recommended time:** 3+ hours

**Session overview:**

1. Activity 1.1: Greetings and Introductions (45 minutes)
2. Activity 1.2: Ground Rules and Principles (45 minutes)
3. Activity 1.3: Trusting Each Other (45 minutes)
4. Activity 1.4: Imagining Our Future (30 minutes)
5. Closing (15 minutes)

## Activity 1.1

### Greetings and Introductions (45 minutes)

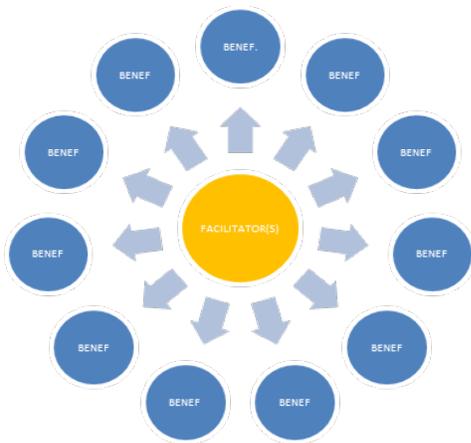
**Purpose:** To introduce participants to the group, its purpose and how it functions, and to allow everyone to get to know each other.

**Key Message:** This group aims to engage men as agents of change in promoting positive, healthy behaviours at home and in their communities. Men are encouraged to share, to discuss, to learn and to support each other in order to address problems they are facing in their lives.

**Note to the facilitator:** Before the activity begins, it is important that as a facilitator, you visualize the difference between the traditional teaching style and the facilitation style of a group, where participants and facilitators are equal and interact with each other. Your group will be more open, interactive, and effective by using the facilitation style.

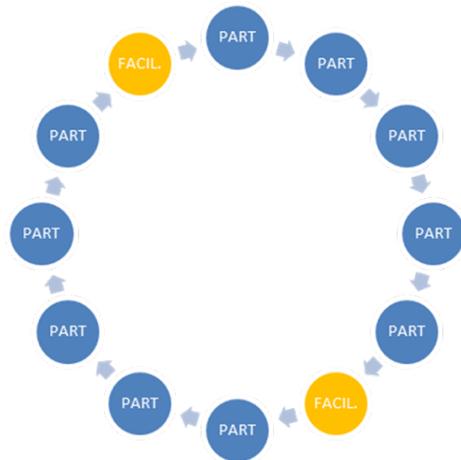
#### Teaching Style:

Leader is the center of the group and interaction occurs between leader and participants



#### Facilitation Style:

Participants and facilitators are equal and all interact with each other



## Instructions:

1. Introduce yourself and your co-facilitator, and then welcome everyone to the group:

“Welcome and thank you for coming! We are very happy that you accepted our invitation to participate in this group. In our weekly sessions, we are going to work together to address the problems affecting our families and ourselves. The roots of some of these problems are linked to our pasts, while others are related to issues we face currently. The injuries in our hearts can sometimes fuel cycles of violence happening at home and in the community. We believe harmful and violent practices can be transformed if men and women collaborate and develop strategies to build relationships based on trust and respect.

This group aims to involve men as active agents for change, which begins by rethinking our own actions and behaviors that can be harmful for others. Together, we will help each other to adopt strategies to address the problems we face in our daily lives and to improve the quality of our lives and those of our families. The end of violence starts in our hearts and at home.”

2. After you have welcomed everyone to the session, ask each participant to introduce himself to the group and to explain:
  - What or who motivated him to join the group.
  - What he would like to learn by participating in the group sessions.
3. After each participant has introduced himself, tell the group that they will be meeting with the same group of men for the next 15 weeks. Each session will have a different topic and group members will be invited to discuss, to share their personal experiences, and to learn from each other in order to promote positive changes, including non-violent and healthy relations at home and in the community.
4. Explain to the participants that one of the most important characteristics of the group is that everyone is equal and the participants and the facilitators sit together in a circle. There is no single leader who will teach the group, like in a school. Everyone has an equal place in the circle and a responsibility to make the group work.
5. Next, tell the group that the facilitators are here to support the process, to encourage everyone to talk and share, and to guarantee that everyone feels safe within the group. Explain that in the next activity, they will discuss more about the rules and principles that will help to ensure the group is a safe space where everyone feels comfortable to share and discuss.

## Activity 1.2

### Ground Rules and Principles (45 minutes)

**Purpose:** To establish ground rules concerning behavior – both personal and group behaviour – during the group sessions, in order to create a safe environment where participants trust each other and feel comfortable to share their experiences and ideas without fear of backlash or ridicule.

**Note to the Facilitator:** As the facilitator, your role is crucial in ensuring safety, confidentiality, and sensitivity in the group. It is important for the group to create and agree on a set of shared ground rules. In particular, rules regarding respect, listening, confidentiality and participation need to be established and explained.

**Key Message:** Confidentiality, trust and respect are the foundation for creating a comfortable and safe space where men can share their opinions and ideas with each other. This group functions on a foundation of trust and respect.

#### Part 1: Ground Rules

##### Instructions:

1. Explain to the group that in this activity, the group will create and agree upon a set of shared ground rules that will govern the functioning of the group throughout each of the weekly sessions.
2. Ask the group, **“What helps you to feel safe?”** Allow the group a few minutes to share their ideas with each other.
3. After everyone has shared their ideas, tell the group that a safe environment requires rules that promote respect and protect confidentiality. Explain that the group now needs to create a list of rules that will help make everyone in the group feel safe, supported and comfortable.
4. Ask group members to contribute to the rules that will govern the group by asking:
  - What rules do you think are important for this group to be a good learning environment?
  - What rules or agreements would you like to make so that you feel safe, trusted and protected in this group?
5. Encourage group input to create a list of rules or agreements. Tell the group that these rules are important for the success of the group – they are the seeds that can be planted for a successful group. You may use the list below as a reference for guiding the conversation. If some of the topics

below are not mentioned first by the group members, you may emphasize the importance of confidentiality, trust and respect.

- All personal stories and experiences that are shared in the group will remain in the group.
  - Nobody will discuss the private information shared in the group with others in the community.
  - Each person can share his personal experiences, but only those that concern him.
6. Once the list of ground rules is established, ask each member of the group whether he feels comfortable with the list – is anything missing? Then, ask each participant to agree to the list of ground rules.
  7. After everyone has agreed to the ground rules, thank everyone for their participation and input.

## **Part 2: The Seven Principles**

Before the session, you may write the 7 Principles (found on the next page) on a flipchart, to be used in this part of the activity. You can incorporate the 7 Principles into each session by connecting the principles to dynamics that may occur in the group, or with certain members. Make sure that you use them in positive ways. Example: If a participant hardly speaks in the group, ask him: "I am interested in your opinion, would you like to share it?"

### **Instructions:**

1. Explain to the group that in addition to the shared set of ground rules they have created, the group is also governed by a set of 7 core principles.
2. Tell the group that the 7 Principles have two main goals:
  - To let participants know what is expected of them and how to participate in the group.
  - To provide participants a model that shows how to create a free and safe environment where people can learn.
3. Now, begin to introduce the principles one by one. You can either write the principles on a flipchart or read them aloud. Begin by introducing the principle and then asking the group what they think is the meaning of the principle. You can provide additional information on each principle where necessary, using the information in the box on the following page.

<b>The Seven Principles to Guarantee a Safe Learning Environment<sup>2</sup></b>	
<b>Principle</b>	<b>Meaning</b>
<b>Interest</b>	Being interested in the other person helps us reduce the distance between people and improve relations.
<b>Equality</b>	All members are equal, irrespective of age, gender, background or position in society.
<b>Freedom</b>	All members have the right to express, share and contribute voluntarily in the group, the exercises and the debates. Nobody is obliged or forced to do anything against his will.
<b>Responsibility</b>	All members are accountable and responsible for their own acts and behavior. Every member takes responsibility to contribute in a positive and accountable way to the group.
<b>Participation</b>	Every group member actively participates in the sessions and contributes to create a full learning environment.
<b>Here and Now</b>	The focus of learning will be in the present. We will reflect on what happened in the past, but we approach the memories in the here and now, in order to enable each other to change and develop new behaviors that shape a new future.
<b>Learning by Doing</b>	Practice is the best way to learn. All members will be asked to practice and experiment in the group and in their lives outside.

4. After you have read through and explained each of the 7 Principles, tell the group that these principles are the core values that will be applied during all group sessions, alongside the ground rules, in order to create a safe space where everyone's voice is heard and each man has a place in the group.
5. Ask all the group members if they understand and can agree upon these principles. After everyone has agreed to the 7 Principles, thank the group for their participation and input.

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<sup>2</sup> Adopted from the Rwanda sociotherapy program.

## Activity 1.3

### Trusting Each Other<sup>3</sup> (45 minutes)

**Purpose:** To experiment with helping others feel safe, to build men's own understanding of how to create trust and confidentiality within the group, and to encourage group members to understand the need for rules and the positive impact of the principles to create a safe environment.

**Note to Facilitator:** Kindly enforce the ground rules! Actively remind the participants of the ground rules. If anybody laughs or makes jokes, please remind them immediately but politely about the rules of the exercise and the risks of breaking the safety of the circle. Do not do this in a punishing manner, but as guidance, so people see an example of how you can respectfully set limits.

**Key Message:** Everyone should be treated with respect, and in this group, each participant should respect the others in order to create a positive atmosphere in the group, where everyone feels safe.

#### Instructions:

1. Explain to the group that in this activity they are going to participate in an exercise to build safety and trust within the group.
2. Ask the group to stand up and gather in a circle (as the facilitator, you should also be a part of the circle). Ask all of the members to hold hands in order to close the circle. After making sure that the circle is closed, tell the group members that they can let go of their neighbor's hands.
3. Explain to the group that the exercise they are going to do is an experiment: the goal of the circle is to create a safe space.
4. Ask someone from the group to volunteer for the exercise.
5. Tell the volunteer that he is going to move into the middle of the circle. Ask him to move into the middle of the circle and to listen to the instructions. He should not move until you tell him.
6. Explain to the rest of the group members that the volunteer is going to walk around the middle of the circle with his eyes closed. The circle symbolizes a wall of protection. Inside that wall, participants can safely experiment with walking with their eyes closed. Walking with eyes closed makes participants feel vulnerable and dependent on the trust of others.

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<sup>3</sup> Developed by Henny Slegh (training and treatment of victims of violence).

7. Explain that the people in the circle are responsible for creating a safe place for him to walk:
  - When he reaches you, reach out and hold him by the shoulders (don't touch anywhere else) and gently turn him to face the center of the circle and give a small gentle push to start walking again.
  - Make sure that the volunteer does not walk out of the circle, but is protected by the members on the circle.
  - Members of the circle should not make jokes or laugh. You should concentrate on your task, which is to support and protect the volunteer.
8. Now, ask the volunteer to close his eyes and start walking until he reaches someone on the circle. Tell him, "the group will take care of you so that you feel safe." Remind him that he can keep walking for as long as he wants and can stop at any time.

▪ **Note to the facilitator:** While the volunteer walks around the circle, actively remind the participants of the ground rules. If anybody laughs or makes jokes, please remind them immediately but politely about the rules of the exercise and the risks of breaking the safety of the circle. Do not do this in a punishing manner, but as guidance, so people see an example of how you can respectfully set limits.

9. After the volunteer has asked to stop, if time permits, you may ask for one more volunteer to walk in the circle. After the exercise has finished, ask everyone to sit down and open up the discussion using the Questions for Group Discussion below:

▪ **Note to the Facilitator:** During the discussion you can highlight the "Interest" principle, taking care to ensure that all of the group members have a chance to exchange thoughts and help each other to clarify their problems and find possible solutions. If someone does not want to talk, invite him to the discussion but respect his choice not to participate.

## Questions for Group Discussion:

- Ask the volunteer:
  - How did you feel during this activity?
  - What experiences did you encounter — moments of anxiety or safety, perhaps? How did others receive you in the circle?
  
- Ask the circle:
  - How did you feel during this activity?
  - How did it feel to be responsible for and to direct another person?
  - Do you have rules at home? How are the rules set at home?
  - What happens when someone does not respect a rule? Do you punish them or guide them back to the proper path?
  - How did you observe me, the facilitator, correct someone who was not respecting the rule? (Did I punish or guide the person?)
  - What experiences have you had that took away safety and trust in your life and in your family?
  - What is needed and what can you do to restore safety and trust in your life and your family?

## Activity 1.4

### Imagining Our Future (30 minutes)

**Purpose:** To engage men in imagining an ideal scenario of a safe, non-violent family and to reflect on the benefits of being a non-violent and supportive partner to their spouse, which can serve as reference point for the group sessions.

