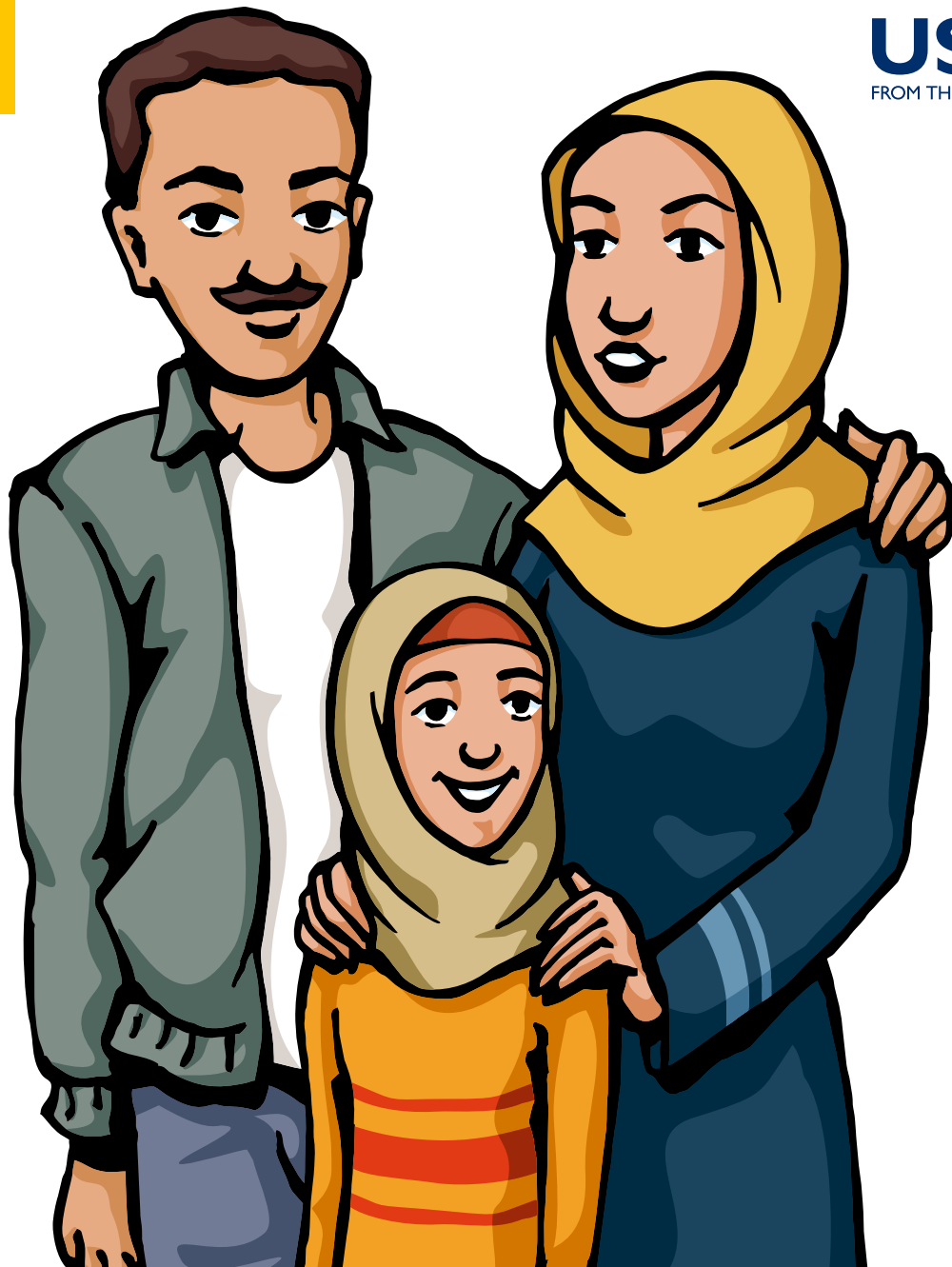




USAID
FROM THE AMERICAN PEOPLE



SAFE AT HOME

FAMILY CURRICULUM

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MODULE 1

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SESSION 1:

BUILDING OUR FAMILY VISION

Duration:

Approximately 2 hours

OBJECTIVES:

By the end of the session, participants should be able to:

- ☑ Identify a collective dream for their family.

SESSION OVERVIEW:

Session Activity	Time
❶ Welcome and Introduction to the Family Sessions	⌚ 20 m
❷ Setting Expectations for the Family Sessions	⌚ 30 m
❸ Building a Safe Space	⌚ 20 m
❹ My Family, My Future: Visioning	⌚ 60 m
❺ Home Assignment and Closing	⌚ 10 m

MATERIALS REQUIRED:

- 📌 Flip chart
- 📌 Markers
- 📌 Name tags
- 📌 Tape
- 📌 Family visions created in women's and men's groups
- 📌 Annex 1: Sample Optional Family Recreational Activities

PREPARATION REQUIRED:

- 📌 **This session includes the participation of children.** One facilitator should be ready to engage the children throughout the activity.
- 📌 For Activity 4, a parallel session should happen with children where they are drawing what a safe, happy, and healthy family looks like to them. Make sure to prepare the space and materials so these activities can happen in parallel.

POSSIBLE SESSION MODIFICATIONS:

- ➔ Session length modifications should not be applied to this session as it is only 2 hours.

ACTIVITY 1:

WELCOME AND INTRODUCTION TO THE FAMILY SESSIONS

🕒 20 minutes

1. Welcome participants to the first family meeting. Tell participants how happy and excited you are to see them. Thank the group members for their interest in participating in the family meetings.
2. Explain that the goal of the family sessions is to learn skills that support family well-being and to make time for families to be together.
3. Explain that the family meetings are an excellent opportunity to practice listening to voices in the family that are often not heard or valued – including women’s voices and children’s voices.
4. Explain that some of the sessions will involve children directly in the activities and some will be just for couples.
5. Introduce the five topics of the family sessions. Explain that Sessions 1 and 4 include children and that the other three sessions are for couples.
6. The sessions will happen once a month for a period of 2 to 3 hours, with an optional hour of recreational time at the end for families to spend time together in an unstructured way.
7. Child care is available during the sessions, so couples should feel free to bring their children ages 12 and under to any sessions, even if the children won’t be participating.
8. Explain that a certificate will be given out at the end of family meetings to all couples who attend 100% of the sessions (i.e. both partners must be in attendance).
9. Ask participants if they have any questions about the family sessions.
10. Explain that we will now do a brief activity so that all participants (including children) can start to get to know each other.
11. Pass out name tags and ask participants to write their names on the name tags and place them on their chests.
12. Explain that you are now going to play a game. All participants will get up and walk around the room and greet each other. Explain that when you clap your hands, you will call out a category, e.g. “Favorite color.” Participants will group themselves according to where they belong within that category. For example, if your favorite color is blue, you should find other people whose favorite color is blue, etc. You will ask each group to identify themselves, “We are the green group” and so on. Participants should introduce themselves to the others in the group.
13. After a few seconds, call out the first category. Groups may have a hard time organizing themselves at first. You can help them by asking questions such as “Are you a blue? The blue’s are over there.”
Categories: favorite color, favorite food, month you were born, day of the week you were born, and other categories as appropriate to the context.

ACTIVITY 2:**SETTING EXPECTATIONS FOR THE FAMILY SESSIONS¹**

⌚ 30 minutes

**HELPFUL TIPS!**

While this activity is taking place, one facilitator should gather the children together outside the space and play a game with them or do some other fun activity!

1. The male facilitator should convene all the men in a separate space not too far away and the female facilitator can stay with the women in the meeting space.
2. Ask participants to split into same sex pairs.
3. Once participants are in pairs, ask each pair to discuss the following two questions with their partner, **ASK:**
 - a. "What interests or excites you about the family sessions?"
 - b. "What concerns, if any, do you have about the process?"
4. Debrief the discussion that took place in pairs. **ASK:**
 - a. "Are there any particular things that came up that excite you or that you are looking forward to that you would like to share back with the men/women?"
 - b. "Are there any particular things about the sessions that concern you that you would like to share back with the men/women?"
 - c. For women's groups only: "Are there any things that concern you about the sessions that you don't want to share back with the men, but you would like me to be aware of?"
5. Make sure to write the responses to Questions A and B on a flip chart and check-in with participants that they are happy with the way you've summarized their feedback.
6. Ask participants if there are any volunteers who would like to report back on the results of the discussion to the opposite sex group. If not, explain that as the facilitator you are happy to do this.
7. Bring the men's and women's groups back together. **SAY:**
 - a. "We had the opportunity to talk together in same sex groups about what excites us and what might concern or worry us about the family sessions, now we are going to share back."
8. Give volunteers a chance to share back and leave time for questions and discussion after the feedback has been completed.