**Key Message:** There are many benefits that come from being a supportive, non-violent partner to our spouses and in our families. These benefits can improve the wellbeing of ourselves, our families and our households in many ways.

#### Instructions:

1. Explain that in the last activity of today's session, the group is going to reflect on our relationships with our partners and how it impacts our families. Tell the group that together, you are all going to take an imaginative journey into the future.
2. Ask the group to close their eyes, not to talk, but just to listen. Tell them to imagine or picture the following in their minds (read each statement slowly and give the men time to think after each statement):
  - "Your wife is your best friend. You love her and you both contribute to the family income and to the family wellbeing. You are interested in the work, experiences and opinions of your wife and you support each other.
  - You and your wife talk together and discuss issues concerning the family, your children, and problems that you face. Together, you find solutions to these problems. You each have an equal voice and equal decision-making power within the home.
  - When you disagree with each other, you talk and communicate, you know how to control yourself when you feel angry, frustrated or you disagree. You take full responsibility for your own behavior and when you make a mistake, you apologize and correct the mistake.
  - You are a couple, standing next to each other, carrying the burdens that life can bring with four shoulders, and enjoying the blessings of being together. Your neighbors observe that you are doing well and they come to your house and ask your advice. You are seen as a wise man and considered as a man that shows responsibility and care, a man of peace."
3. After you have finished reading the passage above, ask the men to open their eyes and start the

discussion using the questions below:

### Group Discussion Questions:

- What did you think while you were imagining the scenario?
- How do you think non-violent behavior and positive collaboration with your wife can contribute to wellbeing of your family?
- How could your relationship with your wife and children benefit from this?
- How could you benefit from this?
- How could it contribute to economic improvement in your family?
- How could that influence your role and position in your community?
- Can you imagine any negative impacts of being a non-violent and supportive partner to your wife? Why or why not?
- What steps do you think couples need to take to achieve this ideal scenario?
- Did you learn anything today that can be useful in your own life?

**Homework:** Ask the participants to go home and discuss with their wife or other family members the kind of rules that they have in the house. Is it possible to add or change some rules that would help create more safety for all family members? Explain to the group that participants will be asked to report on their experience doing the homework assignment at the beginning of the next session.

# Session 2

## Our Problems & Experiences

**Session objective:**

- 1) To reflect upon the problems men face in their lives and how these affect them as men, as fathers and as husbands.
- 2) To discuss the types of support men need and how men can ask for moral and emotional support from those close to them.

**Required materials:** None

**Recommended time:** 3 hours

**Session overview:**

1. Check-in & Homework Sharing (30 minutes)
2. Activity 2.1: Facing Our Problems (1 hour 30 minutes)
3. Activity 2.2: The Living Chair (45 minutes)
4. Closing (15 minutes)

**Note to the facilitator:** Before starting the first activity, be sure to first check in with the group members about how they are doing and discuss the homework. It may be helpful to remind the group members of what was discussed in Session 1, including the ground rules and principles.

## Activity 2.1

### Facing Our Problems (1 hour 30 minutes)

**Purpose:** To reflect on the problems men face in their lives and how these connect to past experiences; To discuss how the problems men face affect them as men, as husbands and as fathers.

**Key Message:** Men face many problems in our daily lives, some of which are connected to situations we have experienced in the past, and affect our relationships and our families. Reflecting on our past experiences can help us to be able to better know ourselves and to manage our problems more effectively.

#### Instructions:

1. Explain to the group that in this activity they will discuss some of their personal problems and experiences from the past and how these have affected them as men, as fathers and as husbands.
2. Remind the group of the ground rules and 7 principles, highlighting the importance of active participation, confidentiality and not judging others or their experiences.
3. Explain that you are going to ask the group a question and you want those who feel comfortable to respond. Those who are not speaking can show interest and support for the one sharing by asking questions.
4. Ask the group: **“How have problems you faced in the past affected you as a man, a father, and a husband?”**

You can guide the discussion by asking the following key questions:

- What problems do you face as a man in your current life?
  - How are these problems related to problems or experiences from the past?
  - How do they affect your children? Your wife? Your family?
5. Allow each man who wants to share to do so, but some men may not feel comfortable sharing, and that is ok. Do not rush the discussion, but rather allow each man to share his story and for the

others to ask questions of him and support him.

6. Once everyone who wants to share their experiences with the group has had the opportunity, thank those who spoke for being brave and telling their story. Thank everyone for showing interest and support for the other group members.
7. Before closing the activity, ask the group to think about the types of support and help they need as men, as husbands and as fathers, using the following questions:
  - What can help and support you?
  - What do men need to be able to manage their problems and experiences?

## Activity 2.2

### The Living Chair (45 minutes)

**Purpose:** To practice asking for and providing support to others, and to reflect on the types of moral and emotional support men may need in order to address the problems they face in their lives.

**Key Message:** It is often hard for men to share their feelings and to ask others for support in addressing the problems they face. Recognizing and being able to ask for moral and emotional support from our wives, friends and family can benefit us as men, as husbands and as fathers.

#### Instructions:

1. Explain to the group that in the next activity the group is going to do an exercise to help them reflect on ways that men can support others, and how they can also ask for support from those around them.
2. Ask for a volunteer, or select a participant from the group and ask him to move to the center of the circle.
3. Tell him to imagine that he is sitting in the perfect chair, and to think about what type of support he would like from his chair.
4. Explain to the group that they will need to listen to the volunteer's requests for support and then provide him with the support he needs. The result will be a "living chair."
5. Ask the volunteer to explain the kind of support he needs to the group. For example, does he want support for his back or his arms? You can provide some guidance on giving support using the information below:

#### Examples of types of support:

- If the volunteer would like support for his back: group members will sit behind him and support his back.
- If the volunteer requests that his arms be supported: group members will use their bodies to form an armchair, so the volunteer can rest his arms on the group members who have formed the chair.
- If the volunteer would like support for his head: group members will support his head with their hands, etc.

6. Allow the exercise to continue until each of the volunteer's requests for support have been listened to and acted upon. Explain to the volunteer that he can change his mind and request different types of support that would make him feel more comfortable and supported.
7. Once the exercise is completed, open up the discussion using the questions below:

### Questions for Group Discussion:

- Ask the volunteer:
  - How did you feel during this exercise?
  - Was it easy to ask for support? Why or why not?
- Ask the group members:
  - How did you feel during this exercise?
  - Was it easy to respond to his requests for support? Why or why not?
  - What do we normally perceive as support in our daily lives?
  - Do men need support? If yes, what types of support do men need and from whom?
  - How difficult is it for men to ask for emotional or moral support?
  - How difficult is it for men to tell others when they feel ill or weak?
  - What are some of the benefits that come from asking for support?
  - How could we make it easier for men to ask for and receive support from others?

**Homework:** Talk with someone you trust, if possible your wife, about the problems you face and how these have affected you as a man, a father and a husband. Share how carrying these burdens can be difficult at times and ask for advice that may help you. Ask your wife (or other relatives), for emotional and moral support. Be careful not to blame the other person for the things that have happened to you, but only focus on the emotional and moral support that you would like.

# Session 3

## Dealing with our Emotions

**Session objective:**

- 1) To reflect on how men normally deal with negative emotions, such as powerlessness, anger, pain and guilt, in their daily lives.
- 2) To learn alternative, positive ways of dealing with problems, stress, and negative emotions in ways that can benefit both men and their families.

**Required materials:** 4 baskets with labels, pens, and pieces of paper for each group member

**Recommended time:** 3 hours

**Session overview:**

1. Check-in & Homework Sharing (30 minutes)
2. Activity 3.1: Dealing with Our Emotions (1 hour)
3. Activity 3.2: Coping with Problems (1 hour)
4. Activity 3.3: Making a Plan (20 minutes)
5. Closing (10 minutes)

## Activity 3.1

### Dealing with Our Emotions (1 hour)

**Purpose:** To reflect on feelings of powerlessness, anger, pain, shame and guilt and their impact; To discuss how men normally deal with these emotions in their daily lives.

**Key Message:** Men experience many different emotions in their daily lives, including feelings of powerlessness, pain, anger, guilt and even shame. These feelings and emotions are a normal part of our daily lives, but we all develop different strategies to deal or cope with our emotions.

Before the activity begins, make a circle of chairs for Part 1: Chairs Dance. There should be one less chair than the number of participants (for example, if there are 12 men in the group, there should only be 11 chairs.) The facilitators do not need chairs, as they will not participate in the game. *(If you prefer not to use chairs, you may use other materials such as stones or bottles.)*

At this time, it is also good to set up and label the four baskets for Part 2 of the upcoming activity: Emotions We Experience. Label one basket "Powerlessness." Label the second basket "Anger and Hate," and the third basket "Pain, Shame and Guilt." Label the last basket "Positive Strategies."

#### Part I: Chairs Dance

##### Instructions:

1. Explain to the group that they are going to begin the activity with a short game to reflect on winning, losing and feeling frustrated.
2. Ask the group members to stand up and make a circle around the chairs. Tell the group to begin walking in a circle, one behind the other, around the chairs.
3. Explain that when you clap your hands, each person needs to find a seat and sit down as soon as possible.
4. Allow the men to walk around the circle for one minute, and then clap your hands!
5. There will be one person left standing who does not have a seat. The person who did not find a seat is out of the game and should step back from the circle.
6. Before asking the men to continue walking, remove one more chair from the circle and repeat the process. After each round, remove another chair from the circle. The men who are out of the game should step back from the circle and observe the game. Continue until there is only one chair left. The last person in the chair is the winner!

7. After the game has finished, ask everyone to come back to sit in the circle (ensure that all group members now have a chair to sit on). Open the discussion with the following questions:
  - Ask the winner:
    - How do you feel?
  - Ask the rest of the group:
    - How did you feel when you lost your place and had no chair?

## Part II: Emotions We Experience



Before beginning Part 2, ensure that your three baskets are set up in the middle of the circle or just outside of the circle. Label one basket “Powerlessness.” Label the second basket “Anger and Hate,” and the third basket “Pain, Shame and Guilt.” The 4<sup>th</sup> basket “Positive Strategies” should be set aside for right now.

### Instructions:

1. Explain to the group, that they are now going to continue discussing some of the different feelings that men experience, particularly feelings of powerlessness, shame or guilt and how these feelings affect men.
2. Start the discussion by asking the questions below, one at a time. Allow the group enough time to respond to each question and exchange thoughts and opinions:
  - Do you ever feel powerless or feel shame or guilt?
  - What situations or experiences make you feel like this way?

- What do you do when you feel powerless?
  - What do you do when you feel anger, hate or aggression?
  - What do you do when you feel injured, shame or guilt?
3. After the discussion has finished, show the group the three baskets you have set up. Explain that each basket is labeled with a set of feelings or emotions:
    - Basket 1: Powerlessness.
    - Basket 2: Anger and Hate.
    - Basket 3: Pain, Shame and Guilt.
  4. Give each participant 3 small pieces of paper and a pen or pencil.
  5. Explain that each piece of paper represents one set of feelings or emotions: Powerlessness; Anger and Hate; Pain, Shame and Guilt.
  6. Ask each participant to think about how he normally deals with each of these emotions (what does he do?). Explain that for each emotion, the group members should draw or write one word, picture or a symbol that represents how he deals with that particular emotion.
    - If a participant cannot write, he can either draw a symbol or picture, or he can simply think about an example of how he deals with that emotion and leave the paper blank. He can place the blank paper in the basket along with the other group members.
    - You can inform the group that the responses will be used in the next activity, but participants should **not** write their names on the papers.
  7. Allow the group five to ten minutes to think and to draw or write their responses on the three papers.
  8. After the group is finished, ask each participant to put the pieces of paper in the basket labeled with the corresponding emotion.
  9. Thank the group for their participation and tell them that the responses they have placed in the baskets will be used in the next activity.

## Activity 3.2

### Coping with Problems (1 hour)

**Purpose:** To reflect on the different strategies that men use to deal with problems, negative emotions and stress, and to promote the use of positive coping strategies that can benefit both men and their families.

**Key Message:** We have a choice in how to deal with problems, stress and negative emotions that we face in our lives. Although it is not always easy, there are many positive coping strategies that men can adopt to help us deal with our problems in ways that benefit our families and ourselves.