¹ Adapted from CARE. (2015). *Indashyikirwa Couples' Curriculum*. Retrieved from <https://bit.ly/2zpqLGD>

9. Facilitators should explain the following to participants. **SAY:**

- a. "The family sessions are an opportunity for everyone to share their opinions and practice communicating as a family."
- b. "The family sessions will not be a place to reprimand our partners or children for bad behaviors, or to call out our neighbors or friends."
- c. "The family sessions are meant to be a safe and supportive space – an empowering space – where everyone can practice listening."
- d. "As we discussed in men's groups, this is an opportunity for men to practice using power differently."
- e. "Some of the content that is covered in the sessions may be new to you and it may be your first time discussing certain themes as a family or as a couple; if something makes you uncomfortable, please let us know."
- f. "As facilitators we are trained to facilitate discussions, but we are not trained family counsellors. If you would like to be referred to services if you are experiencing violence, we are available to facilitate that referral but cannot offer direct advice or provide mediation. Please feel free to approach us at a time that is convenient and comfortable for you."
- g. "Like the men's and women's groups, a pledge of non-violence is a criterion for participating in these sessions. If violence is currently happening in your home, your participation will need to be re-visited."

ACTIVITY 3:

BUILDING A SAFE SPACE²

 20 minutes

- 1.** Ask participants to think of a time that they had a meaningful conversation with a friend or family member, and they felt "safe."

2. ASK:

- a. "What did it mean to feel safe in that conversation?"
- b. "What were some of the characteristics of the conversation that made it safe?"

- 3.** Write down participants' answers on a flip chart and make sure the below characteristics are included.

Characteristics of a Safe Space/Conversation:

- Confidentiality: everyone keeps the information shared secret or private.
- Non-judgmental behavior: people support others rather than looking down on them.
- Open communication: everyone is free to speak about their feelings without repercussions.
- Commitment: everyone shows commitment to a safe space and to the process; you can trust and rely upon others.
- Trust: this is usually built by relying on the above characteristics.

² Adapted from CARE. (2015). *Indashyikirwa Couples' Curriculum*. Retrieved from <https://bit.ly/2zpqLGd>

4. Ask participants to come up with a list of things they can commit to in order to make the family sessions a safe space. Record their answers on a flip chart.
5. Once you have a list of commitments that participants agree to, ask participants to come up to the board and draw a symbol or line to represent their commitment.
6. Participants who are not comfortable using a marker may ask their friend or partner to draw a symbol for them.

ACTIVITY 4 FOR CHILDREN

1. As the facilitators move to begin the visioning activity with adults, bring the kids together in a separate part of the room and facilitate a drawing activity for them.
2. Ask them to draw a safe, happy, and healthy family. They may continue doing their drawings until their parents have completed their visions.

ACTIVITY 4 FOR ADULTS:

MY FAMILY, MY FUTURE: VISIONING

 60 minutes



HELPFUL TIPS!

Facilitators should be conscious of any negative gender norms that are going into participants' family visions such as, "Girls respect our family's honor." If you see these types of statements or references, try to push back on them by referring to the "Man Box" or "Woman Box" and the effects these restrictions have on everyone. Remind participants of the discussions that already took place in the men's and women's groups.

1. Lay out mats on the ground. Invite families to sit together and to get comfortable. They may want to lay down or stretch out. Whatever position is comfortable for them is fine. Make sure the activity is facilitated as appropriate for the context.
2. Explain that you are now going to do a visioning exercise. Remind men and women of the visioning exercise they did in their men and women's group meetings. Explain that it will be a similar process but this time the family is going to develop a collective vision.
3. Explain that you will ask participants to close their eyes or look down during the exercise. It is important that they get comfortable and try to relax.

4. Once everyone is comfortable, **SAY:**

- a. "Let's take a moment to close our eyes and relax. Let's just listen to the sound of our breath." **[Pause for 15 seconds.]**
- b. "Imagine this community in 5 years. What does it look like?" **[Pause for 15 seconds.]**
- c. "What do you see in the community that is new? What do you see that is old?" **[Pause for 15 seconds.]**
- d. "Now think about your family. Imagine first all the children in the family. Think about each child. What will they look like in 5 years? Make sure you think about boys and girls." **[Pause for 30 seconds.]**
- e. "Let's think about your spouse. What will they look like in 5 years?" **[Pause for 15 seconds.]**
- f. "Imagine now, what will each of the kids in the family be doing five years from now. Will they be in school? Will they be at university? Will they be working? What will they be doing?" **[Pause for 30 seconds.]**
- g. "How will each of these kids treat others? Their friends, their parents, their siblings. Will they be kind, or compassionate, or helpful or something else?" **[Pause for 30 seconds.]**
- h. "What will the relationship look like between spouses? How will they treat each other? What types of things will they do together and for each other?" **[Pause for 30 seconds.]**
- i. "How will the family interact when they are together? For example, will they sing or dance, will they read, tell stories, how will they spend time together?" **[Pause for 30 seconds.]**
- j. "I want you now to take 30 seconds to imagine, to dream, about the possibilities for your family 5 years from now." **[Pause for about a minute.]**
- k. "When you are comfortable, you can slowly open your eyes and come out of your vision. Feel free to take your time."

5. Thank participants for participating in the visioning exercise and invite them to take a moment to get comfortable and seated with their partner.

6. Invite the children who have been drawing separately to join their parents. Make sure the children bring the picture they drew to show their parents.

7. SAY:

- a. "Parents, take 10 minutes now to ask your child/children what they drew."

8. Circulate around the room and see how parents are doing listening to their children.

9. ASK:

- a. "Parents, how did it feel to listen to your children? Was it easy or hard?"
- b. "Kids, how did it feel to tell your parents about your drawing? Was it easy or hard?"

10. Take volunteers' feedback and **SAY:**

- a. "Great, now parents, take 10 minutes to share with your spouse and children what each of you saw in your vision with your family. You may also want to reference your vision for your family from the men's and women's groups, as you are comfortable. We have copies of your visions if you would like us to pass them out."

11. Circulate around the room to see how the sharing is going. Then, **SAY:**
 - a. "Now we will create a joint vision for each family."
 - b. "I'm going to walk around the room and pass out flip chart paper and markers. You can draw symbols, write, or stick objects such as stones or flowers, etc. to your paper."
 - c. "The objects, drawings, or words should represent the following elements of your family vision:
 - What each kid will be doing
 - How mom and dad will be living
 - The family values you find important in your interactions in your family
 - Other elements may also be added to the vision as participants would like."
12. Give participants 20 minutes to create their family vision together. Encourage parents to also work with their kids and to interact and listen together.
13. After the families have completed their vision, they may choose to present their vision back to the group, but they don't have to.
14. Explain to the participants that we will refer to these visions throughout the family sessions. Participants may choose to take their visions home or ask the facilitators to hold onto them.

ACTIVITY 5:

HOME ASSIGNMENT AND CLOSING

 10 minutes

1. **SAY:** "Between now and the next meeting, we would like you sit together once as family to discuss your family vision, especially with children who may not have been able to join the session."
2. Thank the group and summarize the discussion using the key points below.
3. Remind them of the next meeting day and time for the family sessions.



KEY MESSAGES

It is the responsibility of the facilitator to summarize the ideas shared throughout the session and to pull out some key messages. However, below are additional key messages you can share with the group.

- The goal of the family sessions is to promote family well-being and listen to the voices of all members of the family, but especially women and children.
- For the family sessions to work, we need to create and hold ourselves accountable to making this a safe space.
- Family sessions will occur once a month and each session will be 2 to 3 hours with an optional recreational activity at the end.

SESSION 2:

SETTING FINANCIAL GOALS AND MAKING DECISIONS TOGETHER

Duration:

Approximately 2 hours

OBJECTIVES:

By the end of the session, participants should be able to:

- ☒ Distinguish between “needs” and “wants.”
- ☒ Apply productive communication skills to prioritize wants and needs.
- ☒ Set household financial goals.
- ☒ Identify areas of potential tension around resource management and decision making.

SESSION OVERVIEW:

Session Activity	Time
❶ Welcome, Feedback on Home Assignment, and Overview of the Session	⌚ 20 m
❷ Identifying Needs Versus Wants	⌚ 70 m
❸ Couples Corner: Goal Setting	⌚ 30 m
❹ Home Assignment and Closing	⌚ 10 m

MATERIALS REQUIRED:

- ⌚ Flip chart
- ⌚ Markers
- ⌚ Tape
- ⌚ Annex 1: Sample Optional Family Recreational Activities
- ⌚ Annex 2: Needs and Wants Cards

PREPARATION REQUIRED:

- ☒ Print out and cut the “Needs” and “Wants” cards (enough for groups of 2).

POSSIBLE SESSION MODIFICATIONS:

- ➔ Session length modifications should not be applied to this session as it is only 2 hours.

ACTIVITY 1:**WELCOME, FEEDBACK ON HOME ASSIGNMENT, AND OVERVIEW OF THE SESSION**

⌚ 20 minutes

1. Welcome participants to the second family meeting. Tell participants how happy and excited you are to see them. Thank the group members for their interest in participating in the family meetings.
2. Remind participants of the ground rules for the family session. Explain that the goal of the family sessions is to learn skills that support family well-being and sharing information that may embarrass or discourage your partner, neighbor, or community member is not recommended.
3. Remind participants that the male and female facilitators are available after the session should any issues come up.
4. Remind participants that male and female facilitators are not trained counsellors. While they can offer referrals, they are not able to offer advice on confidential issues within the family.
5. **ASK:**
 - a. "Was anyone able to talk about their family vision during the last month? How did it go?"

ACTIVITY 2:**IDENTIFYING NEEDS VERSUS WANTS**

⌚ 70 minutes

1. Ask participants to explain the difference between a need and a want.
2. Facilitate a discussion. Clarify for all participants that:
 - a. A need is an absolute necessity, something important for basic survival and ones' ability to function in society. Needs are things like food, clothing, and shelter.
 - A want is something that is desirable to have but can be eliminated if necessary.
3. Ask participants to divide themselves into same-sex groups of four or five.
4. Give each group a set of "Needs and Wants" cards (found in Annex 2). Each group will divide the cards into three categories:
 - "Needs"
 - "Wants"
 - "Cannot Agree"
5. Tell participants they have 10 minutes to discuss and categorize the cards. If they cannot agree on a certain card, they can place it on the "Cannot Agree" pile.
6. Now ask the participants to take the "Needs" pile and divide it into three categories of:
 - "Most Important"
 - "Important"
 - "Least Important"

7. Ask them to do the same for the "Wants" pile. Give participants another 10 minutes for this activity.
8. Debrief the activity by asking the following questions, **ASK:**
 - a. "Which cards did you put in their 'Needs' pile? Which ones did you place in the 'Wants' pile?"
 - b. "What differences do you see across various groups?"
 - c. "How did you distinguish between 'needs' and 'wants?'"
 - d. "Why is it important to distinguish 'needs' from 'wants?'"
 - e. "Were items placed on one pile when you thought they belonged on another? How did that make you feel?"
 - f. "When a member of the household feels disrespected or ignored, what impact can that have on the household well-being? How can you make sure that the person feels valued and his or her concern validated?"
 - g. "How can you make sure that 'needs' and 'wants' are satisfied?"
9. Solicit discussion around this topic but try to use it as a transition to the idea of joint goal setting. Introduce the notion that, if partners thoroughly assess household income and spending and prioritize their needs and wants, they can together set goals to ensure that both their needs as well as their wants are satisfied.

ACTIVITY 3:

COUPLES CORNER: GOAL SETTING

🕒 30 minutes

1. Facilitate a short discussion, using the following questions. **ASK:**
 - a. "What is a goal?"
 - b. "Why is setting a goal important to the household?"
2. Make sure participants understand that people with clear goals are more likely to achieve them because they know what they want. Rather than starting many different projects and failing to accomplish any one of them, people with clear goals take specific actions to move them closer toward desired results.
3. Ask participants to pair off with their spouses and give each couple a set of "Needs and Wants" cards.
4. During the next 15 minutes, ask participants to discuss key priorities for their households and choose one or two cards that indicate the goal(s) they aspire to achieve.
5. Once couples have completed the conversation, debrief the session in plenary with the following questions:
 - a. "What struck you about the goal-setting activity?"
 - b. "Why is goal setting important?"

6. Explain this is an opportunity to emphasize the notion that setting goals is fundamental to establishing a shared vision of success. Without goals, the members of a household will not be able to work together to achieve success.



HELPFUL TIPS!

Keep the emphasis on communication and respect. When people feel respected and valued, they are more likely to be happy and productive members of the household and to contribute to its well-being.

7. **ASK:**
 - a. "What goals did you set? Why did you choose these goals?"
 - b. "Can you describe the process you used to set your goals?"
 - a. "What kind of discussion took place?"
8. Explain to participants that this was just the beginning of a larger discussion that can continue between partners/spouses at home. Encourage participants to continue the discussion

ACTIVITY 4:

HOME ASSIGNMENT AND CLOSING

 10 minutes

1. **SAY:** "Between now and the next meeting, we would like you to meet once with your partner/spouse to discuss needs and wants and set financial goals."
2. Thank the group and summarize the discussion using the key points below.
3. Remind them of the next meeting day and time for the family sessions.



KEY MESSAGES

It is the responsibility of the facilitator to summarize the ideas shared throughout the session and to pull out some key messages. However, below are additional key messages you can share with the group.

- Distinguishing between needs and wants helps us to set priorities for how we spend money.
- Deciding on the most crucial needs and determining the wants to work towards should be done together among couples, this promotes better understanding, good communication and greater harmony in the household

SESSION 3:

LET'S TALK: EFFECTIVE COMMUNICATION STRATEGIES

Duration:

Approximately 3 hours

OBJECTIVES:

By the end of the session, participants should be able to:

- ☒ Articulate effective strategies for communication within a couple
- ☒ Articulate effective strategies for communication with children
- ☒ Apply effective, responsible and non-violent communication methods within their partnership and in their communication with their children

SESSION OVERVIEW:

Session Activity	Time
❶ Welcome, Feedback on Home Assignment, and Overview of the Session	⌚ 20 m
❷ Let's Talk	⌚ 60 m
❸ Active Listening	⌚ 60 m
❹ Speaking My Truth	⌚ 45 m
❺ Home Assignment and Closing	⌚ 10 m

MATERIALS REQUIRED:

- 📋 Flip chart
- 🖍 Markers
- 📼 Tape
- 📄 Annex 1: Sample Optional Family Recreational Activities
- 📄 Annex 3: Cue Cards for Active Listening Activity

PREPARATION REQUIRED:

- 📋 Activity 2 requires that facilitators act out a role play of an active, passive and aggressive response. Come up with a short scenario that you can act out in which you can show the different ways of responding. Practice the role play before beginning the session.

POSSIBLE SESSION MODIFICATIONS:

- ➔ Session length modifications should only be made if participants have expressed they are not available beyond 2 hours.
- ➔ If participants are not available beyond a 2-hour time frame, you may choose to reduce the session length in the following ways:
 - "Speaking My Truth" activity may be cut if the session needs to be reduced (reduction 60 minutes).

ACTIVITY 1:**WELCOME, FEEDBACK ON HOME ASSIGNMENT AND OVERVIEW OF THE SESSION**

⌚ 20 minutes

1. Welcome participants to the third family meeting. Tell participants how happy and excited you are to see them. Thank the group members for their interest in participating in the family meetings.
2. Remind participants of the ground rules for the family session. Explain that the goal of the family sessions is to learn skills that support family well-being and sharing information that may embarrass or discourage your partner, neighbor, or community members is not recommended.
3. Remind participants that the male and female facilitators are available after the session should any issues come up.
4. Remind participants that male and female facilitators are not trained counsellors. While they can offer referrals, they are not able to offer advice on confidential issues within the family.
5. **ASK:**
 - a. "Were you able to meet with your partner over the course of the last month to discuss needs and wants and plan financial goals. How did it go?"

ACTIVITY 2:**LET'S TALK**

⌚ 60 minutes

**HELPFUL TIPS!**

Explain to participants before beginning that we are going to discuss different communication strategies so participants can identify different communication approaches. Emphasize that the use of one communication strategy over another in **NO** way implies that a person who has been a victim of violence in the past is responsible for that violence because of how they communicated. Violence is **ALWAYS** a choice.

1. Ask the participants to think of a time they wished that they had not responded in the way they did to a situation with someone in the community. Maybe they ended up fighting or they did not speak their minds. They do not need to share the situation, just think of the situation. This will be discussed later in the session so ask them to remember the situation.
2. Now ask the participants to think of a situation in which they responded to someone and the conversation went well. Ask for volunteers to share what the situation was. They do not need to give names or details or reveal the identity of the person. **ASK:**
 - a. "How did you respond?"
 - b. "What did you say? What did you not say?"

3. After a few volunteers have shared their stories, **ASK:**
 - a. "What kind of other ways are there to respond to that situation?"
 - b. "When someone is talking with their spouse/partner, what are some of the ways spouses/partners in this community may respond?"
 - c. "When someone is talking with their children, what are some of the ways parents in this community may respond?"
 - d. "How do you think a spouse could respond differently?" (This is if the situation is related to a problem between partners.)
 - e. "How do you think a parent could respond differently?" (This is if the situation is related to a problem between parents and their child.)
4. Ask the participants for all types of responses, even if they cannot demonstrate them.
5. Once there have been a variety of different kinds of responses considered, **ASK** the participants:
 - a. "Generally speaking, are women in this community able to respond the way that they would like to? Why or why not?"
 - b. "Generally speaking, are men in this community able to respond the way they would like to? Why or why not?"
 - c. "Are there ways to respond that would not be good? What are examples of those?"
6. Once the participants have explored the different ways to respond, sum up the key ways the participants have identified related to how to respond.
7. Explain that there are three main types of responses in a given communication: assertive, aggressive, and passive.³ Describe what these different responses are to participants.

Aggressive Response	This responder uses "I" in explaining her position, but she/he violates the rights of others in the way she/he responds. This response often includes mean, dominant comments or deviates from the topic at hand, and attacks or blames the other individual. Aggressive responses tend to generate defensive and aggressive responses back. The person's response indicates, "You're not good enough."
Assertive Response	This response also uses "I" statements. The response is honest, direct, and respectful. The response indicates, "I respect you and I respect myself." Assertive responses may be direct, but they stay on topic and they do not personally attack an individual.
Passive Response	This response avoids conflict but also does not communicate an opinion. While the person may respond (or simply ignore the situation) she/he does not stand up for her desires and her/his rights will be violated. This responder often gives in and seldom disagrees. The response indicates, "I'm not good enough." Passive communication is often used when people are scared to speak their minds or because they have been discouraged from doing so by their partner or parent.