#### Instructions:

1. Explain to the group that in this activity they will discuss the different strategies that men use to cope with some of the problems and negative emotions that they experience.
2. Tell the group that no one can avoid having problems in his life. The main challenge is how we deal with our problems. Every man develops his own coping strategies, but sometime these strategies have negative consequences for himself and his family, and can even create new problems.
3. Share with the group the following example of a negative coping strategy:

#### Example of a Negative Coping Strategy:

When you have a problem...You try to forget what happened, and you drink many beers. It helps you forget for a few hours, but it also creates many other problems. For example:

- You may spend all your money on drinking, leaving no money to buy food for the family to eat.
- You may become aggressive and get into a fight with another man.
- You may come home drunk, get angry that there is no food to eat and beat your wife or children.

4. Tell the group that in the example, the problems that the man tried to forget led to many more problems because of the way he tried to forget. This is not an adequate or positive way of coping.
5. Ask the group: **“Can you think of more examples of negative coping strategies and some of the problems they create?”** These can be examples from their own lives or examples they have witnessed among friends, neighbors or family members. Remind participants not to mention any names in their examples.
6. Allow the group time to share their own experiences or thoughts on different negative coping strategies and some of the consequences these have had for those around them.
7. After everyone has finished sharing their thoughts, tell the participants that the group will now look at the papers they placed in the baskets in the previous activity.
8. Explain that you will take the pieces of paper out of the baskets and read them aloud to the group. The group will be responsible for deciding together whether the example given is a negative or positive coping strategy. Explain the difference between negative and positive strategies:
  - **Negative coping strategies:** have negative consequences (physical and emotional), which make problems even more difficult and often create additional problems for you and your family.
  - **Positive coping strategies:** help to resolve problems or make the less difficult, and can restore relations and have benefits for yourself and your family.
9. Take the first piece of paper out of basket 1 and ask the group: **“Is it a negative coping strategy or a positive one?”** (If the piece of paper is blank, just take another one from the basket).
  - a. If the example is a negative coping strategy, ask the group to propose a positive alternative that a man could use instead of the negative one you read.
  - b. If the group is unsure or unable to identify a positive strategy, you may use the positive examples from the next page.
10. Continue the exercise until you have read all of the pieces of paper from the three baskets and the group has categorized them as either positive or negative, and created a set of positive, alternative strategies. Then put the positive strategies in the 4<sup>th</sup> basket labeled “Positive Strategies.” Next, open the discussion using the questions below:

### Group Discussion Questions:

- What did you think about some of the positive coping strategies that we discussed?

- Do you think it is easy to put these strategies into practice?
- What are some of the challenges men might face in adopting positive coping strategies?
- How could adopting more positive ways of coping benefit you or your family?
- How can men support each other in adopting positive coping strategies when they face problems in their lives?
- Did you learn anything in this session, which will benefit you in your life?

### Examples of Positive and Negative Coping Strategies

Negative Strategies					
Drinking alcohol to forget	Driving too fast on a motorcycle, taking risks	Forcing others to have sex	Forcing your wife to have sex	Being aggressive or fighting with others	Having negative thoughts or thinking too much about sad things
Taking drugs	Beating your wife	Seeking out conflicts with others	Beating your children to relieve your tension	Isolating yourself from others and avoiding people	Hiring a prostitute

Positive Strategies					
Praying	Sport, physical exercises	Watching football and cheering for your favorite team	Having consensual sex with your partner	Singing in a choir	Listening to music or a soap opera on the radio
Cultivating in the field, or taking physical and mental rest	Taking a walk	Talking with your friends	Playing with your children	Seeking help (from a doctor or nurse, a pastor, or local leader)	Taking a nap

## Activity 3.3

### Making a Plan (20 minutes)

**Purpose:** To encourage men to identify alternative, positive coping strategies that they can adopt in their own lives to deal with negative emotions, stress and problems that occur.

**Key Message:** Reflecting on the ways that we deal with stress and problems can help us to adopt better, more positive coping strategies that will help us to find solutions and avoid additional, future problems. We can then begin to implement these alternative strategies a step at a time.

#### Instructions:

1. Explain to the group that when we face a problem or have negative emotions, we have a choice in how we deal with it. We can choose to cope in either positive or negative ways.
2. Tell the group that in this last activity, they are going to think about how they can begin to adopt more positive coping strategies in their own lives.
3. Divide the group into pairs (groups of two). If there is an uneven number of participants, one group can have three people.
4. Ask each participant to identify one realistic example of a negative strategy they use to deal with problems or stress in their life and share it with their partner. Give each group a few minutes to discuss.
5. Next, ask each group to brainstorm positive alternatives that each man can take to better deal with the problems he faces and make an action plan for how he will begin to implement these changes. Explain that the men will be expected to begin implementing these new strategies during the week and will report on them at the next session.
6. After 15 minutes, close the activity and thank the participants. Remind everyone to begin implementing the positive strategies they identified as part of their homework assignment.

**Homework:** During the next week, you should implement the action plan you have developed with positive coping strategies for dealing with problems or stress. Come prepared to discuss your experiences implementing the positive strategies at the next session.

# Session 4

## Open Discussion

**Session objective:**

To provide a safe space for men to talk about past and current problems confronting them and their families and to receive advice and support from other group members.

**Required materials:** None

**Recommended time:** 2-3 hours

**Session overview:**

1. Check-in & Homework Sharing (30 minutes)
2. Activity 4.1: Open Discussion (2 hours+)
3. Closing (15 minutes)

## Activity 4.1

### Open Discussion (2 hours+)

**Purpose:** To provide a safe space for men to talk about past and current problems confronting them and their families and to receive advice and support from others.

**Note to the Facilitator:** Your role as the facilitator will be to ensure that group members adhere to the ground rules and principles of respect, confidentiality and withholding judgment. Allow men to share their thoughts and encourage the group to support each other and provide solutions.

**Key Message:** Talking with others about our experiences and challenges we face is an important way to find solutions to the problems that affect us as men. This group can be a safe and supportive environment where you can give and receive advice and support from other men.

#### Instructions:

1. Explain to the participants that today's session is an open one – there is no specific topic or theme to be discussed. Everyone is invited to bring in personal issues they would like to discuss with the group and the group is responsible for determining the topics of the discussion.
2. Tell the group that they have the entire session to discuss, and that the group is responsible for determining the topics to discuss. Explain that the group members can:
  - Ask questions about the topics discussed in previous sessions.
  - Seek advice about a problem they have from the other participants, or
  - Share personal experiences with the group.
3. Ask if anyone would like to begin and then help the group to start the discussion. [The discussion can last as long as the group members decide. It is recommended to include an energizer during the session in order to keep participants active and interested.]
4. Once the discussion has finished, you may close the activity using the questions below:

#### Group Discussion Questions:

- What did you learn? What about you has changed during the last few sessions?
- What did you like and dislike about today's session?
- Is there anything else you would like to share with other group members?

# Session 5

## Sex & Sexuality

**Session objective:**

- 1) To discuss men's perceptions of sexuality and to reflect on what sex and sexuality mean for men and for women.
- 2) To discuss the importance of consent and mutual respect in sexual relationships.

**Required materials:** None

**Recommended time:** 3 hours

**Session overview:**

1. Check-in and Homework Sharing (30 minutes)
2. Activity 5.1: What is sexuality? (1 hour 15 minutes)
3. Activity 5.2: Judges' Panel (1 hour)
4. Closing (15 minutes)

## Activity 5.1

### What is sexuality? (1 hour 15 minutes)

**Purpose:** To discuss men’s perceptions of sexuality, to reflect on what sex and sexuality mean for men and for women, and to discuss the importance of consent and mutual respect in sexual relationships.

**Note to the Facilitator:** During the discussion you should actively question attitudes that promote gender inequality; for instance, if a participant suggests that sexual desire is part of men's nature and cannot be controlled, or that women who show sexual desire are promiscuous, you should politely challenge them.

**Key Message:** Men and women are often taught to express their sexuality in different ways, which greatly influences their expectations of the opposite sex and their relationships. Trust, mutual respect and consent are critical for sexual relationships.

#### Instructions:

1. Explain to the group that in this activity they are going to discuss sexuality and what it means for both men and women in the community and in their relationships with the opposite sex.
2. Tell the group that sexuality is one of the main forces of nature that humans experience – sexual organs provide us with pleasure and with the capacity to reproduce.
3. Ask the group: **“What does sexuality mean to you?”**
4. Allow 15 minutes for the participants to exchange their views of what “sexuality” means to them. Explain that the meaning of sexuality varies between people, and between men and women, as well as on the person’s age. For example, sexuality can have very different meanings for a married person or an older person.
5. Tell the group that men and women are often taught to be “sexual” in different ways and that society has different expectations for them based on their sexual organs. For example, boys are often taught that sexual performance is essential for becoming a real man, while girls are often taught to hide and protect their sexuality until marriage.
6. Ask the group: **“What do culture and society teach men and women about their sexuality?”**
  - Here, you can also provide additional example if necessary: Girls and women are often taught that their sexuality is for providing pleasure to their husbands. The fact that women can also enjoy sex is sometimes neglected or even denied.

7. After 10 minutes, explain to the group that sexual relations are a very delicate interaction between partners, and need to be based on trust, mutual respect and consent. Consent means that both people have given their permission for the sexual act to take place, each time.
8. Explain to the group the difference between consensual sex and sexual violence or abuse, using the information below:

- **Consensual sex** is based on mutual agreement and takes place without force (without physical force, or through power abuses or any other form of coercion that is based on power inequality). Consensual sex occurs when both people have given their permission for the sexual act to take place, each time.
- Sexual relations are sometimes forced and take place **without the consent** of one of the partners.
- **Sexual violence** includes all sexual acts (touching, penetration, sexual intercourse) that take place against someone's will (without consent) and is either forced or coerced. Force can be physical, psychological, economic, and emotional. Rape, which is when one person forces another to have sex without their consent, is an example of sexual violence.
- Sexual violence is an **abuse of power**, where one person uses their power over another person without his or her consent. Sometimes people use their power or position to coerce others into having sex. In most cases it is men using their power over women.
- Many people think sexual violence only happens in war or conflict, or is perpetrated by strangers. However, sexual violence also takes place during peacetime and is most often perpetrated by a person who the victim knows, such as a partner, relative, teacher, or neighbor.

9. Divide the group into pairs (groups of two). Explain that they are going to have 15 minutes to discuss sex and sexuality in pairs. Each person can share what they know about themselves or and what they have heard from others. Give the group the following guiding questions:
  - What is the meaning of sexuality for you, as a man and as a husband? How does your sexuality make you feel more or less of a man, or a good husband?
  - What is the meaning of sexuality for women? How does a woman's sexuality relate to being a good woman or a good wife?

- What are the main problems between couples related to sexuality? How do extramarital affairs impact men and women's relationships?
10. After 15 minutes, ask everyone to come back to the circle. Ask the groups to share some of what they discuss in their small groups and their opinions regarding sexuality and problems that men and women face in their relationships that are related to sexuality.
  11. After the discussion has finished, thank the participants for sharing their ideas and opinions. It is recommended to do a short energizer before beginning the next activity.

## Activity 5.2

### Judges' Panel (1 hour)

**Purpose:** To further reflect on the importance of mutual consent and to discuss the use of force and coercion in sexual relations and the impact of sexual violence on men and women; To rethink perceptions we have that may support sexual violence.

**Key Message:** Sexual violence occurs when there is an absence of mutual consent. Power imbalances and sexual violence are interrelated – sometimes one person uses his or her power to force or coerce another person into having sex against their will.

#### Instructions:

1. Explain that in the next activity, the group is going to further reflect on the concept of consent and the use of force in sexual relationships. Each person will get the chance to defend different positions, and thus will view situations from multiple perspectives.
2. Divide the group into two large groups: A group of 8 men, and a group with the remaining participants. Next, assign each group a role:
  - **Group 1:** Wise men of integrity in the community / panel of judges (8 men).
  - **Group 2:** Observers from the community (remaining participants)
3. Next, you are going to further divide Group 1 (the group of 8 men).
  - a. Split these 8 men into two smaller groups of 4.
  - b. Have 4 men sit on the right and the other 4 men sit on the left, in front of them. They should be facing each other, like a panel of judges.
  - c. Tell the 4 men on the right that they will be defending the woman's position and the 4 men on the left that they will be defending the man's position after you read a Case below.
  - d. Ask the remaining participants in Group 2 (the "observers") to sit outside the panel and listen. The facilitator should sit in a neutral place and guide the debate.
4. Explain that the "wise men of integrity" are going to form a panel of judges and will hear three cases. The wise men will discuss each case and debate whether the case involves any form of sexual violence or abuse of power. In doing so, the 4 men on the right will bring arguments that support women, and the 4 men on the left will bring arguments that support the male position.
5. Tell the "observers" that they will listen, but not talk during the debate. Ask them to observe the debate and listen to arguments from both sides (male and female defenders), and quietly consider the following questions:

- How is power involved in this case?
  - Does the case describe consensual sex or sexual violence?
6. Your role as the facilitator:
    - a. Read the statement's below
    - b. Keep time
    - c. Make sure that *both sides* of the judges panel are speaking, and arguing from the male or female perspective, as they have been assigned
  7. Ensure that everything is clear for the group. If so, read **Case 1**, from the box on the next page, to the group. Allow the "wise men" 5 minutes to discuss the case and bring as many arguments as possible.
  8. Next, read **Case 2** and allow 5 minutes of debate. Repeat with the same steps for **Case 3**.
  9. After completing the discussion around Case 3, ask the "observers" if they agree or disagree with the decisions made by the panel of wise men. Allow a few minutes for discussion by the "observers" from Group 2.
  10. Next, explain that the groups will now trade positions:
    - The 4 "wise men" on the right who defended the woman's position **will now defend the man's position**.
    - The 4 "wise men" on the left who defended the man's position **will now become the "observers"**.
    - The "observers" **will now defend the woman's position**.
  11. Read **Cases 4, 5 and 6** to the group and allow the new group of "wise men" to debate each case for 5 minutes. After the cases have been debated, ask the observers whether they agree or disagree with the decisions on Cases 4, 5 and 6.