³ Adapted from Advocates for Youth. (2009). *Life Planning Education: A Youth Development Program*. <https://bit.ly/326yVzF?>

8. Explain that as facilitators you are going to do a role play where you show each type of response and you will ask participants to tell you what type of response they are seeing.
9. Complete the role play three times with different responses. After each role play, ask participants what response they think they saw.
10. After you've completed the role plays, explain that the way a person responds may be linked to how they have been socialized to respond based upon their gender and that communication styles of men and women may be very different because women are told not to speak up or share their thoughts and opinions while men are told it is important to use aggressive responses to prove their masculinity. Remind participants of the discussions about gender and usage of power. Explain that it is important that every person within the household can communicate their needs and desires; everyone will feel more at ease if they can express themselves in a direct but respectful way to their partner and children.
11. Ask the women and men to break into men and women's groups and think of a scenario to act out where they would be responding to something. You can also use the scenarios below:
 - Your partner asks you to go to the market, but you are cooking dinner.
 - Your neighbor asks you to watch her children, but you know she won't collect her children in time, and you want to attend the *Safe at Home* group.
 - Your brother asks you for money for the third time this month.
 - Your daughter wants to tell you about something that happened at school, but you're too tired.
 - Your son asks you if he can play with his friends instead of doing his chores.
12. Ask one group to role play an aggressive response, ask another group to role play a passive response, and a third group to respond assertively.
13. After the participants have prepared their role-plays, ask them to perform their role-plays.
14. After each role-play, facilitate a conversation around the following questions, **ASK:**
 - a. "Which response from the role-plays worked well and why do they think that it worked well?"
 - b. "Are there risks that they should think of when they respond in different ways? What are some of these risks?"
 - c. "How can we make sure women and children can respond safely and freely within the household? How can male partners and parents facilitate this?"
15. Ask the participants to recall the situation they thought of at the beginning of the session when they did not respond the way they wanted.
16. Ask them to think of how they would respond now. They do not need to share it out loud but take a few minutes for them to visualize the situation and process through how they would respond now.

ACTIVITY 3:

ACTIVE LISTENING⁴

🕒 60 minutes

1. SAY:

- a. "In the last activity, we got to see different types of communication. Now we will learn a communication technique that shows our partners and children we care and value them."
- b. "We will touch on this subject in the men and women's groups, but it is also helpful for us to revisit during a family session."
- c. "We say that communication is a two-way process. When one person is speaking, what is the other person doing? [*Listening.*] So, is listening part of communication? [*Yes.*] Today we will explore what we communicate when we are listening. We will learn about what a big difference 'active listening' makes in communication between people."

2. Ask for four volunteers who would be willing to role play before the group. Give the rest of the participants a break while you orient the volunteers to the skit. See Annex 3: Cue Cards for Active Listening Skits.

3. Bring the group back together and ask for the volunteers to perform the "Negative Communication" skit (Skit #1) first.

4. After the first skit has been completed, debrief with the group. **ASK:**

- a. "How would you evaluate this conversation? Was it satisfying and effective?"
- b. "What verbal and nonverbal behaviors did the 'listener' display?"

5. Write participants responses on a flip chart. Probe for the following:

Non-Verbal Behaviors	Verbal behaviors
• Frowning • Looking dismissive • Rolling your eyes toward the sky • Shaking your head as if to say "no" • Looking or moving away, looking bored or uninterested, yawning	• Interrupting the speaker. • Showing impatience. • Verbally indicating that the speaker is taking too long. • Expressing negative judgments of the speaker, such as "You are wrong," or "That is a dumb idea."

6. **ASK** the speaker:

- a. "How did it feel not to be listened to?"

7. Ask the second set of volunteers to enact the "Positive Communication" skit (Skit #2).

8. After the second skit has been completed, debrief with the group. **ASK:**

- a. "How would you evaluate this conversation? Was it satisfying and effective?"
- b. "What verbal and nonverbal behaviors made this conversation more effective than the last one?"

⁴ Adapted from Population Council. (2009). *It's All One*. Retrieved from <https://bit.ly/2Zmxsbl>

9. Write participants responses on a flip chart. Probe for the following:

Non-Verbal Behaviors	Verbal behaviors
• Maintaining eye contact • Nodding your head (as if to say “yes”) • Leaning in a bit toward the speaker to show that you are listening • Offering a smile or a pat on the back	• Asking for clarification to make sure that you understand the speaker • Showing interest in hearing more (for example, saying “Tell me more about that.”) • Validating the speaker’s feelings (for example, saying, “I can understand how you feel.”) • Validating the speaker’s ideas (for example, saying “Good point.”) • Avoiding making any statements that make the speaker feel judged as inadequate • Thanking the speaker for trusting you to share what is on his or her mind

10. Have participants get together with their spouse/partner and explain they should do the following. **SAY:**
- “In each pair, one person will speak for two minutes. When it is your turn to speak, you should speak about a task that you would like your spouse/partner’s help with. For the purpose of this exercise, select a topic that is not confidential and that you can speak about comfortably. You may also make up a task and tell your partner it is made up.”
 - “The listener should practice active listening as seen in the second skit, and then you will switch.”
11. Make sure to remind participants to switch roles when their 2 minutes is finished.
12. Debrief the exercise with the following questions, **ASK:**
- “How does it feel when you are the speaker and the person is listening well?”
 - “What happens when the two people have a real conflict and they are both upset? Is it harder or easier to communicate well?”
 - “What are girls and women in this community taught about how to express themselves when they are upset?”
 - “What are boys and men taught about how to express themselves when they are upset?”
 - “For the men in the group only, let’s remember back to our session on violence and manhood. How do you think aggression or violence linked to manhood affects communication between partners in this community?”
13. After the debrief, make sure to explain the following points. **SAY:**
- “Active listening is an important skill that supports meaningful exchanges within the family. It is a learned skill and takes practice.”
 - “The lack of active listening NEVER justifies violence. It should NEVER be used as a justification for hurting another person.”
 - “Active listening is a skill we can use with our spouses/partners and our children.”



FACILITATOR TIPS

It is critical that the facilitator adeptly guides the discussion below. This is not a space to expose individual grievances within couples or to share personal experiences. Rather, the space is intended to practice speaking up safely and to give participants confidence. Additionally, it is important that this does not devolve into a conversation where men air all the things they are displeased with about the women in their community, or to reinforce gender roles. Make sure women and men have the opportunity to speak equally.

ACTIVITY 4:

SPEAKING MY TRUTH⁵

🕒 45 minutes

1. Explain to participants that we will now have an opportunity to practice building our confidence to speak up about issues we care about in the community.
2. Explain that this is also an opportunity to hear about what women and men care about in the community.
3. Explain that this is NOT an opportunity to reinforce expectations about how men and women are supposed to act or blame anyone for a personal or community challenge, but rather an opportunity to practice utilizing our voices in a safe and positive way, even in the face of opposition.
4. Ask participants to divide into women and men's groups.
5. Women's and men's groups should break into separate safe spaces, with one group moving to a space nearby.
6. Further sub-divide the women's and men's groups into groups of three people. Give each person in the group a different role:
 - a. Person A: Speaker
 - b. Person B: Listener
 - c. Person C: Challenger
7. Each group should identify a challenge in the community that they care about related to men and women's lives in general.
8. Explain to participants that Person A should sit opposite Person B and "speak my truth"- by talking about the change they care about. Person C should challenge the right of Person A to speak. For example, by saying things like "You do not have the right to speak about this topic," or "Who are you to question how we do things in this community?" Person C should not use statements that attack the individual but rather question their right to speak out. Persons A and B should respond to this challenger in an assertive and clear way.

⁵ Adapted from HIV/AIDS Alliance. (2007). Keep the best, change the rest. Retrieved from https://www.hareact.eu/sites/default/files/Gender_sexuality_toolkit_0.pdf

9. Ask the members of the groups to change roles twice. Repeat the process so that each group member has played each role.
10. Bring all the participants back together for a debriefing, **ASK:**
 - a. "Would any group like to share a challenge they identified in relation to men and women's lives in the community?"
 - b. "What did it feel like as person A to 'speak my truth' about the changes that you want to see?"
 - c. "What did it feel like as person B to hear this?"
 - d. "What did person C do or say that made it harder to 'speak my truth?'"
 - e. "How did the others deal with them? What were the positive strategies used?"
 - f. "What would help you to speak up in the face of opposition?"
 - g. "What difference, if any, does being a woman or a man, or being a young person or adult, make to people's ability to speak up?"
11. Close the activity by explaining that it is important that spouses/partners and family members support each other to express their beliefs and share their experiences in a safe and positive way.
12. Ask partners to spend some time in the coming month practicing supporting their spouse to share their ideas within the home or speak out within a venue that they have identified as safe.
13. It is important to reiterate to participants that it is often women and children's voices that are most neglected in the community, so men have extra work to do in listening and opening a space to share opinions.

ACTIVITY 5:

HOME ASSIGNMENT AND CLOSING

 10 minutes

1. **SAY:** "Think of one thing that you would like to improve in your communication style. Practice that behavior tonight and during the next month with others. Notice, also, how people listen when you are trying to express yourself."
2. Thank the group and summarize the discussion using the key points below.
3. Remind them of the next meeting day and time for the family sessions.