## The Cases<sup>4</sup>

- **Case 1:** A woman named Denyse complained that her husband is too demanding about sex. Sometimes he even finds her in the field where she is cultivating during the day because he wants sex. She is not happy with this and does not want to have sex all the time. Her husband says that it is his right to have sex whenever he wants because he paid a dowry for her.
- **Case 2:** A priest from the church visited a family that is very poor. The oldest daughter, who is 18 years old, is very pretty. One day the priest touched the girl's breasts and asked her to touch his genitals. He told her never to talk about this, and said that if she did, he would tell her parents what a bad daughter they have.
- **Case 3:** A 30-year old male teacher at a secondary school asked one of his students, a 16-year old girl named Jeanette, to remain after school finished. He promised her good marks if she would have sex with him. The girl wanted to continue her studies and was afraid that the teacher would punish her or give her bad marks if she did not agree. She did not want to have sex with him, but she felt that she had no choice, so she let him do what he wanted.
- **Case 4:** A mother with three small children lost her husband. She is very poor and had no food for the children to eat. One of her neighbors came to her house and told her that he would give her food and clothing if she agreed to have sex with him. She felt that she had no choice, so she accepted. She feels sad and very bad every time he comes to her home.
- **Case 5:** A husband came home in the middle of the night after he had been drinking in the bar with his friends. His wife was sleeping, but he woke her up and ordered her to have sex with him. She was tired and did not want to have sex, but he became very angry and she felt she had to obey him.
- **Case 6:** A soldier was far away from his family defending his country. He wanted to have sex, so he grabbed a young woman who was washing clothes in the river and had sex with her. He justified his actions by saying that it is his right to have sex when he is serving his country, because he could not have sex with his wife.

12. After the observers have finished their discussion, ask the entire group: **“What did these cases have in common?”**

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<sup>4</sup> All these stories are based on people's real experiences.

13. Allow the participants to respond until there are no more comments being made. Tell the group that in these cases there is an abuse of power, when one person forces or coerces another person when they did not consent or want to have sex. Power imbalances and sexual violence are connected – these imbalances can exist between men and women (gender), across professional positions, or social class (poor/rich).

**Homework:** Tell the participants to go home and reflect more on what they learned in today's session. Ask them to try and have a conversation with their partner about sexual relations and the meaning of consent.

# Session 6

## Ending Cycles of Violence

### **Session objectives:**

- 1) To reflect upon men's own personal experiences with violence in the family, whether as perpetrators, witnesses or victims, and to understand the different types of violence that can occur.
- 2) To help men understand the cycle of violence and the factors that contribute to men's use of violence against their partners, and to discuss ways of dealing with stress and frustration that prevent the escalation to violence.

**Required materials:** Flipchart and markers

**Recommended time:** 3 hours 15 minutes

### **Session overview:**

1. Check-in and Homework Sharing (20 minutes)
2. Activity 6.1: Violence in the Family (1 hour)
3. Activity 6.2: Cycle of Violence (45 minutes)
4. Activity 6.3: Breaking the Cycle (1 hour)
5. Closing (10 minutes)

## Activity 6.1

### Violence in the Family (1 hour)

**Purpose:** To reflect upon men’s own personal experiences with violence in the family, whether as perpetrators, witnesses or victims, and to understand the different types of violence that can occur.

**Key Message:** Violence is unfortunately a common experience in our communities. Reflecting on our own experiences of violence is often very difficult, but it can help us to be better equipped to deal with our experiences and to gain new insights for preventing future violence.

#### Part I: What is family violence?

##### Instructions:

1. Explain that today’s session is going to explore the different forms of violence that take place in our homes and communities. The first activity will be a discussion of our own personal experiences with violence in our daily lives. We will discuss what family violence is, why and how it happens, and what we can do to stop it.
2. Tell the group that talking about violence is often difficult, because it reminds us of things that we might prefer to forget. However, the activities we will do today can help us to reflect on our experiences and be honest with ourselves. This reflection can make us stronger and better prepared to deal with our experiences now and in the future.
3. Ask the group the following questions and allow time for participants to share their own experiences and thoughts on what violence is and the different forms that occur within the home:
  - **Do you have examples of violence occurring in the home?** (This violence may have happened in your own home or in the community).
  - **What forms of violence do you know from personal experience?**
4. Thank everyone for being courageous and sharing their experiences with the group. Tell the group that in order to prevent violence within the home, we need to first understand what it is and the different forms it takes.
5. 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. Tell the group that the group is going to discuss more about the following types of violence:
  - a. **Family violence** includes all forms of violence between family members, including

violence against a partner, children, brothers, sisters and parents.

- b. **Violence against women** is the most common type of violence that occurs within the family, and that is violence committed towards any woman, including a wife, sister, daughter or other woman. This type of violence often occurs because women are not seen as equal to men in the society, and within the home.
- c. **Gender-based violence** is a more general term used for violence that is committed against another person, because she is a woman or because he is a man. It includes 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.

## Part II: Mapping Forms of Family Violence

### Instructions:

1. Explain to the group that in the next part of the activity, they are going to discuss different forms that violence usually takes within the home.
2. Tell the group that there are different types of violence that can occur between partners and explain the four types listed below:

- **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 every time.
- **Economic violence:** When someone else exercises complete control over a person's money and other economic resources, as a way of exerting power. It includes controlling the family's money, not sharing income, food or clothes, or withholding access to resources and benefits from your wife, or selling property without your wife's consent. It can be used to control someone's movements, for example keeping them from meeting friends, etc.

3. Ask the group members if they can provide examples of each of the forms of violence you described: physical, psychological, sexual and economic. [Optional: as the facilitator, you can write each type of violence on a separate piece of flipchart paper and hang it on the wall, and record people's responses.]
4. After the group has finished providing examples of the different types of violence, open the discussion using the questions below:

### **Group Discussion Questions:**

- What did all of these examples have in common?
- Are some forms of violence more common than others between partners? In the home?
- What role did power imbalances play in the examples you provided?
  - Here you can point out that all of the examples involved an abuse of power by one person or group over another.

## Activity 6.2

### Cycle of Violence (45 minutes)

**Purpose:** To help men understand the cycle of violence and the factors which contribute to men's use of violence against their partners.

**Key Message:** Violence within the family is often part of a cycle of violence, which starts, repeats and gets worse over time. With each new cycle of violence that occurs, the violence may become worse and more aggressive, and the phases or periods of peace may become shorter.

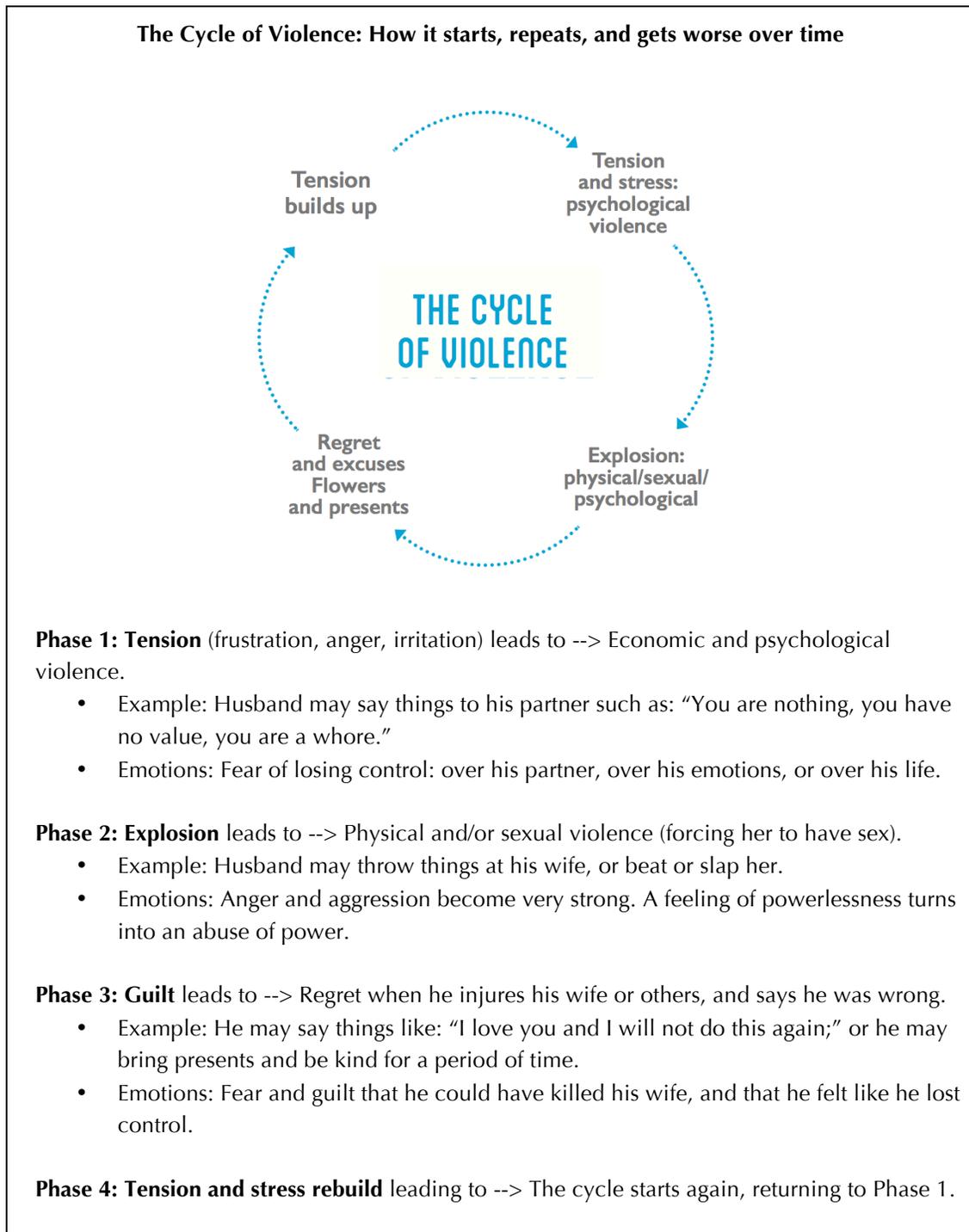
#### Instructions:

1. Explain to the group that in this activity they are going to discuss why violence happens and how violence can become a cycle that repeats over time.
2. Ask the group the following questions and allow enough time for different participants to voice their opinions:
  - Why do you think violence happens in the family?
  - How does it start?
  - What causes violence to become a cycle that repeats again and again?
3. After 10 minutes of discussion, explain to the group some of factors that can contribute to men's use of violence, using the information in the box below.

**Some factors that may contribute to men's use of violence include:**

- **Gender inequality:** Some men think they need to have and maintain power and control over women. They sometimes use violence to dominate women.
- **Family history:** Some men grew up in families where they saw violence between male and female partners, or where they were victims of violence themselves.
- **Isolation within society:** When men feel frustrated, lose morale and trust in society and the community, and feel disconnected from others, they sometimes express these feelings through violence.
- **Alcohol abuse and lack of control:** Some men choose not to control their emotions and aggression. Sometimes violence is brought on by stress, trauma, alcohol abuse, poverty, and other factors.

4. After explaining the factors that can contribute to violence, draw the diagram of the 'Cycle of Violence' on a flip chart and explain the different phases of the cycle to the group using the information below:



5. Tell the group that with each new cycle of violence that occurs, the violence may become worse and more aggressive, and the phases or periods of peace may become shorter. Explain that the more often the cycle is followed, the more the husband may try to control his feelings of shame and regret by justifying his violent actions through statements such as:
  - “She is not obeying me, so I need to correct and discipline her.”
  - “Beating her shows her that I love her and care for her.”
  - “She provokes the violence because she is not a good wife.”
  - “I am the boss in the house, and I have to show her that.”
6. Next, open up the discussion using the questions below:

### **Questions for Group Discussion:**

- Do you recognize this cycle of violence?
- Is the cycle of violence something that happens in households in your community?
- How can the cycle of violence be broken?

## Activity 6.3

### Breaking the Cycle (1 hour)

**Purpose:** To reflect on how men can break the cycle of violence within their homes and to identify ways of dealing with stress and frustration, which prevent an escalation to violence.

**Key Message:** The first step to preventing violence is recognizing the triggers that can lead us to use violence when we are stressed or frustrated. It is important to remain calm and to control our behaviour so that the cycle of violence can be broken.

#### Instructions:

1. Explain to the group that in this activity they will discuss more about some of the triggers for violence what they can do to break the cycle of violence.
2. Ask the group the following questions, one at a time, and allow time for responses from different individuals:
  - What are some of the sources or situations that lead you to feel tense or stressed or frustrated?
  - What triggers (or reasons) have led you to lose control and start using violence when you feel stressed, tense or frustrated? (Triggers are the things or situations that make you feel provoked or make you feel as if you are losing control).
  - Is it easy to recognize the triggers or situations that can lead us to use violence?
3. Tell the group that one of the first ways of preventing violence is being able to recognize what our triggers are, because only then can we identify solutions that will help us to prevent the escalation of violence.
4. Explain to the group that you will now share with them some possible solutions for responding to feelings of stress and frustration in ways that avoid perpetuating the cycle of violence.
5. Read the phases of breaking the cycle of violence from the box on the next page to the group. Explain the different phases to the group and allow them to comment or ask questions.

## **Breaking the Cycle of Violence:**

### **Prevention:**

- It is important to know yourself and recognize the risks and situations that can trigger your anger and frustration.
- Be aware of your tension, and actively search for ways to relieve tension before it is too strong and becomes a problem.
- Communicate with your partner. Make time to talk with your partner about problems that you, she and the family are facing. Make sure to be interested, caring, and respect the principles of equality.

### **De-escalation:**

- Be alert and recognize the warning signs when you feel your tension increasing. Be prepared to de-escalate, or lessen the intensity, of the situation.
- The best ways to avoid escalation is to avoid situations that may fuel high tension and stress, and to walk away from these situations when they occur. Find ways to remain calm: for example, count to ten and walk away.
- Ask support from people you trust. Ask them to help you to manage your tension without judgment.

### **Learn by Doing:**

- Be open to learning from your own experiences and to adopting strategies that enable you to maintain control of your behaviour.
- Ask others for help and support if you are unsuccessful in managing your tension.
- Think about the positive impact of being a responsible, non-violent husband and father. Think about what it means to be a man of integrity, who is respected in the community for his ability to control himself when he is stressed or provoked by others.

6. After sharing the phases of breaking the cycle of violence, ask the group: **“What can you do to avoid becoming violent? What can you do to remain calm when you feel the tension, frustration and stress increasing?”**

7. Allow the group time to share their ideas about how they can remain calm and avoid situations of potential violence. If the men are unsure of what to do, you can share some of the examples from the table below with them and discuss whether these examples might work for them.

**Suggestions for handling violence and frustration:**

<b>Things that increase the risks of violence</b>	<b>Actions needed</b>
Alcohol abuse	<p><i>Stay in Control:</i></p> <ul style="list-style-type: none"> <li>• Control your alcohol use.</li> <li>• Tell others and ask for their support in limiting your drinking.</li> </ul>
Disagreements with your wife	<p><i>Communicate:</i></p> <ul style="list-style-type: none"> <li>• Make time to discuss with your partner.</li> <li>• Talk with her, listen to her feelings and tell her yours.</li> <li>• Talk with friends or other family members.</li> </ul>
Quarrels with your wife	<p><i>Calm yourself down:</i></p> <ul style="list-style-type: none"> <li>• Create some distance. Leave the situation that is causing your tension by going for walk outside until you are calm.</li> <li>• Calm down: Breathe deeply and count to ten.</li> </ul>
You feel hurt by your wife or others	<p><i>Be aware of your own feelings of hurt:</i></p> <ul style="list-style-type: none"> <li>• Create some distance: leave the house and go for a walk.</li> <li>• Calmly tell the other person that what they have said or done is hurting you.</li> <li>• Do not start discussions when you feel hurt or frustrated. Come back to it when you are calm and are able to feel respect and love for the other person.</li> </ul>

8. Open the discussion using the questions below:

### Questions for Group Discussion:

- Do you think any of the suggestions/actions we just discussed could help you to remain calm during situations of stress or tension? Why or why not?
- Are there some situations that are easier to handle than others? If yes, which ones?
- What can you do to take full responsibility for your behavior?
- Would you be willing to create an emergency plan for what to do when you feel provoked or at risk of using violence against your partner?
- Are there people you trust who you would feel comfortable asking for support in putting some of these solutions into practice?
- Is there something you have learned today that will help you in your life?

**Homework:** Tell the group that they should go home and discuss with their partner, friend or other family member whom they trust about situations where they felt compelled to use violence. Each group member should also create an emergency plan for what he can do when he feels provoked or at risk of using violence against his partner. Come prepared to share at the next session.

# Session 7

## Taking Responsibility for Your Actions

**Session objective:**

- 1) To reflect on what it means to be a responsible man, husband and father, and the challenges men face in taking responsibility for their actions.
- 2) To discuss how men can take positive responsibility for their actions and contribute to peace and stability within the home.

**Required materials:** None

**Recommended time:** 3 hours+

**Session overview:**

1. Check-in and Homework Sharing (30 minutes)
2. Activity 7.1: Taking Responsibility (45 minutes - 1 hour)
3. Activity 7.2: Perceptions that Fuel Violence (1 hour 30 minutes)
4. Closing (15 minutes)

## Activity 7.1

### Taking Responsibility (45 minutes – 1 hour)

**Purpose:** To discuss what it means to be a responsible man, husband and father, and the challenges that men sometimes face in fulfilling these responsibilities and expectations.

**Key Message:** Men have many responsibilities as human beings, husbands and fathers. It is not always easy to take responsibility as men due to poverty, conflict and other challenges that we face. Before a man can fulfill his responsibilities to others, he must take responsibility for himself.

#### Instructions:

1. Explain that in this activity, the group is going to discuss the topic of ‘responsibility’ and what it means for men in their homes, families and communities.
2. Ask the group the following questions, one at a time. After each question, allow the participants enough time to exchange their ideas and opinions in a respectful manner.
  - What does responsibility, or being responsible, mean to you?
  - How would you describe a responsible man? Husband? Father?
  - How do these responsibilities differ? How are they similar?
  - How do you take responsibility in these roles?
  - What are some things that have hindered or may hinder you from fulfilling your responsibility?
  - What happens when men are not able to fulfill their responsibilities, or expectations?
3. After the group has finished sharing their opinions and ideas, tell the group that men are often faced with many responsibilities, which they are expected to fulfill, and are often seen as the person responsible for the family wellbeing. This includes providing the family with food, clothing, shelter and the means to live well.
4. Explain to the group that it is not always easy for men to take responsibility for the wellbeing of the family and to fulfill these expectations. Tell the group that there are a number of reasons why it is difficult for men to take responsibility, including poverty and conflict.
5. Tell the group that often when men want to, but cannot fulfill these expectations, they feel or experience:
  - Frustration and trauma due to war and conflicts.

- Misconceptions that they, as the male "head of the family," are free to abuse their power over women and children.
  - Unable to control their own behavior. This may manifest itself in different ways, such as drinking too much alcohol, having sex with women other than their wife, or using violence.
6. Explain to the group that all of these factors influence men's capacity to take responsibility for themselves and for others. Before a man can fulfill his responsibilities to others, he must take responsibility for himself.
  7. Close the activity by telling the group that today's session aims to help us improve our capacity to be more responsible men, husbands and fathers.
    - Before beginning the next activity, it is recommended to do a short energizer.

## Activity 7.2

### Perceptions that Fuel Violence (1 hour 30 minutes)

**Purpose:** To discuss how men’s perceptions of responsibility within the home can either fuel family violence or create peace and stability within the home, and to think about ways men can take positive responsibility in their own lives.

**Key Message:** There are different ways that men can perceive their responsibility as men, husbands and fathers. Some negative perceptions actually fuel family violence, while other, positive perceptions can contribute to creating peace within the home.

#### Instructions:

1. Explain to the group that in this activity they will reflect on how the different perceptions of what it means to take responsibility can actually fuel violence within the family.
2. Tell the group that some of the ways that we may perceive ‘responsibility’ help to perpetuate violence, while others promote peace within the family. Explain to the group that there are both negative and positive perceptions of responsibility, and explain the difference using the information below:
  - A **negative perception** of responsibility is one that **fuels violence**.
  - A **positive perception** of responsibility is one that **creates peace**.
3. Tell the group that you are now going to share some negative perceptions with the group, and invite them to provide some positive alternatives.
  - From the table on the next page, read out the statements, one by one, under the heading “negative perceptions” to the group.
  - After reading each negative perception, ask the group if they can propose an alternative, positive perception of responsibility.
  - If the group is unsure of a positive perception, you can share some of the examples of positive perceptions from the table on the next page.

## Perceptions of Responsibility:

NEGATIVE PERCEPTIONS	POSITIVE PERCEPTIONS
Perceptions that Fuel violence	Perceptions that Create Peace
<p>Responsibility is a man's right. He is justified in controlling others because he holds this responsibility.</p>	<p>Responsibility is an achievement that men or women earn because of their positive actions and contributions.</p>
<p>A responsible man has the final say and ultimate power in his family. It is his right to dominate his wife.</p>	<p>A responsible man actively contributes in his family by sharing opinions and listening to the opinions of others. Decisions are made as a result of discussion and negotiation.</p>
<p>A responsible man needs to control his wife. It is his right to do whatever is needed to control her.</p>	<p>A responsible man can control himself (and his behaviours) and contributes to creating trust and a positive relationship with his partner.</p>
<p>A responsible man needs to be respected by his wife. She has to accept anything he asks or wants from her.</p>	<p>A responsible man shows respect to his wife and considers her as his equal.</p>
<p>A responsible man has the right to punish his wife when she is not behaving the way he thinks she should.</p>	<p>A responsible man is never abusive and never uses any form of violence against anyone. He communicates with his wife respectfully if he is unhappy.</p>
<p>A responsible man will reproduce and have many children in order to have a big family.</p>	<p>A responsible man will make a family plan together with his wife. Both will have an equal voice in deciding when to have sex and how many children they will have.</p>
<p>A responsible man sees his wife as his property and will treat her as property.</p>	<p>A responsible man respects the equality and freedom of any human being, including his wife. He knows that love, care and mutual respect will keep them together.</p>

4. After you have shared the list of negative and positive perceptions, divide the participants into 3 smaller groups.
5. Explain that each group is going to create 2 role-plays (a total of 6 role-plays):
6. After 10 minutes, ask each group to present their role-plays to the group.
  - **Role-play 1:** Demonstrate a negative perception of what it means to be a responsible man. The role-play should show the negative consequences of perceptions that fuel violence.
  - **Role-play 2:** Demonstrate a positive perception of what it means to be a responsible man. The role-play should show the positive benefits of perceptions that create peace.
7. After each group has presented their two role-plays, ask the group for their thoughts. Then, allow the next group to present.
8. After all six role-plays have been presented, open the discussion using the questions below:

### Questions for Group Discussion:

- What did you think of the role-plays? Are the situations realistic?
- Was it easy or difficult to understand how the negative perceptions can create family violence?
- How easy was it to identify positive perceptions of responsibility?
- What hinders or has hindered you in the past from taking positive responsibility?
- What can men do to promote these positive forms of taking responsibility?
- Did you learn anything today that will help you in your own life?

**Homework:** Tell the group to go home and discuss with their partner alternative ways of taking responsibility in their families, ways that will contribute to safer and more positive environments at home. Ask your partner what she would like you to change and ask her how she can help you to make these changes.

# Session 8

## Respectful Relationships

**Session objective:**

- 1) To discuss the importance of safety, support and trust within men's relationships with their wives and children.
- 2) To identify some of the challenges and opportunities they have for improving trust and safety within the home.