KEY MESSAGES

It is the responsibility of the facilitator to summarize the ideas shared throughout the session and to pull out some key messages. However, below are additional key messages you can share with the group.

- Effective communication strategies are essential to the well-being of all family members.
- Effective communication involves both talking and listening.
- The non-utilization or utilization of a particular communication approach NEVER justifies violence. Violence is ALWAYS a choice.
- Women and children are active, contributing members of the household with equal value and worth to men. It is important that their voices have the same weight and space as men's.

SESSION 4:

BUILDING OUR FAMILY VALUES: DISCIPLINE FOR CHILDREN AND SETTING FAMILY RULES

Duration:

Approximately 3 hours

OBJECTIVES:

By the end of the session, participants should be able to:

- ✓ Develop a set of family values/approaches that guide their approach to parenting.
- ✓ Listen to their children's input on family rules.
- ✓ Make decisions together as spouses on child discipline and family rules.

SESSION OVERVIEW:

Session Activity	Time
1 Welcome, Feedback on Home Assignment, and Overview of the Session	⌚ 20 m
2 Building Our Family Values	⌚ 60 m
3 Listening to Our Children: Discipline That Hurts and Discipline That Shows Me I'm Loved	⌚ 45 m
4 Couples Corner: Making Decisions Together on Discipline and Family Rules	⌚ 30 m
5 Setting Family Rules Together	⌚ 30 m
6 Home Assignment and Closing	⌚ 10 m

MATERIALS REQUIRED:

- 📌 Flip chart
- 📌 Markers
- 📌 Tape
- 📌 Mats
- 📌 Annex 1: Sample Optional Family Recreational Activities
- 📌 Copies for each couple of Annex 4: Parent Values Chart

PREPARATION REQUIRED:

- 📌 **This session includes the participation of children.** For Activity 2, one facilitator should work with the parents while the other facilitator works with the children to develop skits that will be used in Activity 3.
- 📌 Make sure to have information about the referral pathway available should a parent approach you about services for their child at the end of the session.
- 📌 This session needs three facilitators or the help of a parent with the child role plays.

POSSIBLE SESSION MODIFICATIONS:

- ➔ Session length modifications should only be made if participants have expressed they are not available beyond 2 hours.
- ➔ If participants are not available beyond a 2-hour time frame, you may choose to reduce the session length in the following ways:
 - In the "Listening to Our Children: Discipline That Hurts and Discipline That Shows Me I'm Loved" Activity, some of the role plays may be cut to shorten the length of the session (reduction of 15 minutes).

ACTIVITY 1:**WELCOME, FEEDBACK ON HOME ASSIGNMENT AND OVERVIEW OF THE SESSION**

⌚ 20 minutes

1. Welcome participants to the fourth family meeting. Tell participants how happy and excited you are to see them. Thank the group members for their interest in participating in the family meetings.
2. Remind participants of the ground rules for the family session. Explain that the goal of the family sessions is to learn skills that support family well-being.
3. Remind participants that the male and female facilitators are available after the session should any issues come up, but they are not trained counsellors.
4. **ASK:**
 - a. "Was anyone able to practice a communication strategy/change they wanted to make over the last month? How did it go?"

**HELPFUL TIPS!**

While this activity is taking place, one facilitator should gather the children together outside the space and play a game with them or do some other fun activity!

ACTIVITY 2 FOR ADULTS:**BUILDING OUR FAMILY VALUES⁶**

⌚ 60 minutes

1. Gather adult participants together in a group and explain that as spouses working together to build a safe, secure, and loving environment for their children, it is important to think about the values that underline their approach to discipline.
2. **ASK:**
 - a. "How do you define a value?"
3. Spend a few minutes to capture participants responses and **SAY:**
 - a. "A value is the amount of worth ascribed to something, the degree to which something has merit. Values are the beliefs that each person considers are important for herself/himself and for humanity."
 - b. "As parents, we are always teaching our children values through the way we tell them to behave, how we discipline them, what we discipline them for, and by the way we act as parents in the home and as participants in our community."
 - c. "Values can also cause conflict if parents don't have the same values between them."

⁶ Adapted from The Center for Parenting Education. (n.d.). Values matter: using your values to raise caring, responsible, resilient children [Website]. Retrieved July 25, 2018, from <https://bit.ly/30PBZ37>.

- d. "Some values may be directly in conflict with each other, for example some parents may disagree whether honesty or politeness is more important as a value."
 - e. "Today we are going to show you a list of values that are important for parents to think about."
 - f. "It is important to recognize that we want the values for our boys and girls to be the same, so they can live full and equal lives. Let's not forget about some of these discussions that already began in your men and women's groups about the 'Man Box' and 'Woman Box,' and how those boxes limit everyone."
4. Pass out the values chart to each couple and ask couples to briefly review the values together. For lower literacy groups, read the values and examples out loud.
 5. Explain that parents may identify other values that are important for them, and that is fine.
 6. Ask parents to spend 15 minutes discussing the values and coming up with the five values that are most important to them as partners raising their children together.
 7. Once parents have come up with their five values, **ASK:**
 - a. "Are you already enacting these family values?"
 - b. "What would it mean to enact these values within the family?"
 - c. "How would discipline change?"
 - d. "How would family rules change?"
 - e. "How would the way parents treat each other need to change?"
 8. Have couples sit together for 10 minutes to reflect on these questions.
 9. Debrief the exercise in plenary with the following questions, **ASK:**
 - a. "Can anyone share an example of the parenting values they came up with?"
 - b. "How did it feel to do this exercise with your partner?"
 - c. "Were there any differences between the values you wanted to prioritize as partners? How did you come to a decision together?"
 10. Explain that it isn't always easy for parents to work together as a team. Mention that a child loves its parents equally and both parents play a fundamentally important role in shaping their child's well-being, health, and life path.
 11. Explain that there is no one parent more important than the other parent, and this is why it is so important that parents work together and communicate with and about their children.
 12. Explain it is also important for parents to hear from their children and understand what makes their life difficult, etc. Remind participants of the discussions around brain development, psycho-social support, etc.
 13. Explain we will now have the opportunity to hear from our children as well. Use this segue to introduce the next activity to the parents.

ACTIVITY 2 FOR CHILDREN:**DEVELOPING ROLE PLAYS THAT SHOW DISCIPLINE THAT HURTS CHILDREN AND DISCIPLINE THAT SHOWS CHILDREN THEY ARE LOVED**

⌚ 60 minutes

1. Gather the children who came to the session together and explain that we are going to have an opportunity today to show our parents the things we like and don't like in our house.
2. Explain that we are going to do a role play. **ASK:**
 - a. "Does anyone know what a role play is?"
3. Explain that a role play is an opportunity to play pretend.
4. Explain that you will pretend to be the parent and you will say or do something that parents often do.
5. Explain to the children about their role. **SAY:**
 - a. "Your job is simply to watch the role plays that are happening and decide which one you like better."
 - b. "We will do the same role play twice with different endings. After we complete the role plays, the facilitator [I] will say 'Freeze,' turn to you children, and ask if you liked how the parent treated the children in the role play."
 - c. "You should give a thumbs up or a thumbs down [or whatever may be an appropriate gesture] to show your feeling after each role play."
6. As facilitator, you should act out the following scenarios. You will either need to solicit the children's help in doing the role play or ask another facilitator to play the role of the child.

ROLE PLAY 1

- a. You are a parent making dinner and your friend is visiting. Your child comes up and interrupts your exchange with your friend to ask a question. You say, "You are such a stupid child, can't you see I'm busy."
- b. You are a parent making dinner and your friend is visiting. Your child comes up and interrupts your exchange with a friend to ask a question. You listen to the child's question, thank them for the question, and respond positively. You remind the child that you have a visitor and if they are going to interrupt they should ask permission first.

ROLE PLAY 2

- a. You come home from working all day and you see that the children haven't done their chores. You begin to yell at the children.
- b. You come home from working all day, and you see that the children haven't done their chores. You invite the children to sit with you, ask them why they didn't do the chores, and give them each an additional household task as punishment.

ROLE PLAY 3

- a. Your child is out late. When they come home, you tell them you are going to hit them for being out late.
- b. Your child is out late. When they come home, you tell them to sit down and explain why they were out late. You explain the risks of being out late, and state you were worried. You ask the child to decide on a punishment for being out late.

ROLE PLAY 4

- a. A child is crying because they are hurt, and you ignore them completely.
- b. A child is crying because they are hurt, and you go to care for them and ask what's wrong.

9. Practice doing the role plays and yelling freeze. Make sure the children understand what they need to do. This may take a bit of practice. Continue until all role plays are finished.
10. Ask children if they have any other role plays they would like to suggest.
11. At the end of the practice, explain that we are going to do the role play in front of their mom and dad. Explain that they don't have to do anything different, just show their thumbs up or thumbs down [or appropriate gesture for approval/disapproval].
12. Ask the children if they have any concerns about showing their thumbs up or thumbs down to their parents. Tell the children that they are free to participate but may also choose not to. It is their choice. Tell children that you will explain this to the parents before the next activity begins.
13. Ask the children if they have any questions.