**Required materials:** None.

Optional: Flipchart, markers

**Recommended time:** 3 hours

**Session overview:**

1. Check-in and Homework Sharing (30 minutes)
2. Activity 8.1: Trust Me! (45 minutes)
3. Activity 8.2: Messages of Trust (45 minutes)
4. Activity 8.3: Building Trust at Home (45 minutes)
5. Closing (15 minutes)

## Activity 8.1

### Trust Me! (45 minutes)

**Purpose:** To support men in exploring feelings of trust, care and responsibility.

**Key Message:** Our own sense of trust and safety is very dependent upon the relationships we have with those around us. We have a responsibility to care for others and to build trust in our relationships. We also deserve the same respect from others.

#### Instructions:

1. Explain to the group that in this activity, they will do an exercise to help them build trust and reflect on their own responsibility towards others.
2. Ask the group members to find a partner and form pairs (groups of 2).
3. Explain that in each pair, one person will be the guide and the other will be the follower. Tell each pair to discuss and decide which role each person would like to perform.
4. Ask all of the 'followers' to close their eyes.
5. Explain that in each pair, the 'guide' will lead the follower around the room.
  - The 'follower' will keep his eyes closed.
  - The 'guide' should ask the 'follower' how he likes to be guided and supported.
  - The 'guide' should ensure that the other person is safe and feels safe (for example, no jokes, no clashes with others).
  - The 'follower' should indicate what he needs in order to feel supported and guided, and what will help him to **trust** his 'guide.'
6. Share with the group some suggestions for guided support (it may be helpful for you and your co-facilitator to model these behaviours for the group):
  - Walking hand in hand.
  - Putting your arms around the shoulders of the follower.
  - Standing behind the follower.

7. After providing the instructions, ask the 'guides' to begin leading their 'followers' around the room. Allow 2-3 minutes for the guides to lead.
8. After 2-3 minutes, ask everyone to stop and tell the 'followers' to open their eyes. Explain to the group that the pairs will now switch roles.
  - The 'guides' are now the 'followers.'
  - The 'followers' are now the 'guides.'
9. Give the pairs 2-3 minutes to practice their new roles.
10. After 2-3 minutes, ask everyone to stop and tell the 'followers' to open their eyes.
11. Explain that you are going to ask the pairs to do the activity one more time. Ask each group to decide who will be the 'guide' for the final exercise.
12. Tell the group that you are going to make the activity more difficult by placing some obstacles around the room. Ask all of the 'followers' to close their eyes. Once the 'followers' have closed their eyes, you may move some obstacles (for example chairs, bags, etc.) into the space.
13. Tell the 'guides' that they need to lead their partners around the obstacles, by guiding them when to step around or over the obstacles in the room.
14. Allow the 'guides' 2 minutes to lead their partners around the obstacles. After 2 minutes, ask each pair to sit down and discuss with each other how they felt while doing the activity.
15. After 5 minutes, ask everyone to come back to the circle and open a discussion with the larger group using the questions below:

### **Questions for Group Discussion:**

- When you were 'followers':
  - How did it feel to be led by the other person?
  - Did you feel safe?
  - Was it easy to trust the person guiding you? Why or why not?
  - What are some things that made you feel safe and have trust and confidence in your partner?
- When you were 'guides':

- How did it feel to lead the other person?
  - What did you do to try and make the other person feel safe?
  - Did you feel a sense of responsibility to the other person?
  - How did you take responsibility?
- What were the power relations between the 'guide' and the 'follower' in this exercise?
- Did you learn anything in this activity?

## Activity 8.2

### Messages of Trust (45 minutes)

**Purpose:** To discuss how men can promote safety, support and trust within the family through the words they use and the messages they give to the people they care about.

**Key Message:** The messages we give to our family are very important. Through our words, we can help our wives and children to feel loved, supported and protected.

#### Instructions:

1. Explain that in this activity the group is going to discuss the words we use to build trust and confidence between individuals.
2. Ask the group: **“In the last activity, what words or messages did you hear from your partner that helped you to feel safe and have a sense of trust?”**
3. Allow the groups time to share their opinions on the important words that helped them to feel safe during the activity. Optional: You may write down their responses on a flipchart.
4. Next, use the chart on the next page to explain some of the words or messages we can use to build trust and help others around us feel safe and supported. You can read the chart aloud to the group or you can draw it on a flipchart.

Explain to the group:

- a. There are three **basic needs for trust and safety**:
  - i. Love and care
  - ii. Support
  - iii. Protection
- b. There are a number of **messages** that a person can provide to another person in order for them to feel a sense of trust and safety.
- c. These words and messages help the **receiver** to feel safe, loved, and protected.

<b>Basic Needs for Trust and Safety</b>	<b>Message from the Provider</b>	<b>Felt by the Receiver</b>
<b>LOVE and CARE</b>	You are welcome, you have the right to be here, you are important to care for. I love you.	I am a worthwhile person. I feel respected and beloved.
<b>SUPPORT</b>	I help you, I support you to overcome problems, to grow, to learn and discover.	I am not alone. I feel supported and guided. I can grow and learn and find my own way.
<b>PROTECTION</b>	I will protect you against any harm.	I feel safe and protected from dangers that may come.

5. After you have shared the basic needs for trust and safety chart with the group, ask the group for two volunteers to participate in a role-play.
6. Ask the volunteers to role-play the messages of love, support and protection listed in the chart above. As the facilitator, you should guide them in the role-plays, **using the messages provided in the chart**. You may give the group role-play examples of situations where they might use the messages (see point 7).
  - One volunteer will be the **provider of the message**.
  - One volunteer will be the **receiver of the message**.
7. Role-play Examples (these are suggestions only – group members may come up with their own):
  - a. You notice that your wife looks sad, or maybe has been crying.
  - b. Your wife is coming from the field, carrying a baby on her back and a large bag on her head.
  - c. Your wife is preparing lunch, and suddenly the baby starts crying.
  - d. Your wife is pregnant and the family doesn't have health insurance – you are worried that she will give birth before you are able to pay for it.
8. After the role-plays, open the discussion using the questions below:

## Questions for Group Discussion:

- Ask the volunteers:
  - How did it feel doing this role-play?
- Ask the group:
  - In your household, who gives you the feeling of being important, welcome and cared for?
  - Who supports you and shows you that you are not alone?
  - Who protects you?
  - What do you do to make your wife and children feel welcome and cared for?
  - What do you do to show your wife and children that they are supported and not alone?
  - What do you do to provide your wife and children with protection and safety?
  - Are there new messages you can provide to help them feel more loved, supported and protected?
  - Are there messages you would like to receive from your wife and children that would help you feel more loved, supported and protected?

## Activity 8.3

### Building Trust and Safety At Home (45 minutes)

**Purpose:** To help men reflect on what they have learned and to identify some of the challenges and opportunities they have for improving trust and safety within their home.

**Key Message:** Everyone needs to feel loved and cared for, supported and protected. Unfortunately, there are often times when we do not feel this way. However, there are things that men can do improve trust and safety for themselves, their wives and their children.

#### Instructions:

1. Explain that in the last activity of today's session, the group is going to discuss the challenges and barriers they have faced in building trust and safety at home.
2. Tell the group that you are going to ask a few questions and you want everyone in the group, who feels comfortable, to share their ideas and experiences. Everyone in the group should show support for the person speaking and encourage them to find solutions to the problems they have.
3. Ask the group the following questions, one at a time, and allow enough time for each participant to share his own experiences (only if he wants):
  - What did you learn today about trust and safety?
  - What has hindered you the most from being able to feel safe and trusted at home?
  - What has hindered you the most from being able to provide trust and safety to your family?
  - What could help you to create trust and safety for yourself? Your wife? Your children?
4. After the group has finished the discussion, close the activity by reminding the group of the three basic needs and provide them with some additional examples of messages men can give to build safety and trust, using the box on the next page.

Basic Needs for Trust and Safety	Message from the Provider
LOVE and CARE	<ul style="list-style-type: none"> <li>• Show love and care to your wife.</li> <li>• Care for your children, show them how you love them.</li> </ul>
SUPPORT	<ul style="list-style-type: none"> <li>• Ask support of your wife in a task and support her in one of her tasks.</li> </ul>
PROTECTION	<ul style="list-style-type: none"> <li>• Make sure that your family members are not exposed to violence within the home.</li> </ul>

**Homework:** This week, you should experiment with the three basic needs discussed earlier (love and care; support; protection) to create safety and trust at home, both as a provider and as a receiver. Explore how you can apply it yourself, but also discuss with your wife and family how to do it.

# Session 9

## New Rules at Home

**Session objective:**

To discuss how household rules impact men, their partners, and their children, and to support men in creating plans to introduce new rules to build trust and promote safety, support and protection for all family members.

**Required materials:** None**Recommended time:** 3 hours**Session overview:**

1. Check-in and Homework Sharing (30 minutes)
2. Activity 9.1: Safety, Support & Protection at Home (1 hour)
3. Activity 9.2: Household Safety Plans (1 hour 30 minutes)
4. Closing (15 minutes)

## Activity 9.1

### Safety, Support & Protection at Home (1 hour)

**Purpose:** To discuss how family and household rules or habits can be used to help create a safe, supportive and protective environment for men, their partners, and their children.

**Key Message:** Many families have rules or habits that define acceptable behaviours within the home. These rules can reinforce negative behaviours, or they can be a tool for creating a space of safety, support and protection for men, women and children.

#### Instructions:

1. Explain to the group that in this activity the group will discuss the rules or habits that are enforced within their homes/families and the resulting behaviours that these rules encourage.
2. Ask the group the following questions, one at a time. Allow enough time for each member of the group to share his ideas, opinions or experiences with household rules.
  - What rules or habits do you have in your household, which are designed to provide safety, support and protection?
  - What rules do you have that set limits? (Rules that set limits provide guidance on what will happen if someone breaks a rule. For instance, when someone is not respecting others, or abuses the rules.)
  - What happens when your wife does not respect a rule? Or your children?
  - What happens when you do not respect a rule?
  - Is it different to set limits for women and girls than it is for men and boys? Why and how?
  - Would you be willing to adopt some new or different rules or habits?
3. After finishing the discussion, thank the participants for sharing their ideas and opinions. Before beginning the next activity, it is recommended to do an energizer activity with the group.

## Activity 9.2

### Household Safety Plans (1 hour 30 minutes)

**Purpose:** To support men in creating household plans for introducing rules and habits that build a sense of trust and promote safety, support and protection for all family members.

**Key Message:** Household rules are important for building safety, support and protection. It is important for men to develop these rules together with their partners and to ensure that all family members understand and agree to the rules.

#### Instructions:

1. Explain to the group that in this activity the group will reflect on the rules they have in their home and each participant will develop a personal plan for promoting safety, support and trust in his household.
2. Ask the group to divide into pairs (groups of 2). Tell the participants that each group is going to discuss a set of questions in order to help each man to create a plan for building safety, support, and protection within his household.
3. Tell the group that they will have 20 minutes to discuss their ideas with each other. Emphasize the importance that these plans promote equality between men and women.
4. Ask each group to think of the following three questions while developing their household plans:
  - What rules or habits could you and your wife/partner adopt that would make your home a more safe, supportive and protective environment for yourself and your family?
  - What rules could you introduce to set limits on certain behaviours?
  - How will you share responsibility with your partner for implementing this plan?
5. After 20 minutes, ask the participants to come back to the circle. Tell the group that each man will now have 5 minutes to present his household plan for building safety, trust, and protection to the group. After each presentation, ask the other group members to give feedback and support. Be sure to challenge any plans that do not build safety, trust and protection.
6. After all of the men have presented their plans for developing safety and trust within the home, thank everyone for sharing their ideas and opinions with the group. Encourage everyone to begin putting these plans into action today and to support each other in doing so.

**\* Explain that next week, all men are invited to bring their partner or another close adult family member (preferably a female relative) with them to the session \***

**Homework:** Each man should go home and share the household plan he created today with his wife and discuss what she would like to include or change in the plan. Each man should make a final household plan together with his wife, based on equality and respect.

# Session 10

## Family Sharing (part I)

**Session objective:**

To enable couples to exchange ideas and opinions on any changes—positive or negative—that have occurred within their relationship or the home since joining the group.

**Required materials:**

- Chairs for 30 people (participants and their partners)
- A meeting space large enough to accommodate 30 people
- 1 roll of toilet paper or tissues

**Recommended time:** 3 hours

**Session overview:**

1. Welcome Guests and Ground Rules (1 hour 30 minutes)
2. Activity 10.1: Sharing the Changes (1 hour 15 minutes)
3. Closing (15 minutes)

## Welcome Guests and Ground Rules (1 hour 30 minutes)

**Purpose:** To welcome men's partners who are attending the session and allow everyone to introduce themselves to the group.