ACTIVITY 3:

LISTENING TO OUR CHILDREN: DISCIPLINE THAT HURTS AND DISCIPLINE THAT SHOWS ME THAT I'M LOVED

🕒 45 minutes

1. Invite children and parents to come back together and sit in a big circle.
2. Explain to parents that children were just able to do a fun activity that shows us how they feel about discipline.
3. Explain that we are now going to act out that activity and that you gave the children the choice to participate or not, so some may choose to do so, and some may not and that is okay.
4. Create a space in the center of the circle and invite the children to the center. Complete the role plays, asking children to share which role plays they liked best.

5. After the role plays have ended, invite the group to sit together for a debrief. **ASK:**
 - a. "Are these types of discipline techniques common in this community?"
 - b. "What do you think about how these techniques made your children feel?"
 - c. "What was it like to see children's reactions?"
 - d. "How does this relate to what you learned in the sessions about discipline in your men and women's groups?"
6. Explain that children won't like being disciplined and that is part of growing up.
7. Explain that disciplining children is normal- but we should try to do it in a way that supports their healthy development.
8. Explain that it is important for us to observe our child and see how our discipline techniques could be affecting them.

ACTIVITY 4:**COUPLES CORNER: MAKING DECISIONS TOGETHER ABOUT DISCIPLINE AND FAMILY RULES**

 30 minutes

**HELPFUL TIPS!**

Facilitators should anticipate some resistance reactions to this activity. Remind participants that the point of the family session is to listen to children and women's voices. This does not mean that children are making decisions in the place of parents, but rather, they are sharing their point of view. You might be surprised by their good suggestions!

1. Invite couples to spend 20 minutes sitting together and reviewing briefly the values they have prioritized for their family.

**HELPFUL TIPS!**

While this activity is taking place, one facilitator should gather the children together outside the space and play a game with them or do some other fun activity!

2. Explain that couples should take a moment to discuss and reflect on discipline in the family – how their discipline styles may or may not reflect their family values and how that discipline may feel for their children.
3. Remind couples of the activities they did in the men's and women's groups around discipline and setting family rules. Explain that you would like them to discuss three discipline techniques they want to use and three family rules they want to institute.

4. Once the couples have had time to have their discussion, bring them back together for a debriefing, **ASK:**
 - a. "Can anyone share what they discussed?"
 - b. "Was it hard or easy to discuss these topics together?"
 - c. "Had you ever discussed these topics before? What are the benefits of discussing together?"

ACTIVITY 5:

SETTING FAMILY RULES TOGETHER

 30 minutes

1. Invite parents and children to sit together in a group. Make sure the space is comfortable.
2. Ask parents to spend ten minutes asking their children about what type of rules they think they should have in the house. For example, what time they should come home in the evening, who helps with the dishes, what time to go bed, etc.
3. Once parents have discussed family rules with their children for ten minutes. Ask parents to now discuss consequence, that is, what happens when a child breaks a family rule. Ask parents to discuss with their children what the consequences should be; they should ask for their children's opinions about this.
4. Once the discussion is complete, debrief the activity. **ASK:**
 - a. To the children: "How did it feel to talk to your mom and dad about family rules and consequences?"
 - b. To the parents: "What was easy and difficult about this exercise?"
5. Close the activity with the following key messages, **SAY:**
 - a. "It is always a good idea to have the input of everyone in the family around decisions that concern them. Getting input does not mean we have to accept what is proposed; it means that we listen."
 - b. "When parents and children listen to each other, we have safer, happier, and healthier families."

ACTIVITY 6:**HOME ASSIGNMENT AND CLOSING**

🕒 10 minutes

1. **SAY:** “Between now and the next meeting, we would like you to meet as a family to discuss the family rules you planned together.”
2. Thank the group and summarize the discussion using the key points below.
3. Remind them of the next meeting day and time for the family sessions.

**KEY MESSAGES**

It is the responsibility of the facilitator to summarize the ideas shared throughout the session and to pull out some key messages. However, below are additional key messages you can share with the group.

- Fathers and mothers play equally valuable roles in their children’s lives.
- Because mothers and fathers are so important to their children, it is helpful for the mother and father to enact the same discipline strategies.
- Making decisions about discipline and family rules is something parents should to do together. This will show children consistency and serve as a model for communication and decision-making.
- Often, women’s opinions about discipline and family rules might not be heard by her spouse. Building from what we’ve learned during *Safe at Home*, we have the opportunity to demonstrate this is not the case.
- Positive discipline is a crucial step to children’s success later in life.
- Setting family rules together is a helpful way of assuring we are practicing “Power With,” and it leads to safer, happier, and healthier families.

SESSION 5:

PLANNING OUR FAMILY LIFE TOGETHER

Duration:

Approximately 3 hours

OBJECTIVES:

By the end of the session, participants should be able to:

- ✓ Discuss sexual health and child-bearing with their partner.
- ✓ Articulate the benefits of making decisions about sexual health and child-bearing together.

SESSION OVERVIEW:

Session Activity	Time
1 Welcome, Feedback on Home Assignment, and Overview of the Session	⌚ 20 m
2 Talking About Sexual Health and Childbearing	⌚ 60 m
3 The Matter of Consent	⌚ 60 m
4 Introduction to Family Planning Methods	⌚ 30 m
5 The Couples Corner	⌚ 20 m
6 Home Assignment and Closing	⌚ 10 m

MATERIALS REQUIRED:

- 📋 Flip chart
- 🖍 Markers
- 📎 Tape
- 📎 Annex 1: Sample Optional Family Recreational Activities

PREPARATION REQUIRED:

- 📌 This activity requires two spaces, a safe space for men and women to break out into separate discussion groups and come back together. Make sure to identify the spaces in advance and that they aren't too far from each other.
- 📌 Part of this session (Introduction to family planning methods) requires the presence of a health professional from the community, ideally a mid-wife or nurse who often leads conversations with couples about family planning. If that person is not available, an IRC staff person may be substituted.

POSSIBLE SESSION MODIFICATIONS:

- ➔ Session length modifications should only be made if participants have expressed they are not available beyond 2 hours.
- ➔ If participants are not available beyond a 2-hour time frame, you may choose to reduce the session length in the following ways:
 - "The matter of consent" may be cut should the session need to be reduced (reduction 60 minutes).

ACTIVITY 1:**WELCOME, FEEDBACK ON HOME ASSIGNMENT, AND OVERVIEW OF THE SESSION**

⌚ 20 minutes

1. Welcome participants to the final family meeting. Tell participants how happy and excited you are to see them. Thank the group members for their interest in participating in the family meetings.
2. Remind participants of the ground rules for the family session. Explain that the goal of the family sessions is to learn skills that support family well-being and sharing information that may embarrass or discourage your partner is not recommended.
3. Remind participants that the male and female facilitators are available after the session should any issues come up.
4. Remind participants that male and female facilitators are not trained counsellors. While they can offer referrals, they are not able to offer advice on confidential issues within the family.
5. **ASK:**
 - a. "Was anyone able to have a family meeting to discuss family rules? How did it go?"
6. Give participants 10 minutes to share their experiences, make sure you hear from both men and women. Highlight the positive experiences and strategies that were used, make sure to call out any strategies that reinforce gender roles of women and children.

ACTIVITY 2:**TALKING ABOUT SEXUAL HEALTH AND CHILDBEARING⁷**

⌚ 45 minutes

1. Explain that today we will begin a conversation about sexual health and childbearing to help couples communicate better about their sexual health, sexual decision-making and child-bearing.
2. Divide men and women into single sex groups and separate the groups, women with the female facilitator and men with the male facilitator in separate safe spaces.
3. Once men and women have divided into groups and are in a safe space, **ASK:**
 - a. "How easy is it to talk about things related to sex?"
 - b. "What could make it easier?"
 - c. "Why do you think it is difficult or hard?"

⁷ Adapted from Population Council. (2009). *It's All One*. Retrieved from <https://bit.ly/2Zmxsbl>

4. Ask the participants to get into pairs in their same sex groups and write the following topics on the board:
 - When to have sex
 - Using condoms
 - Using other contraceptive methods besides condoms
 - HIV and sexually transmitted infections
 - Planning the number of children you want to have
5. Explain that in your pairs, you will practice starting conversations about difficult but important subjects. For each of the topics on the board, discuss how to start a conversation with your partner or spouse. Participants may choose the topic they feel most comfortable practicing.
6. For each topic, ask groups to share their ideas and write them on the flip chart.
7. For each topic, **ASK:**
 - a. "Does anyone want to share a different suggestion?" (Add these to the list.)
 - b. "Which ideas do you think might work and why?"
 - c. "Are there any suggestions that you think may not be a good approach? Why?"
8. Debrief the activity by asking the following questions to the group:
 - a. "Why is it so hard to talk about these subjects?"
 - b. "Is it hard to talk about contraception? Why do you think that is? What are the benefits of talking about it?"
 - c. "Do you feel there are social expectations surrounding the number of children you have? Why do you think these exist?"
 - d. "What would you like to see change in our community culture in terms of the topics we have just discussed?" What could be the advantage of changing some of these norms around sexuality and childbearing?"
9. Explain the following points, **SAY:**
 - a. "Every person in the world has the right to make their own decisions about how they use their body."
 - b. **For men's group only**, "Let's remember the activity we did at the beginning of our meetings among men where we took away/ denied you your rights. Let's remember how that felt."
 - c. "It is important that we make space and time to discuss these important topics with our partner without fear of rejection or anger."
 - d. "Discussing these issues with our partner is an important step in having a happy relationship- but also a long and healthy life"
 - e. "Let's remember that women and girls are socialized that it is not acceptable to bring these subjects up. That it is taboo. It shouldn't be this way. When women can't discuss these topics with their husbands they risk their own safety and health, as well as that of their families."
 - f. **For men only**, "As men and spouses/partners who want to practice caring and non-violent behaviors, it is important to make space for this in your relationship."

ACTIVITY 3:**THE MATTER OF CONSENT⁸**

⌚ 45 minutes

1. Continuing in same sex groups, introduce the activity with the following explanation and questions,

SAY:

- a. "All of us have responsibilities, for example, at home, in our daily work, and so on. Sometimes, however, we are asked or told to do something that is not part of our responsibilities, which can be confusing or disturbing."
- b. "What does it mean to consent to something?" *[The facilitator is looking for answers such as to agree, to indicate, or express a willingness.]*
- c. "We consent to do things for different reasons. Sometimes we consent to do something because we want to do it; for example, if a friend invites you to eat in their home or join them for a beverage, you do it because you want to. Or we might consent to do something we don't want to do but that we agree to because it is important to us for another reason. An example of this is when a teacher assigns homework that a student doesn't want to do, the students do it because they want to succeed at school."
- d. "Sometimes, however, we do something that we do not want to do just because it is difficult to stand up for ourselves, or we don't want to be rude, or we are scared about what might happen if we say no. This situation might concern a matter that is not very important, like eating something you don't like because someone cooked it for you. Other times, it may concern a more serious matter, with serious consequences."
- e. "What are examples of serious things that a person might consent or not consent to do?" *[If participants do not mention sex, ask about adding this to the list.]*
- f. "Raise your hand if you have heard of women or men in your community doing something that was not their responsibility and that they did not really want to do. Who can share an example?"
- g. "What are some reasons that a person might agree to do something that he or she does not really want to do?"
- h. "Today we will begin looking at what it means to give truly free and informed consent in a situation involving sex."

2. Read the description of free and informed consent below, **SAY:**

- a. "Free and informed consent means the following."
- b. "You believe that you have the right to decide for yourself whether or not you want to participate in a particular sexual activity."
- c. "You have a sufficient sense of power and control over your own life to be able to communicate and implement your decision."
- d. "You have the maturity to understand what an activity entails and what consequences it might bring, and the maturity to communicate with your partner about these issues."
- e. "You are in a relationship where your decision will be recognized and respected by your partner."
- f. "You know what the activity involves and what your feelings are about it; what the risks are; and how to protect yourself and your partner from unwanted pregnancy and infection."

⁸ Adapted from Population Council. (2009). *It's All One*. Retrieved from <https://bit.ly/2Zmxsbl>

- g. "You have a clear mind, not impaired by alcohol or drugs, at the time of decision-making."
- h. "You have accurate information about your partner's current sexual health status – including about any previous sexual exposure or drug use that could present a risk to you."

3. After you have read the above information about free and informed consent ask the participants if they have any questions.

Explain that we will now review some case studies in a group and discuss together whether there was free and informed consent in the scenario. Try to come to an agreement as a group.

CASE STUDY 1

Bonaventure and Leah have been married for 5 years. They enjoy having sex together. One night, Leah comes home from an event in a nearby village and she is drunk. She cannot walk straight or stand-up. Bonaventure initiates sex with Leah.

CASE STUDY 2

Ruth and Jean have been married for 3 years and have one child. One night, Jean tells Ruth he wants to have sex. She says she is tired and doesn't want to. Jean protests, "But you're my wife and it is your duty. Besides, if you don't I will find a girlfriend." Ruth reluctantly agrees.

CASE STUDY 3

Michel and Maura have been married for six years. It has been some time since they had sex as Maura just gave birth to their second child. Michel wants to have sex. He says, "Maura, my darling, it has been sometime since we've had sex since having our daughter. I love you and would like to express that to you. Do you feel you would be interested in having sex tonight?" Maura says she loves Michel too and agrees that it is a good idea.

4. To close the session, **SAY:**

- a. "We know that circumstances exist in which a person does not have the control or power to say no. This is a violation of their rights."
- b. "In many cases, the degree of control or power a person has is unclear or may be open to negotiation. In some situations, it can make a difference just to understand in your heart that you have the right to consent or not consent to having sex. This is an example of knowledge as power."
- c. "You cannot know if someone has consented to sex, if you do not explicitly ask them. Communication is key."
- d. "Remember, consent is a process. A "yes" at the beginning of the sexual interaction does not mean everything is okay. Just because you are married, it does not give anyone the right to force their partner to do something they are uncomfortable with or to take advantage of them."

ACTIVITY 4:**INTRODUCTION TO FAMILY PLANNING METHODS**

⌚ 60 minutes

1. Invite men and women to come back together and introduce the health professional who has briefly joined their group.
2. Invite the health professional to give a bit of background about the work they do in the community.
3. Explain that we have been talking about how to make decisions as a couple about planning your family and having healthy relationships. Explain that you have invited the health professional to give an overview of different family planning methods.
4. Explain that some couples may choose to practice family planning methods or not, what is important is that couples come to that decision together.
5. Explain that this session is not intended to promote a particular agenda or values, but simply a brief overview of the options available for couples.
6. Ask the health professional to discuss family planning options available in their community and the pros and cons of each option.
7. After the health professional has finished, make sure to thank the person and ask them to note where they can be reached in the community.

ACTIVITY 5:**COUPLES CORNER**

⌚ 20 minutes

1. Explain that you will now have the opportunity to discuss in couple/with your partner some of the things we learned today.
2. **SAY:**
 - a. "I want you to practice communicating with your spouse/partner about some of things we learned today. Specifically, I would like you to start a conversation with your partner about the number of children to have."
3. Remind participants about the communication strategies we have seen and the steps for effective decision-making discussed in a previous session.
4. Ask participants to find a quiet space away from everyone else, go for a walk, etc., to discuss this issue. Ask them to come back in 15 minutes.

5. After participants have returned, **ASK:**

- a. "What makes this issue difficult to discuss?"
- b. "Are there any examples of things a partner could do or did to make it easier to discuss topics related to sexual health and family planning?"
- c. Ask men ONLY: "Was it difficult for you to practice asking questions and listening to your wife? Why do you think that may be? What does this tell us about the power and privilege men are used to having in society?"

6. Thanks participants for their participation in the discussion.

ACTIVITY 6:

HOME ASSIGNMENT AND CLOSING

🕒 10 minutes

1. **SAY:** "This month, we will ask you to go home and have a conversation with your spouse/partner about your sexual health as a couple. Choose a topic you would like to discuss together and make space to that."
2. Thank the group and summarize the discussion using the key points below.
3. Remind them that the next meeting will be a closure and celebration of the *Safe at Home* program in the community.



KEY MESSAGES

It is the responsibility of the facilitator to summarize the ideas shared throughout the session and to pull out some key messages. However, below are additional key messages you can share with the group.

- Communicating about sex and sexual health is very important for couples' well-being.
- It is important that couples find the words and the time to decide together how many children they want to have, and when, as this has impacts on everyone in the family including on our health and economic well-being.
- While these subjects may be taboo in some places, assuring you and your spouse have a shared vision for family size is important.
- Consent is essential to a healthy relationship with your partner. Consent should never be assumed, and it is always a process.