**Note to facilitator:** It's possible that conflict may arise in the group during Session 10. Be sure to handle these situations carefully: Do not judge or punish, but rather moderate in a neutral manner.

**Key Message:** Welcome the group and thank them for coming! Tell them you look forward to sharing together and hearing from them about how these group sessions are impacting relations within their homes.

### Instructions:

1. Start by welcoming all the participants and their partners to the group.
2. Ask everyone to introduce themselves to the group. Tell the visitors that in addition to their name, they should say whose partner they are.
3. After everyone has introduced him or herself, explain that the group has established ground rules, and you will spend a few minutes together going over them and establishing new, additional ones for this session.
4. After going through the ground rules established in Session 1, encourage the group to create an additional list of ground rules for today's session. Tell the group that these rules are important for the success of today— they are the seeds that can be planted for a successful discussion. If some of the topics below are not mentioned first by the group members, be sure to emphasize them:
  - i. Men should not disclose the stories or opinions that their colleagues may have shared during previous sessions (Sessions 1-9)
  - ii. Everything shared in the group stays in the group – topics, discussions, or even the purpose of the group should not be shared with anyone else
  - iii. Respect your partners and other group members– do not scold, fight, or disparage them
  - iv. Anyone in the group is allowed to cry, and the person should be supported in doing so
  - v. After the group, when you return home:
    1. Work to maintain the ground rules that you established in the group when you go home (mutual respect, listening, etc). Try to create a peaceful and safe space at home, as you had in the group.

2. Work to maintain positive change at home, for both men and women
  3. If you need further guidance, inform the facilitators, who will contact mental health professionals at the hospital.
- 
5. Explain that the group always starts with a check-in, where everyone can share their news and how they are doing with the group.
  6. Tell the group that anyone who wants to and feels comfortable can now share any news they have with the group. It can be anything related to their participation in the group or a family or personal issue they are experiencing. Explain that the rest of the group should simply listen when someone is presenting – there will be no discussion until the next activity.
  7. After everyone has shared their news, explain that the aim of today's session is for men and women to exchange their ideas and experiences of whether or not, and how, the group sessions are contributing to positive or negative changes within their relationship and within the home.
  8. Before starting the next activity, it is recommended that you do an energizer.

## Activity 10.1

### Sharing the Changes (1 hour 15 minutes)

**Purpose:** To enable men and their partners to exchange ideas and opinions on any changes—positive or negative—that have occurred within their relationship or the home since joining the group.

**Key Message:** In this group, men have committed to making positive changes to their behaviours and relationships in order to promote safe, supportive, and protective homes. It is important for men to discuss with their partners and receive feedback and support in making these changes.

#### Instructions:

1. Explain that in this activity each couple will have the opportunity to share their ideas and opinions with the group.
2. Tell the group that each couple will have 5 minutes to exchange ideas and opinions on any changes, positive or negative, that have occurred within their relationship or the home, since the man joined the group. Explain that it is important that both the man and the woman have an opportunity to talk.
3. Explain that while each couple speaks, the rest of the group will listen. After the couple has finished speaking, the other participants can ask questions as well.
4. Ask the group if there is one couple that would like to volunteer to go first. Allow the couple to begin sharing and then continue around the circle until all of the couples have spoken. During the discussion, encourage people who have not spoken much to do so, but do not force anyone to speak.
5. After all of the couples have spoken, thank everyone for being willing to share and congratulate the men on some of the positive changes that were shared with the group.

**Homework:** Ask each couple to go home and continue discussing the positive changes shared during today's session. They should specifically discuss the ground rules created, and determine how to adopt the applicable ground rules in their homes on a daily basis.

# Session 11

## Family Sharing (part II)

**Session objective:**

To enable couples to continue to exchange ideas and opinions on the changes discussed in the previous session and to brainstorm ways to sustain the positive changes.

**Required materials:**

- Chairs for 30 people (participants and their partners)
- A meeting space large enough to accommodate 30 people
- 1 roll of toilet paper or tissues

**Recommended time:** 2 hours 30 minutes

**Session overview:**

1. Check-in and Homework Sharing (45 minutes)
2. Activity 11.1: Trust Me! (30 minutes)
3. Activity 11.2: Sustaining the Change (45 minutes)
4. Closing (30 minutes)

## Activity 11.1

### Trust Me! (30 minutes)

**Purpose:** To support men and their partners in exploring feelings of trust, care and responsibility.

**Key Message:** Our own sense of trust and safety is very dependent upon the relationships we have with those around us. We have a responsibility to care for others and to build trust in our relationships. We also deserve the same respect from others.

#### Instructions:

1. Explain to the group that in this activity, they will do an exercise, which the men did in a previous session, to help them build trust and reflect on their own responsibility towards others.
2. Explain that in each couple, one person will be the guide and the other will be the follower. Tell each couple to discuss and decide which role each person would like to perform.
3. Ask all of the 'followers' to close their eyes.
4. Explain that in each couple, the 'guide' will lead the follower around the room.
  - The 'follower' will keep his or her eyes closed.
  - The 'guide' should ask the 'follower' how he or she likes to be guided and supported.
  - The 'guide' should ensure that the other person is safe and feels safe (for example, no jokes, no clashes with others).
  - The 'follower' should indicate what he or she needs in order to feel supported and guided, and what will help him to **trust** his 'guide.'
5. Share with the group some suggestions for guided support (it may be helpful for you and your co-facilitator to model these behaviours for the group):
  - Walking hand in hand.
  - Putting your arms around the shoulders of the follower.
  - Standing behind the follower.
6. After providing the instructions, ask the 'guides' to begin leading their 'followers' around the room. Allow 2-3 minutes for the guides to lead.

7. After 2-3 minutes, ask everyone to stop and tell the 'followers' to open their eyes. Explain to the group that the pairs will now switch roles.
  - The 'guides' are now the 'followers.'
  - The 'followers' are now the 'guides.'
8. Give the couples 2-3 minutes to practice their new roles.
9. After 2-3 minutes, ask everyone to stop and tell the 'followers' to open their eyes. Ask everyone to come back to the circle and open a discussion with the larger group using the questions below:

### **Questions for Group Discussion:**

- When you were 'followers':
  - How did it feel to be led by the other person?
  - Did you feel safe?
  - Was it easy to trust the person guiding you? Why or why not?
  - What are some things that made you feel safe and have trust and confidence in your partner?
- When you were 'guides':
  - How did it feel to lead the other person?
  - What did you do to try and make the other person feel safe?
  - Did you feel a sense of responsibility to the other person?
  - How did you take responsibility?
- For the men:
  - How did it feel to do this activity with your partner? How was it different than the previous time we did the activity?
- What were the power relations between the 'guide' and the 'follower' in this exercise?
- Did you learn anything in this activity?

## Activity 11.2

### Sustaining the Change (45 minutes)

**Purpose:** To reflect on men and their partners' needs and recommendations for sustaining positive changes within their relationships and in the home.

**Key Message:** Making positive changes is a gradual process, with progress made every day that you wake up and decide to sustain the positive changes you have made. Couples should discuss these changes and share their individual needs with each other in order to better support each other.

#### Instructions:

1. Explain to the group that in this activity the couples will have a chance to reflect on how to sustain the positive changes that have occurred within their household.
2. Open the discussion to the group by asking the following questions. Ensure that all those who would like to speak have the opportunity to share their ideas, opinions and concerns.
  - Ask the men:
    - Do you have any suggestions or recommendations for the coming weeks?
    - What can you do to permanently sustain some of the positive changes that you have made?
    - What help or support do you need from others?
  - Ask the partners:
    - Do you have any suggestions or recommendations for the coming weeks?
    - Are there any special needs that you would like to discuss with your partner or think about in the future?
3. After all of the participants have had an opportunity to share and discuss, you can close the activity by thanking everyone for sharing and encourage all of the men and women to continue with the positive changes that they have made.
4. You may inform the group that there is no homework assignment this week, and that the female partners are not expected to attend the next session.

# Session 12

## Opportunities for Change

**Session objective:**

- 1) To discuss opportunities and obstacles men face when making positive changes in their lives.
- 2) To reflect on how cultural traditions and practices related to marriage can sometimes contribute to violence against women and children in the community.
- 3) To develop plans for a community safety network.

**Required materials:** None

Optional: Flipchart, markers

**Recommended time:** 3 hours 15 minutes

**Session overview:**

1. Check-in (15 minutes)
2. Activity 12.1: Opportunities and Obstacles to Change (30 minutes)
3. Activity 12.2: Cultural Traditions (1 hour)
4. Activity 12.3: Safety Networks (1 hour 15 minutes)
5. Closing (15 minutes)

## Activity 12.1

### Opportunities & Obstacles to Change (30 minutes)

**Purpose:** To discuss opportunities and obstacles men face when making positive changes in their lives.

**Key Message:** It is not always easy to make changes in our lives due to the reactions of our family and community. Men have a very important role in addressing violence within their relationships and communities and need to support each other in making positive change.

#### Instructions:

1. Explain that in this activity the group will discuss some of the obstacles and opportunities they face in making positive changes.
2. Open a discussion using the following questions. Ask the questions one at a time and allow all of the participants who want to share their ideas and opinions to do so.
  - How do other people react to your participation in this group?
  - How do their reactions make you feel?
  - What could be done to make it easier for you to sustain these positive changes?
  - What opportunities do you see to address the factors that contribute to violence against women, children and others in the community?
  - What obstacles do you see in the community?
3. After the discussion has finished, thank the participants for sharing their ideas and experiences. It is recommended to do a short energizer before beginning the next activity.

## Activity 12.2

### Cultural Traditions (1 hour)

**Purpose:** To identify cultural traditions and practices related to marriage that exist in the community and reflect on how these traditions can sometimes contribute to violence against women and children.

**Key Message:** Our society and communities have many traditions and practices regarding marriage, which affect men and women differently. Unfortunately, some of these traditions perpetuate inequality between men and women and even contribute to violence against women and children.

#### Instructions:

1. Explain that in this activity the group will discuss some of the cultural traditions and practices around marriage that exist in the society and community.
2. Ask participants to identify traditions or practices related to marriage that are important in the community. As the participants identify different traditions, you can either keep track of them in your notebook or write them on a piece of flipchart paper on the wall.

If the group has trouble identifying some examples of traditions and practices, you may ask the group whether they can identify some practices related to:

- Dowry
  - Arranged marriages
  - Mourning ceremonies
  - Inheritance
3. Divide the participants into two large groups. Assign one group the first half of the traditions listed on the flipchart/in your notebook. Assign the second group the remaining half of the traditions.
  4. Explain that each group is going to have 20 minutes to discuss the traditions they were assigned. Each group should think about how the different traditions affect men and women differently in the community.
  5. After 20 minutes, ask the participants to come back to the circle and open the discussion using the questions below.

## Group Discussion Questions:

- Ask **each** group the following questions:
  - How do the traditions and practices you discussed affect men differently than women?
  - Do any of these traditions contribute to violence against women? If so, how?
  - Do any of these traditions contribute to violence against children? If so, how?
- Ask the whole group:
  - Can you think of any other traditions that might lead to violence?
  - How does inequality fuel violence?
  - Can you think of ways these negative traditions could be adapted or turned into more positive traditions?
  - How could other men become involved to stop violence?

## Activity 12.3

### Community Safety Networks (1 hour 15 minutes)

**Purpose:** To think about how men can play an active role in protecting community members from violence and to develop plans for community safety networks.

**Key Message:** Everyone in the community has a role to play in promoting safety and security. Community safety networks are an important way to ensure that women, children and men who experience violence have access to the basic care, support and protection they require.

#### Instructions:

1. Explain that in this last activity the group will discuss building safety in the community and how men can play an active role in protecting community members from violence.
2. Tell the group that people who experience violence have a number of basic needs, which can be met by friends and family, by community members, and by public service providers. The three basic needs are: **1) Care; 2) Support; and 3) Protection.**
3. Use the information provided in the box on the following page – Meeting the Basic Needs of Victims of Violence – to help guide a discussion on the basic needs and provide examples to the group.
4. Ask the group:
  - What ways can we provide **care:** as individuals? Community members? Public service providers?
  - What ways can we provide **support:** as individuals? Community members? Public service providers?
  - What ways can we provide **protection:** as individuals? Community members? Public service providers?
  - Do you know any services that in your community to give specialized help to those who have experienced violence?
  - How can you play an active, leading role in protecting men, women, children and families in your community from violence?
  - How can you help promote solidarity and safety within your community?