ANNEXES

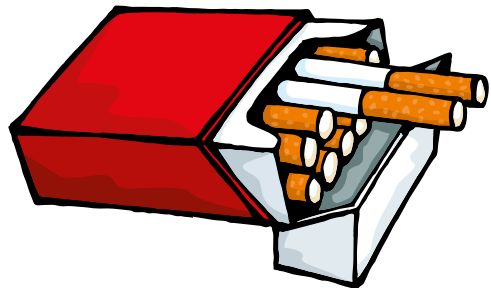
FAMILY CURRICULUM

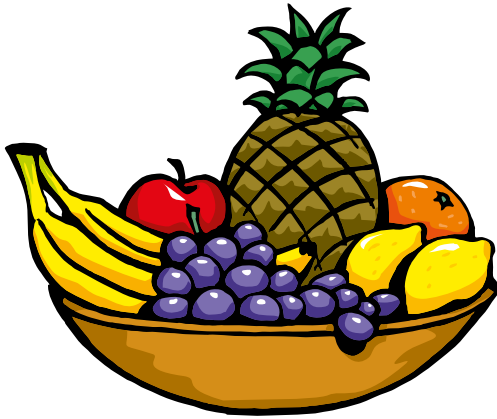
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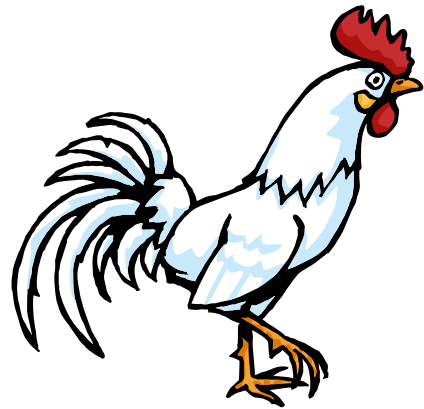
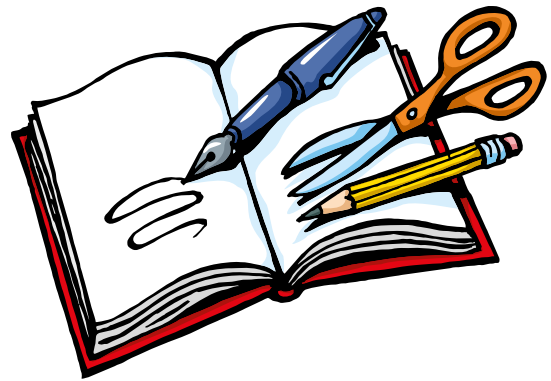
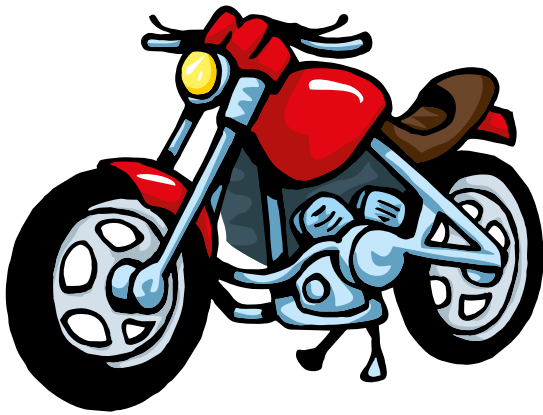
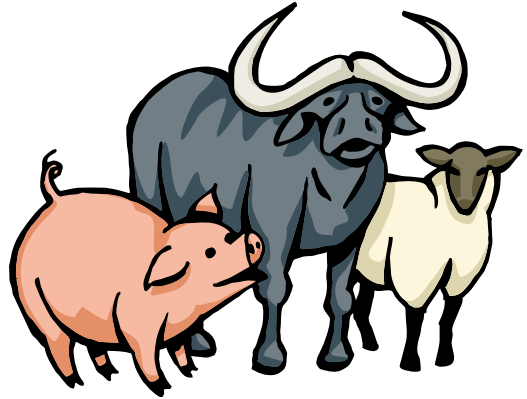
ANNEX 1:**SAMPLE OPTIONAL RECREATIONAL ACTIVITIES****1.** Water balloon toss**Materials:** Balloons, water, buckets (one per team)**Preparation:** Fill balloons with water in advance**Instructions:** Divide the group into teams of 3-5 people. Spread each member of the team about 3-5 feet apart. Each member must toss the water balloon to the next team member. If the water balloon breaks or falls onto the floor they have to start from the very beginning. The object of the game is to send 3 water balloons successfully down the line and into their team bucket.**2.** Three-legged race**Materials:** String or cloth**Instructions:** Divide participants into pairs and explain that you will complete a race. Explain that the object of the race is to reach the end first with your partner. Explain that you will tie one leg of each partner together and they must complete the race on "three legs"**3.** Portrait paintings**Materials:** Paints, paint, paper**Instructions:** Explain that participants must divide into pairs and they will take turn painting each other's portraits. Participants may also paint with their fingers as long as paint is non-toxic.**4.** Treasure hunt**Materials:** flowers, beads, other natural material**Preparation:** Prior to the session make sure to hide materials around the space such as flowers, beads, etc.**Instructions:** Explain to participants that they will go on a "treasure hunt." Tell participants about the objects you have hidden around the room. Give them a number of minutes to search for the objects. The person who finds the most objects wins.**5.** Dance Party**Materials:** Speakers and music**Instructions:** Explain that you will have a dance party and participants are invited to dance. Invite people to show off their best moves.**6.** Hide and Seek**Instructions:** Explain that there should be one team of people who are hiding and one team of people who are charged with finding them. Make sure to give parameters around how far away people can go and safe and unsafe places to hide. Give the seekers a certain amount of time to find the hiders. If they cannot find all the hiders, the hiders win.**7.** Football**Instructions:** Organize a co-ed football game (as appropriate to the context) and have parents and kids play together on the same team.**8.** Story time**Instructions:** Invite parents and kids to sit together and take turns telling each other stories.

ANNEX 2:

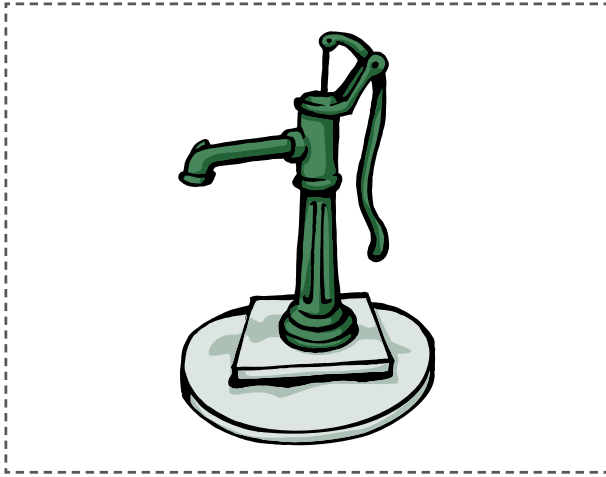
NEEDS AND WANTS CARDS











CUE CARDS FOR ACTIVE LISTENING SKITS

SKIT #1, "Poor Listener"

One of you will be the "speaker" and one of you will be the "listener."

SPEAKER: Develop a script based on an imaginary situation. Select either: (1) something that (you are pretending) happened to you that you think was unfair; or (2) a wild plan or idea you (are pretending to) have that you are excited about. For the skit, you want to express your experience or ideas and the feelings you have very clearly. You will spend several minutes trying to talk with your partner about this, trying to be heard. Plan to speak for two to three minutes. Respond according to the way your partner is listening to you. If you feel that he/she is not listening to you, show your frustration, raise your voice, or respond in whatever way might feel natural in such a situation. If the other person is listening carefully and respectfully, behave accordingly.

LISTENER: You are a POOR LISTENER. When the speaker is trying to talk to you, demonstrate poor listening skills. Your job is to use as many of the negative verbal and nonverbal behaviors as you can from the list below:

Nonverbal behaviors:

- Frowning
- Looking dismissive, rolling your eyes toward the sky
- Shaking your head as if to say "no"
- Showing impatience – looking or moving away, looking bored or uninterested, yawning

Verbal behaviors:

- Interrupting the speaker, starting to talk about yourself or changing the subject
- Expressing negative judgments of the speaker (such as "Wrong!" or "That is a dumb idea.")

SKIT #2: "Good Listener"

One of you will be the "speaker" and one of you will be the "listener."

SPEAKER (Instructions are the same as for skit #1): Develop a script based on an imaginary situation. Select either: (1) something that (you are pretending) happened to you that you think was unfair; or (2) a wild plan or idea you (are pretending to) have that you are excited about. For the skit, you want to express your experience or ideas and the feelings you have very clearly. You will spend several minutes trying to talk to your partner about this, trying to be heard. Plan to speak for two to three minutes. Respond according to the way your partner is listening to you. If you feel that he/she is not listening to you, show your frustration, raise your voice, or respond in whatever way might feel natural in such a situation. If the other person is listening carefully and respectfully, behave accordingly.

LISTENER : You are an ACTIVE LISTENER. When the speaker is trying to talk to you, demonstrate active listening skills. Your job is to use as many of the positive verbal and nonverbal behaviors as you can from the list below:

Nonverbal behaviors:

- Maintaining eye contact
- Nodding your head (as if to say "yes")
- Leaning in a bit toward the speaker to show that you are listening
- Offering a smile or a pat on the back

Verbal behaviors

- Asking for clarification to make sure you understand the speaker
- Showing interest in hearing more (for example, "Tell me more about that...")
- Validating the speaker's feelings (for example, "I can understand how you feel.")
- Validating the speaker's ideas (for example, "Good point.")
- Avoiding making any statements that make the speaker feel judged as inadequate
- Thanking the speaker for trusting you to share what is on his/her mind

PARENTING VALUES CHART

VALUE	EXAMPLE OF HOW A CHILD MAY DEMONSTRATE THAT VALUE
Achievement	Child excels in school or is good at a particular sport
Caring	Child supports his/her peers
Compassion	Child is able to understand the challenges of other people
Confidence	Child believes they will succeed
Love	Child shows affection to parents and other children
Kindness	Child treats other children as they would want to be treated
Self-discipline	Child works hard and does not need to be directed to complete their homework
Tolerance	The child accepts and values others despite differences in religion, ethnicity, etc.
Reliability	The child can be counted on to get a task done
Humility	Child is not boastful, even about the things they excel at
Helpfulness	Child helps around the house
Honesty	Child tells the truth- even when it is to their disadvantage
Flexibility	Child is able to adapt to different school environments
Generosity	Child shares toys and food
Patience	Child waits patiently in line
Determination	Child has an internal drive to succeed on things that are important to them
Respect for self and others	Child values others and treats them as equals; child also values self