## Meeting the Basic Needs of Victims of Violence<sup>5</sup>

Basic Needs	Friends & family can provide...	Community members can provide...	Community / Public services can provide...
<b>Care</b>	Acknowledgement and an environment to help heal the wounds and reduce pain and fear	Interest and concern, care for the person that is in need	Access to medical treatment  Social services, including education or mental health services
<b>Support</b>	Help, advice and moral support	A feeling of being connected to others and integrated into the community  Support through positive social and cultural traditions	Support through social services, schools, and churches
<b>Protection</b>	Shelter and protection from further violence and abuse	Neighborhood safety networks to look out for the victim and prevent further violence	Access to the police and justice system

5. After talking about the three basic needs, introduce the idea of creating community safety networks. Explain that community safety networks are designed to create links between individuals, in order to help protect a person in danger and promote solidarity within the community. Share an example of some of the different solutions that a community safety network can offer:
- A woman knows that she can go to her neighbor's house if her husband threatens or hurts her.
  - The neighbors agree to go to a woman's house if they hear or see anything that indicates problems or violence.
  - The neighbors provide support and protection to those that are in trouble. They do not resolve the problems, but they provide support, protection and a safe place for women, men, and children who are threatened or isolated.

<sup>5</sup> Adopted and developed by Henny Slegh and CAPAZ-Maputo.

- Neighbors and community members call for help for others in need, or refer the person to a public service that is in place.
6. After discussing the idea of a community safety network, ask the group, **could this model of a community safety network work in your community?**
  7. Next, divide the participants into 2 to 4 smaller groups, based on the villages where men are living. Men who are living near to each other should be in the same group.
  8. Give the groups 15 minutes to discuss and create a plan for a community safety network in their area. Explain that each group should respond to some of these key questions: What steps could they take to ensure safety and security for men, women and children in their community? Who would they need to involve to create the safety network? How can they encourage community members to support each other in responding to the needs of those in danger- both in preventing the danger from occurring and in supporting families after danger may happen?
  9. After 15 minutes, ask the participants to come back to the circle. Ask each group to present their ideas for the community safety network.
  10. The facilitator is encouraged to follow up on the establishment of community safety networks and to support their activity. The group may select among themselves a person to coordinate the network and encourage that person to report to local leaders and to RWAMREC staff.

**Homework:** During the next week, discuss with men and women that you know about how they would like to collaborate to create greater safety and end violence against women and children in the community. Begin to mobilize people in the neighborhood and community to take actions that will help create a safe community.

# Session 13

## Open Discussion

**Session objective:**

To provide a safe space for men to talk about past and current problems confronting them and their families and to receive advice and support from other group members.

**Required materials:** None

**Recommended time:** 2-3 hours

**Session overview:**

4. Check-in & Homework Sharing (30 minutes)
5. Activity 13.1: Open Discussion (2 hours+)
6. Closing (15 minutes)

## Activity 13.1

### Open Discussion (2 hours+)

**Purpose:** To provide a safe space for men to share their thoughts on the group sessions and to seek advice for problems confronting them and their families.

**Note to the Facilitator:** Your role as the facilitator will be to ensure that group members adhere to the ground rules and principles of respect, confidentiality and withholding judgment. Allow men to share their thoughts and encourage the group to support each other and provide solutions.

**Key Message:** Talking with others about our experiences and challenges we face is an important way to find solutions to the problems that affect us as men. This group can be a safe and supportive environment where you can give and receive advice and support from other men.

#### Instructions:

1. Explain to the participants that today's session is an open one – there is no specific topic or theme to be discussed. Everyone is invited to bring in personal issues they would like to discuss with the group and the group is responsible for determining the topics of the discussion.
2. Tell the group that they have the entire session to discuss, and can bring up any questions they have about the topics that have been discussed. Explain that the group members can:
  - Ask questions about the topics discussed in previous sessions.
  - Seek advice about a problem they have from the other participants, or
  - Share personal experiences with the group.
3. Ask if anyone would like to begin and then help the group to start the discussion. [The discussion can last as long as the group members decide. It is recommended to include an energizer during the session in order to keep participants active and interested.]
4. Once the discussion has finished, you may close the activity using the questions below:

#### Group Discussion Questions:

- What did you learn?
- What about you has changed during the last few sessions?
- What did you like and dislike about today's session?
- Is there anything else you would like to share with other group members?

**Homework:** Before the next session, men should prepare their own evaluations, answering the following questions:

- What did you learn from participating in the group?
- How did you change as a result of participating in the group?
- What did you like about the group, and what would you change if you were in charge?
- What would you like to share with other group members or the facilitators?

# Session 14

## Reflection

**Session objective:**

- 1) To share men's stories of change and to show respect and appreciation for each other.
- 2) To prepare role-plays, songs, dances or other activities to present to family and community members at the celebration during the final session.

**Required materials:** None

**Recommended time:** 3 hours 15 minutes

**Session overview:**

1. Check-in (15 minutes)
2. Activity 14.1: Appreciating Our Change (1 hour 30 minutes)
3. Activity 14.2: Preparing for the Final Session (45 minutes)
4. Activity 14.3: Giving Symbolic Gifts (30 minutes)
5. Closing (15 minutes)

## Activity 14.1

### Appreciating Our Change (1 hour 30 minutes)

**Purpose:** To allow each participant to share his own story of change and to receive constructive feedback from the group.

**Key Message:** Over the last sessions, each of us has learned from each other and grown in many ways. Change is a gradual process. It is important to take time to appreciate the changes we have made and to commit ourselves to continuing this process of positive change.

#### Instructions:

1. Explain to the participants that in this activity each man will have the opportunity to share with the group what he has learned and how he has changed as a result of participating in the group sessions.
2. Tell the group that they have all gone through a process of change across the last 13 sessions. Each of us have learned from each other and supported each other in this process of change.
3. Explain that each man will have 5 minutes to share with the group his feedback, and to receive feedback from the other group members. You may share:
  - What you have learned;
  - How your views have changed;
  - How your family and community have been involved in your change;
  - What you hope to change in the future;
  - What you enjoyed in this group.
4. Ask for a volunteer to begin sharing. Allow each man approximately 5 minutes to share his feedback, and then allow a few minutes for additional feedback from the group. It is important that you, as a facilitator, highlight the importance of providing constructive, helpful feedback.
5. After each man has had the opportunity to share with the group, thank everyone for sharing and congratulate everyone on the important changes and steps they have made in their lives.
6. Tell the group that this is only the beginning of the process and that they should continue to support each other, and seek support from their family and community, in making positive changes.

## Activity 14.2

### Preparing for the Final Session (45 minutes)

**Purpose:** To prepare role-plays, songs, dances or other activities to present to family and community members at the celebration during the final session.

**Key Message:** The final session is an opportunity to share the lessons you have learned with family and community members and to celebrate the positive changes you have made.

#### Instructions:

1. Explain that the next session will be the final session of the group, and will be a celebration where each man can invite his family and friends to come and celebrate his change with him.
2. The final session can be organized: a) in an open public space in the community that is accessible for all community members to listen and participate; or b) in a small group of invited guests. Ask the group participants what they prefer and who they would like to invite to the ceremony.
3. Ask the group what time and place they would like the ceremony to take place. It should be a time and place that is convenient for all the group members and the invited guests. Before moving on to the next step, ensure that the group has agreed upon where and when to hold the ceremony, as well as who to invite.
4. Tell the group that during the final ceremony, they will be asked to each publicly commit to a pledge for their future. Now read out loud to the group the “Commitment to My Future” contract that is found at the end of Session 15. Ask the group if they are comfortable making this commitment publicly, and if there are any other commitments they would like to add to their contracts.
5. Tell the group that they are now going to take time to prepare presentations and activities that they would like to perform during the final ceremony.
6. Explain to the participants that the presentation or activities they choose should help to educate their family and community members about:
  - What you have learned in the group and its impact on your life.
  - What advice you would like to give to other men or couples in the community.
  - How the lessons you learned can help other men improve their lives.

7. Ask participants to consider the type of presentation they would like to give at the final ceremony. You can provide a few suggestions to the group to get them thinking:
  - Role-play or drama
  - Song or dance
  - Speech or Testimony
8. Divide the participants into small groups to prepare role-plays, songs, or other speeches or testimonies for the final ceremony, based on the suggestions of the group. Allow the groups 30-35 minutes to prepare the presentations or activities for the final session.
9. After 30-35 minutes, ask the groups to come back to the circle for the next activity.

## Activity 14.3

### Giving Symbolic Gifts (30 minutes)

**Purpose:** To show respect and appreciation for each other and to celebrate the group members' input and support during the group sessions.

**Key Message:** These sessions have allowed us to form bonds of friendship and support, and to grow strong working together and supporting each other. These symbolic gifts represent the appreciation and respect we have for one another.

#### Instructions:

1. Explain that in this last activity each participant will have an opportunity to show respect and appreciation for his group members.
2. Tell the group that each person will give a symbolic present to his group members to encourage them in their process of change and in their lives as agents of peace.
2. Provide the groups with some examples of a symbolic gift they could give:
  - Provide a tangible gift that you can find nearby such as a nice flower, a beautiful stone, a piece of a tree, or a piece of rope. This could symbolize the new friendships you have made and the bonds of peace you are building.
  - Provide a gift through words or gestures, such as:
    - I give you a very strong shield to protect your heart so that you it will never be injured again.
    - I give you a symbolic chair that can comfort you when you feel exhausted.
3. Allow the participants 5 minutes to think about their symbolic present and find any objects they may need nearby.
4. After 5 minutes, ask each participant to present his symbolic gift to the group and explain its meaning.
5. Once all the participants have shared their gift, you may close the activity. Before ending the session, remind participants to make any final preparations for next week's ceremony: clarify roles and expectations, and make sure everyone has been invited that should be there.

# Session 15

## Community Celebration

**Session objective:**

- 1) To provide a space for men to share new insights and experiences of participating in the group with their family and community members.
- 2) To celebrate the positive changes men have made in their lives.

**Required materials:** Any props or materials needed for the role-plays, dances or other performances the participants have planned for the celebration.

**Recommended time:** 3 hours

**Note to the Facilitator:** Be sure to hold the community celebration at a time that is convenient for all group members and guests. If the celebration is organized in the community, a time and space should be agreed upon with the local authorities.

**Session overview:**

1. Welcome and Introductions (20-30 minutes)
2. Activity 15.1: Community Celebration (2-3 hours)
3. Closing Remarks (20-30 minutes)

## Activity 15.1

### Community Celebration (2-3 hours)

**Purpose:** To provide a space for men to share new insights and experiences with their family and community members and to celebrate the positive changes they have made in their lives.

**Key Message:** This group has provided an important space for men to create positive changes that will contribute to peace and stability within their homes and communities. This change can be sustained and expanded through support and commitment of all of those here today.

The final session can be organized: a) in an open public space in the community that is accessible for all community members to listen and participate; or b) in a small group of invited guests. It is important to ask the group participants what they prefer.

Additional people that the group members may want to invite to the ceremony include:

- Wives/partners and family members of each of the participants
- Community representatives
- Representatives from RWAMREC

However, the above people are not required, and the group should only invite those who they are comfortable having at the ceremony.

#### Instructions:

1. The ceremony will begin by the facilitators welcoming the guests and introducing the program. Optional: Opening remarks can also be provided by RWAMREC staff or local authorities, if so desired.
2. After the opening remarks, invite the group members to present the performances they prepared in session 14. These performances are designed to show their families and the community the positive changes they have made and what they have learned while participating in the group.
3. Tell the guests that they are welcome to provide constructive, encouraging and positive feedback to the men after the performances.
4. Towards the end of the ceremony, the Pillars of Peace participants will verbally make the pledge “Commitment to My Future” (found at the end of this session). The facilitator will read the pledge out loud to his/her group, and will ask each participant to commit verbally. Each participant will then sign the contract.

5. The ceremony will end with closing remarks from the facilitators, group members (if they desire) and any other invited guests.
6. Encourage all of the men present to share their contact information with each other and to continue to meet and support each other in sustaining the positive changes they have made.

## COMMITMENT TO MY FUTURE (contract)

I, \_\_\_\_\_, have now successfully completed the Pillars of Peace program. I will now honor the agreements set out in this contract and commit to taking the following actions:

- Take responsibility for all my incidents of abuse without minimizing, denying, or blaming
- Recognize other types of abusive and controlling behavior that I have used
- Effectively practice tools for non-violence, remaining free from any acts of violence in the future
- Show more empathy and understanding toward my partner and, if applicable, my children and recognize the adverse effects that my behavior has on them
- Practice better self-care and self-responsibility
- Continue my journey as a role model and a “pillar of peace”
- \_\_\_\_\_
- \_\_\_\_\_

I have committed myself to follow through with the actions mentioned above and accept responsibility for this.

Participant Signature:

Date: