



USAID
FROM THE AMERICAN PEOPLE



SAFE AT HOME

MEN'S CURRICULUM

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INTRODUCTION

A SAFE, HAPPY, AND HEALTHY FAMILY

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SESSION 1:

MY DREAMS FOR MY FAMILY

Duration:

Approximately 3 hours

OBJECTIVES:

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

- ☑ Articulate what the *Safe at Home* program is trying to achieve.
- ☑ Describe shared expectations and group agreements.
- ☑ Articulate a vision for their family.

SESSION OVERVIEW:

Session Activity	Time
❶ Welcome, Overview of <i>Safe at Home</i> , and Introductions	⌚ 30 m
❷ Why Participate in the <i>Safe at Home</i> Program?	⌚ 30 m
❸ Group Agreements and Expectations	⌚ 40 m
❹ My Dreams for My Family	⌚ 55 m
❺ Home Assignment	⌚ 5 m
❻ Closing and Evaluation	⌚ 10 m

MATERIALS REQUIRED:

- 📋 Flip chart
- 🖍 Markers
- 📎 Tape
- 🖋 Pens and pencils for drawing
- 🎨 Art supplies, as available
- 🛋 Mats (for participants to sit or lie down comfortably during the visioning exercise)
- 📁 Folder (to hold each man's family vision)

PREPARATION REQUIRED:

- 📋 Prepare art supplies in advance.

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:
 - For the "Group Agreements" activity, ask men to work in pairs to develop some ideas around group agreements. The facilitator should walk around the room, take notes, and write the group agreements on a flip chart. Review the group agreements briefly and ask men to reflect on them. Explain that the group will be asked to finalize the agreements and expectations in the beginning of the next session (reduction of 10 minutes).
 - Shorten "My Dreams for My Family" activity to 45 minutes (reduction of 10 minutes).

ACTIVITY 1:

WELCOME, OVERVIEW OF *SAFE AT HOME*, AND INTRODUCTIONS

🕒 30 minutes

1. Welcome participants to the first group meeting. Tell participants how happy and excited you are to see them. Thank the group members for their interest in participating in the group meetings.
2. Introduce yourself; explain why you have decided to volunteer as a *Safe at Home* facilitator. Tell the group one funny thing about yourself or something they might not know about you (for example, that you love to sing loudly or that avocados are your favorite fruit).
3. Explain to the group that you work with _____ (organization name) and are here to talk to them about what it means to be a husband and father in their community and the importance of having safe, healthy, and happy families.
4. Explain to the group that participation in the program provides an opportunity for participants to become leaders in the community through the actions that they take within their family. After the program, participants will have new skills and knowledge to prevent violence against women and children and improve family well-being.
5. Explain to participants that you would like to share why the *Safe at Home* program was created and how it works. **SAY:**
 - a. "Violence against women and children is a large problem all around the world and in this community."
 - b. "Violence against women in the home occurs because men choose to be violent. But many men are not violent and do not want women to be harmed. For example, the men in this group are here in part because you think violence against women is harmful and you want to learn more about how to help."
 - c. "Violence against children in the home occurs because fathers and mothers may be stressed and not have the best tools for coping or know how to best support their children's development. Other types of violence against children can occur in the home, such as between siblings, or between grandparents and grandchildren, but we will talk about how to utilize positive parenting and discipline techniques to eradicate violence between children and their parents."
 - d. "These meetings will help us reflect on our experiences as husbands and fathers, we will learn new techniques that help us manage everyday challenges at home and build stronger, healthier relationships with our wives and our children."
 - e. "In order for us to know what we can do to help and how we can improve our relationships, we need to listen to women and children. As you know, my colleague (female facilitator) has been meeting with women in the community to find out what women need from men. We will also have family sessions once a month where you can enjoy time with your wives and children and discover their dreams for your family."
 - f. "During the sessions where we talk about how to better support our wives, I will be sharing feedback that women have given, and it will be very important that we listen to it."
 - g. "In some of the sessions we will be speaking about our roles as husbands, and in some sessions we will speak about our roles as fathers. It is very important that you attend all sessions. We will also give you 'Home Assignments,' new behaviors or techniques to practice at home with your family. We will ask you to report back on the results of your homework at the beginning of the following session."

5. Ask if any men have any questions or concerns.
6. Ask the men to introduce themselves and share:
 - a. One reason they chose to participate in the group meetings.
 - b. One thing they like about being a husband and one thing they like about being a father.
 - c. What their favorite activity is when they have free time.
7. Begin the exercise by responding to the question yourself, and then ask the men to respond.

ACTIVITY 2:

WHY PARTICIPATE IN THE *SAFE AT HOME* PROGRAM?

 30 minutes



HELPFUL TIPS!

As the facilitator, make sure you don't reinforce any negative behaviors or gender norms through this activity. For example, if a participant tells you a safe, happy, and healthy family is one where the wife obeys her husband, you should explain that this is a great example of the things we will talk about in the sessions. Do not validate this response as something that makes a safe, happy, and healthy family.

1. We said in the last activity that the goal of the *Safe at Home* program is to have safe, happy, and healthy families. **ASK:**
 - a. "Can you think of examples of families that are safe, happy, and healthy? What do these families do? How do they act?"
2. Note participants' responses on a flip chart, or you may choose to draw an image demonstrating the behaviors they describe.
3. Explain that in your introduction you talked about what the *Safe at Home* program is and how it functions, but it is important to highlight what participants can expect to gain from participating in the program and why it's valuable. **SAY:**
 - a. "Let me tell you why you should participate in the *Safe at Home* program! First of all, it's fun! We will do lots of activities like role plays; we will dance and sing; and we will have dialogues and debates."
 - b. "The subjects that we talk about in *Safe at Home* are relevant to our everyday lives. They concern one of the things we cherish most – our family!"
 - c. "You'll learn new, practical skills. For example, new ways to discipline your children and new ways to come to agreement with your wife."
 - d. "Others in the community will view you as a leader as you apply the new skills and behavior you're learning in your home."
 - e. "You will have the opportunity to make new friends, and also learn that you are not alone in the challenges you face. You will become part of a group of men who support each other."
4. **ASK:**
 - a. "Can anyone share why they've decided to come to these group meetings?"

5. Validate participants' responses to why they are coming to the group meetings. Make sure to clarify that we are focusing on knowledge and skills, and that there is no payment for participation in the *Safe at Home* program.
6. Remind participants that participation is voluntary, but you hope they will enjoy the group.
7. Ask participants if they have any additional questions.

ACTIVITY 3:

GROUP AGREEMENTS AND EXPECTATIONS

🕒 40 minutes

1. Tell the group that over the next 24 weeks, you will be discussing many different topics, focusing on their experiences related to being a husband and father in their home and community.
2. **ASK:**
 - a. "Is talking about these new topics and learning these new skills easy or hard?"
 - b. "Why might it be hard to address these topics?"
3. Summarize participants' responses about what might be difficult in talking about these topics. Make sure to mention that it may be challenging to talk about some of the topics because we may have witnessed violence ourselves either as adults or as children, or we may have strong feelings about what men and women are supposed to do and how they should act.
4. **ASK:**
 - a. "What will make it easier for you to discuss these topics over the next 24 weeks?"
 - b. "What will you need from one another?"
 - c. "What will you need from the facilitator?"
5. Draw symbols to represent different responses on a flip chart. If working with a high literacy group, list responses on a flip chart and write "Group Agreements" above the list.

EXAMPLES OF GROUP AGREEMENTS

1. Respect each other's ideas and experiences.
2. Confidentiality – keep information private.
3. Participate.
4. Reflect on your attitudes and beliefs, especially about what it means to be a woman and a man, a boy, and a girl.
5. Be open to new ways of thinking.
6. Be non-violent in all parts of your life.
7. Ask questions.
8. Listen to each other.

6. Make sure to spend time discussing confidentiality and disclosures of violence (see box below). This is very important.
7. Ask the men if they have any questions about confidentiality and disclosures of violence.
8. After reviewing the full list and any questions, ask the participants if they can commit to these behaviors. If so, explain that these behaviors will be our agreements as a group about how we are going to act and contribute when we come together each week.



CONFIDENTIALITY AND DISCLOSURES OF VIOLENCE

Confidentiality:

Let the group know that confidentiality means keeping what is said in the group in the room as private information. It requires each group member to commit to respecting what each other shares and not talking about anything that is said during the group time outside of the group. Explain that these meetings are a space for men to explore new, interesting, but also potentially sensitive comments. Men may wish to share their personal experiences, and if they do, all information they share should be sealed in the *Safe at Home Vault*, meaning that it will never be discussed outside the group settings. Make sure men understand this principle and agree to it.

Disclosures of Violence:

Explain that during the session, some men may talk about violence they have experienced. Other men may choose not to, and either way is fine. Explain that there are services available if men would like to speak to someone after the session. Explain that you have the contact information available for local service providers and can provide it at any time.

In some cases, men may disclose past violence perpetration towards their wives and children. If these disclosures happen, it is important to support men to reflect on the negative effects of this violence, and the decision they made to stop it. Remind men that if they are known to be actively using violence within their family, they will be removed from the group. Remind participants that one of the requirements of the program is a pledge of non-violence.

ACTIVITY 4:

MY DREAMS FOR MY FAMILY

 55 minutes

1. Tell the group that they are now going to have the opportunity to develop a vision for their family. The point of the vision for their family is for each participant to have an idea of what it means to have a safe, happy, and healthy family.
2. Explain that the vision for their family will be re-visited throughout the group's meetings, so they can always modify or add to their family vision as needed.
3. Explain that you will use relaxation techniques to complete this activity. Participants will need to close their eyes or look down, so ask participants to get comfortable; they should feel free to lie down or sit in a position that puts them at ease.

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

- a. "Please close your eyes or look downward. For the next few minutes I'm going to describe two families that live in a community like ours. After I have described these two families, I will ask you to reflect on what you feel about their stories. I will then ask you to think about your own family and if you see any similarities or differences between your family and the families in the story. Finally, I will ask you to imagine your family in 5 years. This will be a step-by-step exercise, so don't worry if it sounds like a lot now."

9. Ask participants to nod their head or raise their hand, while keeping their eyes closed, if they have understood the instructions. If participants have not understood the instructions, repeat the description above.

10. **SAY:**

- a. "In the community called _____ (create a community name relevant to your context), there are two families. One family is called Rafiki and the other family is called Tchalla."
- b. "Let me tell you about the family Rafiki first. The family Rafiki consists of John Rafiki and Maryiam Rafiki. They are a couple and have been together for a long time. John and Maryiam have three children: Lidia (12 years old), Mensah (10 years old), and Toto (3 years old). Mensah goes to school, but John has decided that Lidia doesn't need to go to school anymore and should stay home and help her mother. Mensah and Lidia are always fighting, and their parents are tired of it. Sometimes John has to scream at Lidia and Mensah to get them to stop fighting. Sometimes Maryiam spansks Mensah or Lidia when they don't behave or just ignores them. John expects Maryiam to keep control of the children. There are days that John comes home feeling very tired from working in the field. On those days, if the children are still fighting when he gets home, John yells at Maryiam and sometimes slaps her; after all, it is Maryiam's responsibility to take care of the kids. Nod your head or raise your hand if you have understood the story of the Rafiki family."
- c. "Okay, let me tell you about the family Tchalla. The family Tchalla consists of Clement Tchalla and Lucie Tchalla. They are a couple and have been together for a long time. Clement and Lucie have four children: Cesar (16 years old), Cecily (13 years old), Margarite (10 years old) and Jean-Marie (7 years old). All kids go to school, and once school is finished, all kids share the chores. Jean-Marie and Margarite fight often. Dad and mom often talk about ways they can get Jean-Marie and Margarite to fight less. Mom and dad decided together that when their two kids fight, they each must do an additional chore over the weekend. Dad, Clement, and Mom, Lucie, are very close, and Clement often praises Lucie for her kind way of treating the children and himself. Lucie praises Clement for his involvement in his kids' lives. Lucie and Clement talk together to solve problems and stay up late many evenings making plans and discussing their future. Nod your head or raise your hand if you have understood the story of the Tchalla family."
- d. "Now, I want you to think a little bit about your family. Does your family resemble the family Rafiki more or the family Tchalla more?" **[Pause for 30 seconds.]** "Why do you think violence against wives and children happens? Let's take 30 seconds to think about this quietly." **[Pause for 30 seconds.]**
- e. "Now that you've started to think about your family. Take a moment to think about the things you appreciate about your family. Think first about your wife; what do you like and appreciate about her? Let's pause for 15 seconds to think about her." **[Pause for 15 seconds.]**
- f. "Now let's think about your children. Stop and think about each child. What do you like and appreciate about each child? Let's pause for a minute to think about each child." **[Pause for 1 minute.]**
- g. "Now let's think about you as a husband and father. How are you a good husband and good father? Let's think about this for 15 seconds." **[Pause for 15 seconds.]**

- h. "Thinking about the stories of the family Rafiki and the family Tchalla, how would you like your family to be different? Let's think about this for 30 seconds." **[Pause for 30 seconds.]**
- i. "Looking down the road, five years from now, how would you like to describe your relationship with your wife? Has anything changed?" **[Pause for 15 seconds.]** "Looking down the road, five years from now, how would you like to describe your relationship with each of your children? Has anything changed?" **[Pause for 15 seconds.]**
- j. "Now, take a moment and think about your dream for your family five years from now. What do you see? What will be different for you as a husband? What will be different for your wife as your partner and a mother? How will the lives of each of your children be different and how have you contributed to that? Let's take 30 seconds to think about that." **[Pause for 30 seconds.]**
- k. "Slowly and when you're comfortable, you can begin to open your eyes and stretch. Come out of your dream as slow or fast as you want; it's up to you. Thank you for taking this quiet moment to create a dream for your family."



HELPFUL TIPS!

For low literacy participants, you can ask participants to draw some shapes in the ground representing their dreams for their families and record the shapes on the paper for them.

- 11. Explain to participants that they will now have 20 minutes to draw or write their dreams for their families on a piece of paper. Explain that you will collect their pictures/writing and store it in a safe folder for other group meetings.
- 12. Ask participants for 1-2 volunteers who would like to share their dreams for their families. Volunteers are welcome to share, but no one should feel forced to share.
- 13. Thank participants again for engaging in this visioning activity and explain that we will now move to the closing of the session.

ACTIVITY 5:

HOME ASSIGNMENT

🕒 5 minutes

- 1. **SAY:**
 - a. "This is the first session, so the assignment is an easy one. Until the next session, you should try to enjoy the company of your wife/girlfriend and children, spend quality time with them, listen to them, nurture them, and love them as much as possible."

ACTIVITY 6:

CLOSING AND EVALUATION

🕒 10 minutes

1. Tell participants that you have now come to the end of your time together. Ask participants if they have any questions.
2. Thank each group and summarize the discussion using the key points below.
3. Remind them of the next meeting day and time and explain that we will now do a quick evaluation of the session.
4. **ASK:**
 - a. "What did you like best about the session?"
 - b. "What questions would you have liked to ask but did not have the opportunity to ask?"
 - c. "How was this session helpful?"
 - d. "Do you have any other comments or suggestions for improving this session?"
5. Note down the men's responses. You will need to record them in the post-session monitoring sheet.



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.

- Violence against women and children affects everyone in society, not just those who endure violence.
- Most men are not violent and want to have a society where women, girls, and boys are not at risk simply because of their gender or age.
- Men are violent against women and children because they choose to be violent. Men can also choose not to be violent.
- The first step to creating a better world for women and children is by listening to what women and children have to say and recognizing that we all have a responsibility for making the world a safer and fairer place.
- Women and children's lives will greatly improve if men change their behavior.
- Group work is only possible if everyone pledges to abide by the key agreements.

A HUSBAND WHO LEADS BY EXAMPLE

SESSION 2: BECOMING A HUSBAND AND FATHER	15
SESSION 3: VIOLENCE AND MANHOOD	24
SESSION 4: POWER AND STATUS WITHIN THE FAMILY	29
SESSION 5: VIOLENCE AGAINST OUR WIVES/GIRLFRIENDS	37
SESSION 6: TAKING RESPONSIBILITY	46
SESSION 7: SHOWING MY WIFE SHE MATTERS	52

SESSION 2:

BECOMING A HUSBAND AND FATHER

Duration:

Approximately 3 hours

OBJECTIVES:

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

- ☒ Articulate the difference between sex and gender.
- ☒ Describe how different expectations for girls and boys, women and men shape us as people.

SESSION OVERVIEW:

Session Activity	Time
❶ Welcome and Review of the Home Assignment	⌚ 30 m
❷ Gender Lifelines	⌚ 75 m
❸ Gender Boxes	⌚ 60 m
❹ Home Assignment	⌚ 5 m
❺ Closing and Evaluation	⌚ 10 m

MATERIALS REQUIRED:

- ⌚ Flip chart
- ⌚ Markers
- ⌚ Tape or rope (if unavailable, a stick)

PREPARATION REQUIRED:

- ☒ If possible, prepare the lifeline in advance by drawing the lifeline on the floor with tape or laying out a rope.

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 “Gender Boxes” activity, you may do the men and women gender boxes concurrently, by dividing participants into two groups (reduction of 15 minutes).

ACTIVITY 1:

WELCOME AND REVIEW OF THE HOME ASSIGNMENT

🕒 30 minutes

1. Welcome participants to the second group meeting. Make sure you show a lot of enthusiasm for being there.
2. Review the key messages from Session 1. **ASK:**
 - a. "What questions or thoughts do you have about what we discussed last time?"
 - b. "Who can share their experience related to their homework assignment?"

ACTIVITY 2:

GENDER LIFELINES

🕒 75 minutes



HELPFUL TIPS!

Prepare for this activity by using tape or rope to create a lifeline on the floor. Use different color symbols to represent different life stages on the lifeline, including: childhood, adolescence, and adulthood. Draw a different lifeline for boys and girls.

1. Introduce the activity and explain that to begin building a world with no violence, we need to think about what it means to be a girl, boy, woman, and man in this community.
2. Explain that the lifeline represents the stages of our lives. Use symbols to show major stages: childhood, adolescence, and adulthood.
3. **ASK:**
 - a. "Generally speaking, in your community, at what point in these three phases do men get married?"
Mark the point that men get married/become partnered. Mark it with an X and with a sign that symbolizes this important moment in their lifetime.
4. **ASK:**
 - a. "Generally speaking, in your community, at what point in these phases do men become fathers?"
Mark the point that men become fathers. Mark it with an X and a sign that symbolizes this important moment in their lifetime.
5. **ASK:**
 - a. "Generally speaking, in your community, at what point in these three phases do women get married/become partnered?"
Mark the point that women get married. Mark it with an X and a sign that symbolizes this important moment in their lifetime.

6. **ASK:**

- a. "Generally speaking, in your community, at what point in these three phases do women become mothers?"

Mark the point that women become mothers. Mark it with an X and a sign that symbolizes this important moment in their lifetime.

7. Ask for one volunteer to play the role of Boy 1 and one volunteer to play the role of Girl 1.

8. Divide the remaining participants into the following groups: (1) *family*, (2) *peers*, and (3) *community*.9. **SAY:**

- a. "I want each group to think about the main messages you would give to the girl and to the boy at the different phases of life. I would like you to think specifically about the messages you would give the boy and girl as they grow up, the messages you would give them as they get married/become a partner, and the messages you would tell them about how to be a father/mother. Think about what you should tell the boy and the girl about how they should feel, act, and dress."

10. Allow 10 minutes for each group (family, peers, and community) to craft their messages.

11. Ask Boy 1 and Girl 1 to stand at the beginning of the lifeline (childhood).

12. Ask each group to tell Boy 1 and Girl 1 the messages as they walk/advance through the lifeline (passing childhood, marriage/partnership, and parenthood). Note down the key messages on a flip chart.

13. After each group has told the girl and boy the main messages, lead a brief discussion using the following questions. **ASK:**

- a. To Boy 1 and Girl 1 participants: (1) "How did it feel to hear these messages?"; (2) "What did you learn about what you should think about the opposite sex?"; and (3) "What did you learn about how you should act as a parent?"
- b. For the remaining participants (family, peers, and community groups): (1) "How are the messages you have given the boy and girl different?"; (2) "Do you feel the expectations you gave the boy/man could limit him in some way?"; and (3) "Do you feel the expectations you have the girl/woman could limit her in some way?"
- c. To all participants: "What would help you to give more positive and equal messages to the boy and girl?"
- d. Conclude the discussion by explaining that these messages that we all receive are not based in our sex or biology; they are socially constructed based on our ideas, attitudes, and beliefs. They are not "natural," although they may appear to be as we grow up. But they are, in fact, learned and cultural. They are expressed daily in stories, attitudes, assumptions and ideas that we learn and act on. These socially defined differences between men and women are gender differences. The different roles that women and men play because of these differences are gender roles. They are created by us and reinforced by us.

14. Explain the difference between sex and gender, **SAY:**
 - a. "Sex refers to the body differences between males and females."
 - b. "Gender refers to the social and cultural differences between men and women. For example, the social status, opportunities, and restrictions faced by girls and women are different from those faced by boys and men. Also, certain activities that girls and women are each supposed to do within a community are different from the ones that boys and men are supposed to do. Gender consists of social constructs created by society."
15. Explain that the only determined differences between girls and boys and men and women relates to their biological capacity. For example, for women, this means they can give birth and breastfeed. For men, they cannot give birth. Emphasize that all the other differences are socially prescribed, based on how society expects us to think, feel, act, etc.
16. Explain that the social prescriptions for men and women *are* changeable, and it takes role models who are willing to take a first step forward to make this happen.
17. After completing the discussion, thank the volunteers and ask everyone to return to their seats. Explain that we will now do another activity to better understand the differences between sex and gender.

ACTIVITY 3:

GENDER BOXES

 60 minutes



HELPFUL TIPS!

The activity below, "Gender Boxes," is one of the most important activities of the curriculum. There are multiple questions to ask because they address a nuance related to the expectations of men's and women's roles. It is important for the facilitator to take the time to go through all of these questions, and not rush the activity.

1. If using a board or chart paper, draw a box and write "Act Like a Man" on top of it. (Steps 2 and 3 below are not necessary if you are with a highly literate group who can read your writing.)

EXAMPLE RESPONSES TO THE ACT LIKE A MAN BOX

- | | |
|-----------------------------------|--------------------------------------|
| • Be seen as tough and aggressive | • Have more than one girlfriend/wife |
| • Do not cry | • Never ask for help |
| • Be a leader | • Make a lot of money |
| • Be the protector | • Travel to find work |
| • Be a good advisor | • Make decisions in the home |
| • Have lots of sex | |

2. Place rocks or other items in the middle of the room. Make sure that you have enough items so that the men can have enough symbols for many different responses.

3. Request a new volunteer to play *Boy 2*. *Boy 2* should come to the front of the room and sit near the basket.
4. **ASK** all participants:
 - a. "Has anyone ever told you to act like a man? If so, what was the situation? Who said it?"
5. Take men's responses one at a time. You can record them either on the flip chart or have *Boy 2* add an object to his basket. After every response, **ASK** the following questions:
 - a. "How did it make you feel when someone told you that?"
 - b. "Why do you think they said this?"
6. Continue to develop the list of what it means to "act like man." The following questions may help to fill in the box or basket:
 - a. How are men supposed to act in terms of sex?
 - b. How are men supposed to act in relationships/family?
 - c. What kinds of tasks do men do in the home?
 - d. What kinds of tasks do men do in the community?
7. Once the group has brainstormed a list, facilitate a discussion based around the following questions, **ASK**:
 - a. "Do you know men who do these things or act in these ways?"
 - b. "How did they learn to do these things?"
8. Explain that these are society's expectations of who men should be, how men should act, and what men should feel and say.
9. Continue the discussion with the following question, **ASK**:
 - a. "Is the box helpful or harmful to men? How?"
10. Emphasize that the box both benefits men (e.g., they are leaders, decision makers, etc.) and limits men (e.g., they can't cry, they must appear in control and tough, etc.)
11. Continue the discussion with the following question, **ASK**:
 - a. "What happens to men who step outside of the box?"



HELPFUL TIPS!

Write the responses that the group provides outside of the box. The purpose of this section is to understand that there are rules about what it means to be a man, and those rules are enforced in our society by shaming or even harming men who are perceived to be outside of the box. Emphasize that the insults that are directed at men who step outside of the box are often words used to describe women/girls and gay men. This teaches men that those groups are less human and not deserving of respect.

12. Use examples that the group has generated to demonstrate what this means (e.g., men who express fear, men who don't objectify women, men who cook, etc.)

13. If working with a group with higher literacy, write responses outside of the box. Examples may include:
 - a. Teased
 - b. Beat up
 - c. Ignored
 - d. Called "gay," "woman," etc.
 - e. His spouse may be assaulted or harassed
14. **SAY:** "It is important to note that women and even children are often punished and blamed for men's actions. Why do you think this happens?"
15. Explain to the group that:
 - a. The ideas in the box teach all of us that men are superior to women, girls, and boys – that they are the rulers, leaders, and decision makers.
 - b. The box also teaches us that there is a right and a wrong way to be a man or a boy.
 - c. The names and violent behaviors listed outside of the box are punishments for breaking these rules. They are ways of policing behavior and making sure that men "act like real men." These ways of acting may directly harm women, girls and boys.
 - d. Point out that the names on the outside of the box are mostly derogatory terms for women or gay men; note that this teaches men and boys that women, girls, and non-straight men are "less than," and therefore that it is okay to treat them in disrespectful, dehumanizing, or violent ways.
16. Now place or draw a box on the floor – or if working with a group with higher literacy, draw a box and write "Act Like a Woman" above it.
17. Ask the participants to share their ideas about what they know about being a woman or girl and what the expectations are for how women and girls are supposed to behave.
18. The following questions may help to fill in the box:
 - a. How are women supposed to act in terms of sex?
 - b. How are women supposed to act in relationships/family?
 - c. What kinds of tasks do women and girls do in the home?
 - d. What kinds of tasks do women and girls do in the community?
19. If working with a group with higher literacy, write responses on the flipchart inside the "Act Like a Woman" box.

EXAMPLE RESPONSES TO THE ACT LIKE A WOMAN BOX

- | | |
|--|--------------------|
| • Be passive – a woman cannot be a leader or chief | • Be quiet |
| • Give birth to many children | • Obey |
| • Support their family (if a woman is a widow or has been abandoned) | • Listen to others |
| • Be the caretaker for children and elders | • Be the homemaker |
| • Be beautiful, but not too sexy | • Be faithful |
| • Be smart, but not too smart | • Be submissive |

20. After generating a number of responses, review some of the ideas in the box. **ASK:**
 - a. "Do you know women who do these things?"
 - b. "How did they learn to do these things?"
21. Explain that these are society's expectations of who women should be, how women should act, and what women should feel and say. They are taught to us from the moment we are born from many different people and experiences.
22. Once the group has brainstormed a list, facilitate a discussion based around the following questions. **ASK:**
 - a. "Are the ideas about what it means to be a woman that are listed in this box helpful or harmful to women and girls?"
23. Explain that women and girls may enjoy or take pride in some of the characteristics of the box (e.g. cooking, caretaking, etc.) and be limited and harmed by others (e.g. being submissive, being passive, etc.)
24. Continue the discussion, **ASK:**
 - a. "What happens to women and girls who step outside of the box?"
 - b. "What are they called?"
25. Use examples that the group has generated to demonstrate what this means (e.g., women who have sex with more than one man, women who assume leadership positions, etc.)
26. If working with a group with higher literacy, write responses outside of the box. Examples may include:
 - a. May be called sluts, whores, prostitutes
 - b. May be threatened with rape, harassment, assault
 - c. May be raped, harassed, assaulted
27. Continue the conversation, **ASK:**
 - a. "How does this make women feel?"
 - b. "What do the ideas both inside and outside of the box teach people about what it means to be female?"
 - c. "What do the messages in the box teach us about the different value that our society has for women versus men?"
28. **SAY:**
 - a. "We are taught to think that there is a right and a wrong way to be a woman and a girl. Women are taught to think about themselves in these ways by their families and communities. These messages begin the day they are born and continue throughout their lives."
 - b. "These ideas control and restrict the lives of women and girls – they set rules for women and girls to follow and there are dangerous consequences for being seen as not following the rules. These rules also teach boys and girls from a young age that this is how women and girls should be treated, and this becomes normalized. Women and girls are often punished or harmed even if they do follow these rules."

- c. "These ideas about women teach both boys and girls that women and girls are inferior to men and boys. They teach us that men are the leaders and the rulers and that women are to be subservient and obey. We are taught that men should have more power and control in relationships, the home, and society than women and girls."
- d. "The names and violent behaviors listed outside of the box are ways that men reinforce this power and control over women and their bodies. Violence is a way of expressing male power or men's right to do what they want with women's bodies."
- e. "The social roles of women and men are not only different; they are valued differently. Boys learn that men, in general, have more privileges and status than women. This is why it is an insult to a boy to be told he is 'acting like a girl' and why boys will not want to carry out tasks that are seen as 'girls' duties.'"

29. Explain that these types of violent behaviors can and do happen to women and girls *REGARDLESS* of their behavior or actions, and that violence is *NEVER* the fault of the victim. However, we are taught to focus on what the victim of violence did. This sends the message that a victim may have brought violence onto herself or "asked for it." This is not true, and these ideas are very harmful for all of us.

30. Close the activity by explaining to participants why we did this activity, **SAY:**

- a. "We did this activity to demonstrate that the way men and women act is dictated by society, not the body parts they are born with."
- b. "We see that in society these gender roles hurt both men and women. However, women receive more sanctions for violating their gender roles."
- c. "The way we act as men and women can be changed and has changed over time. We can start to make these changes now in how we act within our family."

ACTIVITY 4:

HOME ASSIGNMENT

 5 minutes

1. **SAY:** "We have spent a lot of time today thinking about roles and responsibilities given by society to men and women, boys, and girls. We have also reflected on how these roles and responsibilities are limiting. For your home assignment this week, interview your wife/girlfriend. Ask your wife what she likes about being a woman and what she dislikes about being a woman. Make sure to remember her answers so you can share with the group next week."
2. Check to see if the participants have questions before moving to the closing and evaluation.

ACTIVITY 5:**CLOSING AND EVALUATION**

⌚ 10 minutes

1. Tell participants that you have now come to the end of your time together. Ask participants if they have any questions.
2. Thank each group and summarize the discussion using the key points below.
3. Remind them of the next meeting day and time and explain that we will now do a quick evaluation of the session.
4. **ASK:**
 - a. "What did you like best about the session?"
 - b. "What questions would you have liked to ask but did not have the opportunity to ask?"
 - c. "How was this session helpful?"
 - d. "Do you have any other comments or suggestions for improving this session?"
5. Note down the men's responses. You will need to record them in the post-session monitoring sheet.

**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 roles of men and women are not "natural," although they may appear to be. Socially defined differences between men and women are gender differences. The different roles that women and men play because of these differences are gender roles.
- We are taught that there is a right and a wrong way to be a male or a female. This puts us in boxes. If you act "outside of the box" society punishes you for not being "normal." Boys learn early on that men have more privileges and status than women. This is why it is an insult to a boy to be told he is "acting like a girl" and why boys will not want to carry out tasks that are seen as "girls' duties."
- Violence is never the fault of the victim. It is a choice made by the person who commits the act of violence. Even if someone acts "out of the box" they do not deserve people to be violent towards them.
- This work is challenging. There are many benefits for men inside of the box; however, these benefits are at a disadvantage to men because they deny men access to the full range of human emotions and experiences.

SESSION 3:

VIOLENCE AND MANHOOD

Duration:

Approximately 3 hours

OBJECTIVES:

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

- ☒ Articulate how violence has shaped their conceptions of manhood.
- ☒ Describe and reflect on the limitations of prescribed masculinity.
- ☒ Identify positive qualities of men that are not based on violence.

SESSION OVERVIEW:

Session Activity	Time
❶ Welcome and Review of the Home Assignment	⌚ 30 m
❷ How Do We Learn Violence?	⌚ 45 m
❸ Violence and Respect	⌚ 90 m
❹ Home Assignment	⌚ 5 m
❺ Closing and Evaluation	⌚ 10 m

MATERIALS REQUIRED:

- ⌚ Flip chart
- ⌚ Markers
- ⌚ "Gender Boxes" from last session

PREPARATION REQUIRED:

- ☒ No special preparation required.

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 "How Do We Learn Violence?" activity, you may cut the part where groups play out the game in front of everyone; thus, you would have participants play the game in small groups and go directly to a debriefing (reduction of 15 minutes).
 - In the "Violence and Respect" activity, you may cut 2 role plays (reduction of 30 minutes).

ACTIVITY 1:**WELCOME AND REVIEW OF THE HOME ASSIGNMENT**

⌚ 30 minutes

1. Welcome participants to the third group meeting. Make sure you show a lot of enthusiasm for being there.
2. Review the key messages from Session 2. **ASK:**
 - a. "What questions or thoughts do you have about what we discussed last time?"
 - b. "Was anyone able to interview their wives/girlfriends? How did it go?"
3. After participants have shared the results of their home assignment, **ASK:**
 - a. "Did anything surprise you about your wife/girlfriend's reflections?"
 - b. "Does this change your vision for your family in any way?"

ACTIVITY 2:**HOW DO WE LEARN VIOLENCE?**

⌚ 45 minutes

**HELPFUL TIPS!**

This exercise is extremely dynamic and good fun for the participants. However, make sure that the important reflection and analysis within the session occurs. When the games are being played, make sure that participants do not get so involved that they are in danger of physically hurting themselves or other members of the group. If you feel that it is about to happen, stop the game immediately and use that as a starting point to start reflection and analysis of the game. This activity can be carried out outside if there is a playground or open space available. Encourage participants to play the games as they did when they were boys. It is important that they identify with the game and its objectives. Make sure that feelings and emotions are expressed freely.

1. Invite participants to think and call out names of games they played as children/youth. Remember names of games they have called out or write it on chart paper.
2. Form five small groups and invite each group to select one game from the list that they will practice and demonstrate for the other groups. Make sure that each of the groups chooses a different game and tell them to be imaginative and creative if they need specific materials to play the game.
3. Give the groups 15 minutes to practice their game.
4. Invite each group to play its game in front of the others, instructing them to pay attention to how the game is played and how the participants relate to each other during the game.

5. When participants finish playing the games, stimulate reflection using the following questions. **ASK:**
 - a. "What do the games have in common?"
 - b. "What did these games teach us about being men?"
 - c. "Were girls allowed to play these games?"
 - d. "In what ways were cooperation and solidarity present in the game?"
 - e. "What ways did aggression and violence manifest themselves in the games?"
6. Ask participants to identify and name a few games that they think teach positive qualities of cooperation in the community.
7. **ASK:**
 - a. "What can we do as parents to promote nonviolent, cooperative games and recreation for children and young brothers in our community?"
8. Conclude activity emphasizing that boys learn how to be men through play, and often this involves violence. Emphasize that we should be teaching children games that emphasize cooperation and non-violence. Transition into the next activity.

ACTIVITY 3:

VIOLENCE AND RESPECT¹

 90 minutes



HELPFUL TIPS!

In this activity, the facilitator should change the names in the story to names more common in the community. However, avoid using names of group members to avoid misunderstandings and jokes.

1. Divide the participants into groups of between five and six. Explain that they are going to create and present a short role play depicting an exchange of insults or an argument between men. Give each group one of the scenarios below and ask them to create a skit that represents how most men in this community would act in these situations.
 - a. **Group 1:** A group of friends is in a bus. Two of the men in the group begin fighting. The other men...
 - b. **Group 2:** A group of boys is playing football after school. Janvier accuses Ali of a foul and pushes him in front of all the other players. Ali starts to cry and Janvier responds by...
 - c. **Group 3:** It is Sunday, and Joe is coming from church with his wife Jeanne. On their way home, they meet a guy who is looking at Joe's wife and calls her name, just to greet her. Joe responds by...
 - d. **Group 4:** Jean-Baptiste is having an afternoon drink with some other men. He tells them about how his wife was asking for money and yelling, so he beat her. The other men...
 - e. **Group 5:** Jean Marie is visited by his girlfriend. He wants to have sex with her, but she seems hesitant. He responds by...

¹ Adapted from Sonke Gender Justice Network. (2008). *One Man Can: Working with Men and Boys to Reduce the Spread and Impact of HIV and AIDS*, p. 27. Retrieved from <https://bit.ly/30LleEI>

2. Explain to the group members that each skit should last about three minutes and that they can add any details that they like. Allow about 10 minutes for groups to discuss and prepare their skits.
3. Ask each group to perform its skit. After each performance, allow time for discussion and comments. Use the questions below to generate discussion. **ASK:**
 - a. "Are these situations realistic?"
 - b. "What are the different kinds of behaviors that the men in these situations chose to engage in?"
 - c. "How else might they have reacted?"
4. Post the "Gender Boxes" next to the list of behaviors from the questions above. If you are working with a low-literacy group, remind participants of some of the qualities listed in the "Man Box" – and then read the behaviors that they listed in the prior discussion.
5. **ASK** the group:
 - a. "How does the 'Man Box' influence our actions?"
 - b. "How are these behaviors harmful to women and children?"
 - c. "How are they harmful to men?"
 - d. "How do these behaviors benefit men?"
6. After completing the debriefing with the participants, explain that you will ask participants to return to their group and create a new role play where the situation does not end in violence. Explain that participants will have 10 minutes to prepare their role play, and then they will present it for the group.
7. After the participants have finished their new role plays, debrief with the group. **ASK:**
 - a. "How did it feel to transform these role plays into non-violent resolutions?"
 - b. "Would it be difficult for men in the community to act in non-violent ways?"
 - c. "What are some of the positive qualities of men that are not linked to violence?"

ACTIVITY 4:

HOME ASSIGNMENT

 5 minutes

1. **SAY:** "During this week we would like you to think about a man you admire or consider to be a role model. Think about the qualities this man possesses that make him a role model and come ready to discuss during our next session. Please also think about how this man may act when affected by a conflict or crises."
2. Check to see if the participants have questions before moving to the closing and evaluation.

ACTIVITY 5:

CLOSING AND EVALUATION

🕒 10 minutes

1. Tell participants that you have now come to the end of your time together. Ask participants if they have any questions.
2. Thank each group and summarize the discussion using the key points below.
3. Remind them of the next meeting day and time and explain that we will now do a quick evaluation of the session.
4. **ASK:**
 - a. "What did you like best about the session?"
 - b. "What questions would you have liked to ask but did not have the opportunity to ask?"
 - c. "How was this session helpful?"
 - d. "Do you have any other comments or suggestions for improving this session?"
5. Note down the men's responses. You will need to record them in the post-session monitoring sheet.



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.

- From a young age, men are taught that winning and never losing is an essential part of being a man. Violence has come to be seen as an acceptable practice to achieve this goal.
- Unfortunately, women are often the recipients of this violence as boys turn into men.
- Violence is not a genetic, natural trait in men but a socially learned behavior. It is a choice, and men always have the choice of non-violence.

SESSION 4:

POWER AND STATUS WITHIN THE FAMILY

Duration:

Approximately 3 hours

OBJECTIVES:

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

- ☒ Articulate the concepts of power and status.
- ☒ Reflect on how power and status operate within the home.

SESSION OVERVIEW:

Session Activity	Time
❶ Welcome and Review of the Home Assignment	⌚ 30 m
❷ Understanding Power	⌚ 30 m
❸ Understanding Status	⌚ 50 m
❹ Talking About Power and Status in the Home	⌚ 60 m
❺ Home Assignment	⌚ 5 m
❻ Closing and Evaluation	⌚ 10 m

MATERIALS REQUIRED:

- 📋 Flip chart
- 🖍 Markers
- 🟢 Green and red cards
- 🃏 Playing cards

PREPARATION REQUIRED:

- 📋 Make green and red cards.

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 “Understanding Status” activity, you may cut the part where every participant goes around and guesses his card (reduction of 15 minutes).
 - In the “Power in the Home” activity, you may cut the initial plenary discussion and go directly to the role play (reduction of 15 minutes).

ACTIVITY 1:

WELCOME AND REVIEW OF THE HOME ASSIGNMENT

🕒 30 minutes

1. Welcome participants to the fourth group meeting. Make sure you show a lot of enthusiasm for being there.
2. Review the key messages from Session 3. **ASK:**
 - a. "What questions or thoughts do you have about what we discussed last time?"
 - b. "Was everyone able to identify a role model and the qualities they admire in that person?" If participants did not do this, ask them to take a few minutes to do this now.
3. Divide the participants into groups of four and ask them to take turns. Each participant should describe one of the qualities that they admire in their role model and explain why.
4. After five minutes, ask participants to come back together as a large group and share some of the reasons they discussed for admiring certain qualities in their role model. If working with a high-literacy group, write the qualities and the reasons why on the board.
5. Facilitate a group discussion using the following questions as a guide. **ASK:**
 - a. "Are the qualities this man possesses typical of men in this community? If not, how are they different?"
 - b. How does your role model treat women, girls, and boys?

ACTIVITY 2:

UNDERSTANDING POWER²

🕒 30 minutes

1. **ASK:**
 - a. "What is power?"
2. Explain what power is. **SAY:**
 - a. "Power is the ability to influence or control people, opportunities, or resources." You can write the definition of power on a flip chart for those with higher literacy participants.
3. **ASK:**
 - a. "What types of power are there?"
4. Explain that power can be used in different ways; it can be used for good, but it can also be abused.
5. Tell participants that you will be reading them scenarios, and you want them to tell you whether they think the examples demonstrate good uses of power or bad uses of power.

² Adapted from Naker, D., & Michau, L. (2004). Section one: Becoming aware of gender and rights. In *Rethinking Domestic Violence: A Training Process for Community Activists*, p. 24. Raising Voices. Retrieved from <https://bit.ly/325axyw>

6. Give each participant a card that is green on one side and red on the other side.
7. Ask participants to hold up the green side if the type of power described is good, and the red side if the type of power is bad.
8. After each scenario, discuss why the type of power is good or bad.
9. If working with a higher literacy group, participants can be divided into smaller groups, and each group can be given a scenario to discuss and then share out their responses.

Power Scenarios

SCENARIO 1

Niha and Jonas are newly married. Niha would like to start her own business and Jonas agrees to support Niha. Niha decides she will sell vegetables in the market. When Niha comes home from the market every day, Jonas asks to see the money she makes. He counts the money and usually takes a part of it. Niha does not know what Jonas does with the money.

SCENARIO 2

Ronald and Julia have 2 children, a 2-year-old and a 1-year-old. Ronald and Julia have been discussing having a third child. One night, Ronald invites Julia to join him in the courtyard and tells her he wants to talk to her about something. He asks her when she thinks it would be a good time to have a third child. Julia says she wants to wait 2 years as she is very tired. Ronald agrees and asks if she feels they may be able to plan for this. Julia says she can go and see the midwife. Ronald offers to accompany her.

SCENARIO 3

Jean and Laura have been married for five years. One night, Jean comes home from seeing his friends and proposes sex to Laura. Laura says she is tired and asks if they can do it another night. Jean responds that it is Laura's obligation as his wife to have sex with him whenever he wants. Laura feels like there is nothing she can do, so Laura and Jean have sex.

SCENARIO 4

Richard and Susanna have four children. Their youngest son, Geraldo, age 10, has been behaving in new ways. He is aggressive with his siblings and parents, often hitting or kicking them when he is displeased. Richard suggests that they go together to Geraldo's school and discuss with his teachers if anything is happening at school. Susanna agrees and they fix a time to visit the school together.

10. After discussing the scenarios, review the different uses of power. If working with a high-literacy group, you should write the types of power on a flip chart.
 - a. **Power To:** This can be used to help others, bring about change, or expand opportunities.
 - b. **Power With:** This can be used to help others and to work together on common goals.
 - c. **Power Over:** This is a bad use of power, when people use power *over* others – either by threatening them, denying them opportunities, or hurting them.
11. Conclude the activity by asking participants the following questions. **ASK:**
 - a. "Do all people in the community have the same amount of power?"
 - b. "How do you know if someone has power?"

ACTIVITY 3:

UNDERSTANDING STATUS³

🕒 50 minutes

1. Shuffle a deck of playing cards. Tell participants that you are going to ask each of them to choose a card from the deck of playing cards.
2. Explain that the highest value in the deck is Ace, then the King, Queen, Jack, 10, 9, and all the way to the lowest value, which is 2. If the Ace is confusing to people, remove it. Walk around the room and ask each person to choose a card and put it *face down* on their lap.
3. Emphasize to participants that they should not look at the card they have chosen.
4. Now ask participants to hold their cards up to their foreheads without looking at them. Everyone should now be able to see everyone else's card except her/his own.
5. Explain that when you clap your hands, participants can get up from their chairs and mingle with each other. Explain that participants should not talk but greet others according to the status or social position of the other person's card. So, for example, the King may be treated with utmost respect, while a person holding a card worth two may be ignored or excluded.
6. Make sure that participants understand what status means and use other words if they are easier or more relevant. When this idea is clear, clap your hands to begin the mingling.
7. Encourage participants to greet each other and demonstrate their reaction to other people's status through gestures and facial expressions rather than words.
8. After a few minutes, ask the participants to go back to their seats still holding their cards to their foreheads.
9. Go around the circle and ask each participant to guess his card and explain the guess.
10. Once participants have returned to their seats, **ASK:**
 - a. "How did it feel to be treated according to your card?"
11. Explain to participants that for those with higher cards, it might have felt good to be treated with respect, honor, etc., while for those with lower cards, it might have felt bad to be ignored, dismissed, or treated as unimportant.
12. **ASK:**
 - a. "Does this happen in our real lives? Do certain people get treated better or worse in our families and communities?"
 - b. "Who in the community gets treated like the higher value cards and who gets treated like the lower value cards?"

³ Adapted from Naker, D., & Michau, L. (2004). Section one: Becoming aware of gender and rights. In *Rethinking Domestic Violence: A Training Process for Community Activists*, p 23. Raising Voices. Retrieved from <http://raisingvoices.org/innovation/creating-methodologies/rethinking-domestic-violence/>

13. If working with participants that have higher levels of literacy, use chart paper to fill out a list with one side for the people who are treated like the higher value cards and the other for those who are treated like the lower value cards. See the sample list below.

GROUPS THAT TEND TO HAVE UNEQUAL POWER IN SOCIETY	
More power/higher status	Less power/lower status
Men	Women
Adults	Children
Employers	Employees
Wealthy	Poor
Teachers	Students
Doctors	Nurses
Community leaders	Community members
Citizens	Documented and undocumented migrants
Immigration officers	Informal cross-border traders
Politicians	Community members
Pastors	Church members
People without disabilities	People with disabilities
Gun men (unidentified)	Men without guns
Majority ethnic groups	Minority ethnic groups

14. After participants have given responses, lead a brief discussion about status and power using the following questions as a guide and emphasizing the following points. **ASK:**
- "What is status?"
15. **SAY:**
- "Status is one's social standing in the community. This refers to how they are viewed by others and how much power they are thought to have."
 - "Let's remember what power is. Power is the ability to influence or control people, opportunities or resources."
16. **ASK:**
- "Do those with higher status in this community also tend to have more power?"
17. Remind the group that everyone has some sort of power. For example, even a baby has the power to influence his or her parents to feed or change them. However, different groups of people have been given different amounts of control and opportunities in society, and therefore, some groups tend to have more overall power than others. These groups also tend to be the groups that have higher status.
18. **ASK:**
- "What are power and status differences based on?"
19. Explain that the differences in status and power between groups are not based on who they are as individual people but on other things such as their age, wealth, ethnicity, job, and sex.

20. ASK:

- a. "Do all men have the same amounts of power? Do all women?"

21. Explain that because of status not all men have the same amounts of power.

22. Review what we have learned about power and status so far today. **SAY:**

- a. "There are different types of power that we all have."
- b. "Power is relative; everyone has some type of power. While there may be people or groups that tend to have more control and opportunities, there may be situations in which they have less power compared to someone else. The same can be said for people who are in groups that tend to have less power in society. In certain circumstances, they may have more power than another group."
- c. "Certain groups tend to have more overall power than others."
- d. "Higher-status groups tend to also have more power."

ACTIVITY 4:

TALKING ABOUT POWER AND STATUS IN THE HOME

 60 minutes

1. ASK:

- a. "Who holds the high-status/power cards in the family: father, mother, boys or girls?"

2. Emphasize that as a community we generally tend to assign women a lower status than men; this results in women and girls being treated differently than men and boys and having different day-to-day lives than men and boys.

3. Explain that you will now read a case study about a girl named Mary and participants should listen to the story and prepare to answer questions.

4. Read the case study about Mary to the group.



MARY'S STORY

Mary's father says he has some very important matters to discuss with her and her mother. He tells Mary that because she is now 18 years old he has arranged her marriage to a rich man. This man is the son of a good friend of the family and has a good reputation. Mary's mother tries to ask questions about the man, but Mary's father simply says the marriage is arranged, and it will be a good one. Mary has never met the man she is now engaged to marry. She feels afraid because he is much older than she is, and she has heard horrible stories about men beating their wives. She says nothing to her father about her fears. She listens to him speak and then thanks him quietly.

5. Lead a discussion with the following questions below. **ASK:**
 - a. "Does this kind of situation happen in this community?"
 - b. "Who has power in this scenario?"
 - c. "What kind of power does the father have? Does Mary have any power? Does the mother have any power?"
 - d. "How does power relate to having choices?"
6. Remind participants of the discussion that you had last week about expectations and gender. **ASK:**
 - a. "What are the expectations of Mary? Of her mother?"
 - b. "What ideas from the gender boxes do we see in this scenario?"
7. Ask participants to break into small groups and answer the question below. If working with a high-literacy group, have them use chart paper to document their responses. **ASK:**
 - a. "What are ways that you use 'Power With' or 'Power Over' within your family?"
2. After 10 minutes, ask for volunteers to share some of the ways that they use power in their home.
3. **ASK:**
 - a. "How can you begin to use 'Power With' with your family instead of 'Power Over'?"
 - b. "How would you talk with your wife about this?"

ACTIVITY 5:**HOME ASSIGNMENT**

 5 minutes

1. **SAY:** "For your home assignment, talk with your wife or girlfriend AND one of your children about what they would like to see change in terms of how power is used in the home."
2. Check to see if the participants have questions before moving to the closing and evaluation.

ACTIVITY 6:

CLOSING AND EVALUATION

🕒 10 minutes

1. Tell participants that you have now come to the end of your time together. Ask participants if they have any questions.
2. Thank each group and summarize the discussion using the key points below.
3. Remind them of the next meeting day and time and explain that we will now do a quick evaluation of the session.
4. **ASK:**
 - a. "What did you like best about the session?"
 - b. "What questions would you have liked to ask but did not have the opportunity to ask?"
 - c. "How was this session helpful?"
 - d. "Do you have any other comments or suggestions for improving this session?"
5. Note down the men's responses. You will need to record them in the post-session monitoring sheet.



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.

- From a young age, men are taught that being powerful is the most important trait in life. Young men are taught to not act like girls because girls are weak and have no power. This creates the foundation for violence against women and girls, as it creates associations between femininity and inferiority.
- Equal relationships are based on communication and mutual respect. Both partners make decisions, neither person dominates the relationship, and their children – boys and girls – are treated equally and have (share) the same opportunities in the family.
- Power and control can lead to rationalizing violent behavior against women and children.

SESSION 5:

VIOLENCE AGAINST OUR WIVES/GIRLFRIENDS

Duration:

Approximately 3 hours

OBJECTIVES:

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

- ☒ Articulate why intimate partner violence (IPV) occurs.
- ☒ Articulate gender inequality as a root cause of IPV.
- ☒ Reflect on IPV as a choice.
- ☒ Reflect on the consequences of IPV.

SESSION OVERVIEW:

Session Activity	Time
❶ Welcome and Review of the Home Assignment	⌚ 30 m
❷ Understanding Violence Against Our Wives/Girlfriends	⌚ 45 m
❸ Root Causes of Violence Against Our Wives/Girlfriends	⌚ 60 m
❹ Consequences of Violence Against Our Wives/Girlfriends	⌚ 45 m
❺ Home Assignment	⌚ 5 m
❻ Closing and Evaluation	⌚ 10 m

MATERIALS REQUIRED:

- 🕒 Flip chart
- 🕒 Markers
- 🕒 Annex 1: Understanding Root Causes Versus Contributing Factors
- 🕒 Annex 2: New Planet Rights and Life Cards

PREPARATION REQUIRED:

- 📄 Photocopy and cut out the Annex 2: New Planet Rights and Life Cards provided in Annex 2, so that there are 30 of each "Rights Card" and 15 of each "Life Card."
- 📄 Prepare 30 pieces of tape.
- 📄 Hang a blank flipchart on the wall.

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 "Understanding Violence Against Our Wives/Girlfriends" activity, you may cut the group work of identifying different acts of violence within each type of violence and instead do the activity in plenary (reduction of 15 minutes).
 - In the "Consequences of Violence Against Our Wives/Girlfriends" activity, you may cut the number of stories and complete them in plenary (reduction of 15 minutes).

ACTIVITY 1:

WELCOME AND REVIEW OF THE HOME ASSIGNMENT

🕒 30 minutes

1. Welcome participants to the fifth group meeting. Make sure you show a lot of enthusiasm for being there.
2. Review the key messages from Session 4. **ASK:**
 - a. "What did your wife/girlfriend tell you about changes of power within the home?"
 - b. "As we have shared our stories, have we noticed any differences in the responses between wives or girlfriends and between our boy and girl children? What do you think these differences may reflect?"

ACTIVITY 2:

UNDERSTANDING VIOLENCE AGAINST OUR WIVES/GIRLFRIENDS⁴

🕒 45 minutes

1. Let participants know that today we are going to talk about men's violence against their wives or girlfriends.
2. Ask participants what comes to their minds when they hear the word "violence."
3. Introduce the idea that acts of violence can be divided into four types and provide examples of each type:
 - Physical (hurts the body)
 - Emotional (hurts the feelings and the self-esteem)
 - Sexual (controls sexuality)
 - Economic (controls access to money, property, or resources)
4. Explain that violence can be a one-time incident or ongoing. It can be big or small. It can be planned or unexpected. There are many different ways that violence can look. All forms of violence are harmful, and none are okay.
5. Divide participants into four small groups and assign one type of violence (physical, emotional, sexual, or economic) to each group. Ask each group to take 15 minutes to brainstorm all the different acts of violence that can be perpetrated against their wives/girlfriends within that category (type).

⁴ Adapted from Michau, L. (2008). Session 2.1: The new planet. In *SASA! Activist Kit for Preventing Violence Against Women and HIV*. Raising Voices. Retrieved from <http://raisingvoices.org/sasa/#tabs-419-0-1>

6. When the participants are finished, ask each group to present their ideas to the others. After each presentation, invite the other participants to ask questions or to add any acts of violence that were left out.
7. Draw a tree on a flip chart. Add in the types of violence to the trunk and branches of the tree in the image in “Annex 1: Understanding Root Causes versus Contributing Factors.” Invite the participants to ask questions or to add any acts of violence that were left out.
8. After a group discussion on each of the four types of violence, **ASK:**
 - a. “Have you seen men perpetrate these types of violence against their wives in this or another community before?”
9. Explain to men that violence against their wives is something that is rooted in the way society has been constructed over time, but that it is not natural, and it hurts women, men, and children.

ACTIVITY 3:

ROOT CAUSES OF VIOLENCE AGAINST OUR WIVES/GIRLFRIENDS⁵

🕒 60 minutes

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

⁵ Adapted from Michau, L. (2008). Session 2.3: Freedom and fear stories. In *SASA! Activist Kit for Preventing Violence Against Women and HIV*, p 34. Raising Voices. Retrieved from <http://raisingvoices.org/sasa/#tabs-419-0-1>

7. Read the following to participants. **SAY:**

- a. "Welcome to all noble citizens of our New Planet! You are a planet of happy, friendly people, always eager to meet someone new, always ready to tell them something about yourself. As citizens of this planet, you must abide by the laws. The first law gives each citizen four rights":
- b. "First, you have a right to **physical safety**, which protects you from being physically hurt. You will each get this card that represents your right to physical safety."

(Show the card for "Physical Safety" to the group.)

- c. "Second, you have a right to **respect from others**, which protects you from people treating you unkindly or discriminating against you. You will each get this card that represents your right to respect from others."

(Show the card for "Respect from Others" to the group.)

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

(Show the card for "Opportunity to Make Your Own Decisions" to the group.)

- d. "Fourth, you have a right to **control over your sexuality**, which protects you from people forcing you into marriage, sex, commercial sex work, or any type of unwanted sexual activity. You will each get this card that represents your right to control over your sexuality."

(Show the card for "Control Over Your Sexuality" to the group.)

- e. "Please come and collect your cards and continue greeting each other."

8. While participants continue greeting each other, lay out the two piles of "Life Cards" next to the already-prepared pieces of tape.

9. After 3 minutes, call "Stop!" and gather participants' undivided attention.

10. Explain that it is time to read the second law.

11. **SAY:**

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

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

13. **SAY:**

- a. "To all noble citizens of our New Planet, times have changed. We now officially declare that circles have more power than squares. We have made this decision at random. All circles must now find a square with whom they will spend the rest of their life and create new circles and squares. Circles and squares, you have two minutes to find your partner on this new planet."

14. Give participants 3 minutes to find a partner, if there is an odd number of participants, someone can partner with you.

15. SAY:

- a. "To all noble citizens of our New Planet, the circles have become very powerful. The circles can ask the squares to do any household or childcare-based task and it must be completed in 15 seconds; they do not consult the squares on this task. If the task is not completed by the squares in 15 seconds, circles must punish their squares immediately. Circles may also take away one of their square's rights as well. Circles may demand as many tasks they like in the time allotted; each time the task is not completed, the circle must punish their square and take away another right. Once a square has lost all of its rights, it must freeze in place."

16. Allow the participants 5 minutes to give tasks and sanction the squares.**17.** After the 5 minutes have passed, close the simulation, thank the participants for their participation and explain you will now begin a debrief.**18.** Take 2 to 5 minutes to discuss each of the questions below, **ASK:**

- a. "How did you feel when you received your rights?"
- b. "How did you feel when you were divided into circles and squares?"
- c. "What happens when society gives one group power over another?"
- d. "Was it fair that circles got more power than squares?"
- e. "To the circles, how did you decide what punishment to give the squares?"

19. Complete the activity with the following key messages, **SAY:**

- a. "All humans are born with a set of innate rights; whether circles or squares, men or women, they all have the same rights."
- b. "It is random that circles had more rights over squares, as it is random that society has evolved to give more rights to men than women."
- c. "The systematic application of power and privilege to men allows them to sanction women with no costs to themselves. In sanctioning women, men are upholding the status quo and assuring they continue to be more powerful. This is called gender inequality."
- d. "The application of power is what enables men to enact violence against their wives/girlfriends. It is the root cause of violence within the home – both against women and children."
- e. "Men learn to enact this power by watching others around them, by pulling from examples from their childhood, from what they see on T.V., from the games they play, etc."
- f. "While society may tell us it is good or appropriate to enforce its requirements, we always have a choice in our individual actions."
- g. "Violence is a choice no matter the scenario."
- h. "Women and girls are particularly vulnerable to violence from their boyfriends or husbands because women are born into a society where from birth they have less power than men and boys. Women and girls are taught to accept violence and believe that it is normal, even when we know it is not."

20. Explain that we will now see the effects of violence on girlfriends or wives.**HELPFUL TIPS!**

Take a break or do a fun game/ sing a song between Activity 3 and Activity 4. Activity 2 is very heavy and requires lots of listening and deep reflection. It is helpful, then, to pause before beginning Activity 4.

ACTIVITY 4:

CONSEQUENCES OF VIOLENCE AGAINST OUR WIVES/GIRLFRIENDS⁶

🕒 45 minutes

1. Explain to participants, **SAY:**

- a. "Violence against women has many negative consequences. Even when individual women are not experiencing violence in their relationships, the threat of violence or men's use of power over women affects all women. This session will explore this reality and what it means for women's everyday lives."

2. **SAY:**

- a. "In this next exercise, participants will work in five groups. Each group will be given one unfinished story. Your task is to describe the effects of the violence on the woman's mind, body, and heart. You will have 10 minutes to do this."

3. Ask participants: "Please divide into four groups, by counting off from one to four, and then grouping yourselves by like numbers – ones with ones, twos with twos."

4. Hand out one story to each group, using the stories provided at the end of these instructions.

5. Ensure there are no questions and start the group work.

6. Alert participants when 5 minutes remain and ask them to switch to their second story if they haven't already.

7. After 10 minutes have passed, invite participants back to the big group.

8. Ask one volunteer from each group to explain their story and explain the consequences of violence against each woman.

CONSEQUENCES OF VIOLENCE ON OUR WIVES/GIRLFRIENDS

Heart:

- Feels insecurity/self-hatred
- Feels responsible for the violence
- Low self-esteem

Mind:

- Anger
- Anxiety
- Stress
- Post-traumatic stress disorder
- Thoughts of suicide

Body:

- Injuries
- Pregnancy complications
- Miscarriage (if the survivor is pregnant)
- Infections such as HIV or other STIs
- Infertility
- Menstrual issues
- Death

Everyday life:

- Isolation from friends and family
- Lack of desire to have social relationships
- Difficulty in managing daily activities
- Challenges in other relationships (parents, friends, children, etc.)

⁶ International Rescue Committee (2014). Part 3: implementation guide. *Preventing Violence Against Women and Girls: Engaging Men Through Accountable Practice*, pp 254-257.

Stories



OLIVE'S STORY

Olive is cooking supper. It is after eight o'clock at night when she realizes that she left the meat for the meal at her mother's house when she stopped there on her way home. She has done this several times before because she is so busy during the day selling goods at the market to bring in a small income and is sometimes forgetful. Last time she did this, her husband slapped her across the face, leaving a big bruise. She knows that her husband will likely slap her again, or worse.

State the effects of Olive's situation on her by describing how she will feel in her heart, her mind, and her body.



MADELINE'S STORY

Madeline lives in a big city with her new husband. She is just completing school and hopes to have her bachelor's degree soon. She studies long hours and is not often at home because she is working in study groups and preparing for exams. When she comes home every night, her husband tells her she is a "good-for-nothing" wife. He asks her why education is so important. He tells her he has a girlfriend on the side who is much better than she is. He threatens to leave her on a daily basis. He says she is no use to him.

State the effects of Madeline's situation on her by describing how she will feel in her heart, her mind, and her body.



ROSELINE'S STORY

Roseline and her husband have been together 2 years. They have two children and are planning to have a third soon. Roseline's husband tells her the reason they have not had another kid yet is because they are not having a lot of sex. Roseline explains that she is tired and cannot always have sex. One night, Roseline's husband asks her to have sex and she says no. He says she cannot say no to him and pulls off her clothes and forces himself on her. He continues to do this most nights for months on end.

State the effects of Roseline's situation on her by describing how she will feel in her heart, her mind, and her body.



MAWA'S STORY

Mawa works at the market everyday selling fish. She is a very good fish seller and makes quite a bit of money. However, her husband has noticed that she is making more money than him. He decides this is unacceptable and she must stop selling fish at the market immediately and spend more time at home.

State the effects of Mawa's situation on her by describing how she will feel in her heart, her mind, and her body.

9. While the groups are reviewing their stories, draw a woman on a flip chart. Below the woman draw a box or make one symbol representing each category: her heart, her mind, her body, and her daily life.
10. Have groups report back on their story and the consequences of violence that the women experience. Write each consequence in the heart, mind, body, or life box. Once the stories are complete, add consequences that may be missing.
11. Explain to participants that violence against our wives and girlfriends has effects through every part of her and her life.
12. **ASK:**
 - a. "In the stories that you read and heard, do you think there was another way the husband could have addressed the problem with his wife?"
13. Explain that there are many effective techniques to resolve problems and that we will learn some of these later in the sessions.

ACTIVITY 5:

HOME ASSIGNMENT

🕒 5 minutes

1. **SAY:** "For your home assignment, over the course of the next week, talk with two people and ask them why they think men use violence against their wives."
2. Check to see if the participants have questions before moving to the closing and evaluation.

ACTIVITY 6:

CLOSING AND EVALUATION

🕒 10 minutes

1. Tell participants that you have now come to the end of your time together. Ask participants if they have any questions.
2. Thank each group and summarize the discussion using the key points below.
3. Remind them of the next meeting day and time and explain that we will now do a quick evaluation of the session.
4. **ASK:**
 - a. "What did you like best about the session?"
 - b. "What questions would you have liked to ask but did not have the opportunity to ask?"
 - c. "How was this session helpful?"
 - d. "Do you have any other comments or suggestions for improving this session?"
5. Note down the men's responses. You will need to record them in the post-session monitoring sheet.



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.

- There are many types of violence. Violence means more than beatings and rape; it also includes controlling sexuality and access to economic resources.
- Violence also involves not only direct force, but also threats, intimidation, and coercion. The threat of violence can be just as harmful as actual violence itself.
- Ultimately, violence against women occurs because men in society allow it to occur. It is the behavior of men, not the actions of women, that leads to VAWG. Violence is a choice.
- Male violence impacts all aspects of women's health and well-being, and has serious repercussions for families, communities, and wider society.
- Violent men commit violence because they understand there will be no repercussions of their actions.
- Violence that occurs in the home is just as harmful as violence committed in public.
- Women are not the property of men under any circumstance.

SESSION 6:

TAKING RESPONSIBILITY

Duration:

Approximately 3 hours

OBJECTIVES:

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

- ☒ Acknowledge that violence against their wives/girlfriends and children is a choice.
- ☒ Recognize and challenge their negative emotions.

SESSION OVERVIEW:

Session Activity	Time
❶ Welcome and Review of the Home Assignment	⌚ 30 m
❷ Understanding Violence	⌚ 45 m
❸ Understanding Thoughts, Feelings, and Emotions	⌚ 45 m
❹ Taking Responsibility for My Emotions	⌚ 45 m
❺ Home Assignment	⌚ 5 m
❻ Closing and Evaluation	⌚ 10 m

MATERIALS REQUIRED:

- 📋 Flip chart
- 🖍 Markers

PREPARATION REQUIRED:

- 📋 No special preparation required.

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 “Understanding Thoughts, Feelings, and Emotions” activity, you may cut the plenary discussion by 15 minutes (reduction of 15 minutes).
 - In the “Taking Responsibility” activity, you may cut the discussion in pairs (reduction of 15 minutes).
 - Remaining sessions may be shortened according to the judgement of the facilitator.

ACTIVITY 1:

WELCOME AND REVIEW OF THE HOME ASSIGNMENT

⌚ 30 minutes

1. Welcome participants to the sixth group meeting. Make sure you show a lot of enthusiasm for being there.
2. Review the key messages from Session 5. **ASK:**
 - a. “Were you able to interview two people about why men use violence against their wives? What did you learn?”

ACTIVITY 2:

UNDERSTANDING VIOLENCE⁷

⌚ 45 minutes

Remind the group of the discussion from last couple of weeks about why men choose to be violent towards their wives. Ask for volunteers to explain the discussion.

1. Read the following story to the group, personalizing it to make it appropriate to the context:



STORY OF JEAN-ERIC

Jean Eric was on his way to visit a nearby town 10 kilometers away, when his motorcycle hit a sharp object and his tire popped. He pushed the motorcycle for five kilometers in order to finally arrive at the office of the city mayor at noon. Jean Eric went directly to the authorities to submit his papers to purchase a new plot of land near the village. When he arrived, the door was locked. A nearby policeman told Jean Eric that the mayor and his staff had traveled for the day.

Jean Eric then went to a repair shop to fix his tire. He had to wait for one hour while the man doing repairs took a break for his lunch. When the tire was finally fixed, the man asked for (insert appropriate amount of money for your context).

Jean Eric had no money left to eat or drink before returning home to the village. As he drove his motorcycle home, he was caught in the rain. His tires slipped and he nearly fell several times.

When Jean Eric arrived home, he bathed, dressed, and then told his wife to bring him a meal. She said she had returned late from the market today because of the rain, so the food was not yet cooked. Jean Eric yelled, calling his wife useless and stupid. He entered the kitchen, threatening to hit his wife. As he did so, he pushed his 8-year-old daughter out of his way; she stumbled and fell in the mud.

2. Facilitate a discussion with participants around the choice to be violent. **ASK:**
 - a. "Did Jean-Eric make a choice to be violent? If so, why? If not, why not?"
3. Make sure to emphasize the following key points. **SAY:**
 - a. "Jean Eric's violence toward his wife and child was not about losing control or being angry. Rather he made the choice to take out his emotions and demonstrate his power toward his family because he has been taught they are of less value and therefore acceptable to mistreat."
 - b. "Jean Eric also knows that there will most likely be no consequences for this choice, whereas there would be for becoming violent with the authorities or the tire repairman."
 - c. "Jean-Eric's anger and violence are *selective* towards his wife and child."
 - d. "The 'Man Box' teaches men not to be emotional as that is reserved for women. Men are taught that anger is one of few emotions that they can express and still be respected. Therefore, men often do not know how to express their emotions in healthy ways and their pain often gets taken out on women or children."

⁷ Adapted from EngenderHealth, The Aquire Project, & Promundo. (2008). *Engaging Men and Boys in Gender Transformation: The Group Education Manual*, p 301. Retrieved from <https://bit.ly/2NwVLMH>

4. **ASK** participants:
 - a. "How did Jean Eric feel during the day?"
 - b. "Why did Jean Eric choose to act violently toward his wife and child?"
 - c. "Was it because he was angry? If so, then why didn't he become violent with the policeman or the tire repairman?"
 - d. "How else could Jean Eric have expressed his emotions to his wife?"
 - e. "How does Jean Eric's choice to become violent with his wife and child relate to the ideas in the 'Man Box' about what it means to be a man?"
5. Explain that all of us will experience feelings of anger, powerlessness, and frustration throughout our day. In order to help prevent violence against women and children and have healthy and respectful relationships, we need to:
 - a. Recognize when we are experiencing these feelings.
 - b. Identify where they are coming from.
 - c. Manage those emotions in a way that does not hurt or intimidate others.
 - d. Find alternative ways of dealing with our emotions including talking to others about our feelings, taking a walk, taking deep breaths, helping someone else and being giving toward others.

ACTIVITY 3:

UNDERSTANDING THOUGHTS, FEELINGS, AND EMOTIONS⁸

🕒 45 minutes

1. **ASK** participants:
 - a. "How do you know when you are feeling upset or angry?"
2. Explain that there are internal sensations and thoughts that we can learn to pay attention to which will help us to recognize when we are becoming angry, upset, etc.
3. Explain that there are internal warning signs when we are about to get upset or angry. **SAY:**
 - a. "First there are **thoughts**. First, we must look for thoughts that degrade and objectify and that make it easier to abuse someone else. Also, look for thoughts that reveal rigid attitudes about how men, women, boys and girls are supposed to act, and thoughts that condone the use of violence. (For example, 'she's trying to embarrass me. I'll show her who's in charge.' 'I can't lose her. I'm not good enough for her'.)"
 - b. "Second, there are **feelings**. First, we have to try to identify the emotion(s) that put individuals most at risk for being violent. For instance, sadness and depression are warning signs for some, whereas embarrassment and shame may be more accurate warning signs for others."
 - c. "Third, there are **body sensations**. We have to try to identify body sensations and physical behaviors that serve as warning signs – for example, clenched fists, tight jaw, shaking, etc."
4. Write the words "Thoughts," "Body Sensations," and "Emotions" on the board/chart paper.

⁸ International Rescue Committee (2014). Part 3: implementation guide. *Preventing Violence Against Women and Girls: Engaging Men Through Accountable Practice*, pp 195, 315.

5. Ask the participants what thoughts, body sensations, and emotions they think Jean Eric felt over the course of the day, prior to his interaction with his wife. Write these ideas on a flip chart or draw a symbol to represent them, and connect them to a specific point in the story.
6. Ask each participant to imagine that he is Jean Eric, from the previous activity. **ASK:**
 - a. "What are Jean Eric's thoughts when he learns that the mayor and his staff have traveled for the day?"
 - b. "What are Jean Eric's feelings?"
 - c. "What are his body sensations? For example, does his body temperature change? Does he feel tension in his jaw or his temples? Does his heart rate speed up? Is he shaking or trembling?"
7. Read the second part of the story, from when Jean Eric leaves to go home. Then **ASK:**
 - a. "When he arrives there, what are his thoughts?"
 - b. "What are his feelings?"
 - c. "What are his body sensations?"
8. Explain that Jean Eric was feeling many different emotions throughout the day – frustration, helplessness, and anger – but only chose to express anger when he went home to his family. **ASK** participants:
 - a. "Where did Jean Eric's anger come from?"
9. Explain that Jean Eric's anger towards his wife is an expression of his entitlement and expectations. He is angry because he expects her to have his food waiting for him. This is the key reason that Jean Eric becomes violent with her.

ACTIVITY 4:**TAKING RESPONSIBILITY FOR MY EMOTIONS**

 45 minutes

**HELPFUL TIPS!**

Challenge participants to really explore and identify the root causes of their thoughts. For example, if a participant expresses the thought "It is my wife's job to have dinner waiting for me, she is not doing what she is supposed to do," ask the group how this relates to: (1) gender socialization (women are supposed to be caretakers and serve men); (2) 'Power Over' (it is her job to do this for me; I am the boss); and (3) entitlement (I am entitled to this and she is not doing it; it is my "right" as a man).

1. Ask the men to think about a recent argument that they had with their wife/girlfriend.
2. Ask them to discuss the argument in pairs and address the following questions. If you are working with a high-literacy group, you may write the questions on a flip chart. If not, **SAY:**
 - a. "What happened during the argument?"
 - b. "What were you thinking during the argument? How was your body feeling during the argument? What emotions was it experiencing?"

3. After 10 minutes, ask volunteers to describe the situation and to identify the thoughts, feelings, and body sensations that they experienced.
4. After reviewing these categories, ask the group to help think of other ways that the participant could have handled the situation.
5. **ASK** the group:
 - a. "What can you say when you are upset?"
6. Examples of things they can say are: (1) "I'm feeling angry right now"; (2) "I've had a bad day"; and (3) "I felt disrespected today. Can we talk about what happened?"
7. **ASK** the group:
 - a. "What can you do differently when you are angry or upset?"
 - b. "How do you behave towards your wife or girlfriend when you are angry or upset?"
 - c. "How do your emotions affect your wife/girlfriend and children?"
8. Refer to the case study with Jean Eric. **ASK:**
 - a. "At which point could he have chosen to take responsibility for his emotions?"
 - b. "How might he have done this appropriately, without injuring his wife or daughter?"
9. Close the session by offering some concluding thoughts that link the three completed activities. **SAY:**
 - a. "It is normal for us to experience emotions; this is part of the experience of being human."
 - b. "We need to think about how we manage our emotions. All of us will experience feelings of anger, powerlessness, and frustration throughout our day. In order to help prevent violence against women and children and have healthy and respectful relationships, we need to:
 - First, recognize when we are experiencing these feelings.
 - Second, identify where they are coming from.
 - Third, manage those emotions in a way that does not hurt or intimidate others.
 - Fourth, find alternative ways of dealing with our emotions include talking to others about our feelings, taking a walk, taking deep breaths, helping someone else and being giving toward others."
 - c. "If we remember the story of Jean-Eric, we saw that he experienced multiple frustrations during the day, but it was only when he was home with his family that he used violence to express how he was feeling. Jean-Eric used violence because it is considered an acceptable way to express his emotions as a man. He also knew that there would be no consequences for his actions because he had power over his wife and children."
 - d. "Jean-Eric made a decision to use violence. It was an active choice and is always a choice."
 - e. "Let's think about how as men we might be able to take other actions when we feel hurt or powerless."

ACTIVITY 5:**HOME ASSIGNMENT**

🕒 5 minutes

1. **SAY:** "For next week, talk to your wife or girlfriend about how you could behave differently when you are angry or upset."
2. Check to see if the participants have questions before moving to the closing and evaluation.

ACTIVITY 6:**CLOSING AND EVALUATION**

🕒 10 minutes

1. Tell participants that you have now come to the end of your time together. Ask participants if they have any questions.
2. Thank each group and summarize the discussion using the key points below.
3. Remind them of the next meeting day and time and explain that we will now do a quick evaluation of the session.
4. **ASK:**
 - a. "What did you like best about the session?"
 - b. "What questions would you have liked to ask but did not have the opportunity to ask?"
 - c. "How was this session helpful?"
 - d. "Do you have any other comments or suggestions for improving this session?"
5. Note down the men's responses. You will need to record them in the post-session monitoring sheet.

**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.

- Violence against women and children occurs because men have been taught that women and children are of less value and therefore okay to mistreat.
- Violence against women and children is an example of selective violence. Men don't behave violently in situations where it is culturally unacceptable to do so.
- Because of gender socialization men are taught that the one emotion it is okay to show is anger. Because men do not know how to express emotions, oftentimes violence against women and children is used in its place.
- It is important for men to recognize all of their emotions, and not just anger.
- Recognizing emotions is a key step in the behavioral change necessary for "An Ideal Community."

SESSION 7:

SHOWING MY WIFE SHE MATTERS

Duration:

Approximately 3 hours

OBJECTIVES:

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

- ✓ Understand the characteristics of healthy and unhealthy relationships.
- ✓ Reflect on what it looks like to demonstrate respect and accountability towards their wives.

SESSION OVERVIEW:

Session Activity	Time
1 Welcome and Review of the Home Assignment	⌚ 30 m
2 Healthy and Unhealthy Relationships	⌚ 60 m
3 Respect in Intimate Relationships	⌚ 60 m
4 Accountability in My Relationship	⌚ 20 m
5 Home Assignment	⌚ 5 m
6 Closing and Evaluation	⌚ 10 m

MATERIALS REQUIRED:

- 📋 Flip chart
- 🖍 Markers
- 📎 Annex 3: An Ideal Community

PREPARATION REQUIRED:

- 📋 Advance preparation is needed if working with groups with higher levels of literacy. For these groups, prepare three flipcharts, one with each of the following written on it: "Very Healthy," "Very Unhealthy," and "Depends."

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 "Healthy and unhealthy relations" activity, you may cut the number of scenarios in half (reduction of 25 minutes).
 - In the "Respect in intimate relationships" activity, you may cut the discussion after each role play and hold a plenary session after all role plays have finished (reduction of 15 minutes).
 - Remaining sessions may be shortened according to the judgement of the facilitator.

ACTIVITY 1:**WELCOME AND REVIEW OF THE HOME ASSIGNMENT**

⌚ 30 minutes

1. Welcome participants to the seventh group meeting. Make sure you show a lot of enthusiasm for being there.
2. Review the key messages from Session 6. **ASK:**
 - a. "Were you able to talk to your wife/girlfriend about how you could behave differently when you are upset? What did you learn?"
 - b. "Did anything surprise you about the response of your wife/girlfriend? Why?"

ACTIVITY 2:**HEALTHY AND UNHEALTHY RELATIONSHIPS⁹**

⌚ 60 minutes

**HELPFUL TIPS!**

For groups with lower literacy levels, the facilitator can identify three different leaves – a green one, brown one and yellow or orange leaf. The facilitator can also draw the leaves. The green leaf represents "Very Healthy"; the brown, dry leaf represents "Very Unhealthy"; and the yellow or orange leaf represents "Depends." When considering the qualities, sticks and stones can represent the qualities under each leaf.

1. On the wall in front of the group, place the "Very Unhealthy" flipchart or leaf on the left, and the "Very Healthy" flipchart or the leaf on the right. Explain that this is the "Relationship Range" that will be used to discuss behaviors in relationships. Make clear that intimate relationships can be anywhere on this range between healthy and unhealthy.
2. Break the participants into pairs. Ask each person to share with his partner an example of a healthy relationship and an unhealthy relationship. The examples the men give can be from their own lives or from people who they know. Allow each person five minutes to share his examples.
3. Bring everyone back together. Ask the group to explain what their understanding of healthy and unhealthy intimate relationships is. **SAY:**
 - a. "In healthy relationships, both partners are respectful to each other, and each feels safe and valued. In unhealthy relationships, one or both partners are stressed or fearful because of continuing problems with the relationship that are not being addressed."
 - b. "A healthy relationship includes respect, equality, responsibility, and honesty. The qualities of an unhealthy relationship are the opposite of those of a healthy relationship."
4. Explain that you are going to read aloud eight situations and ask participants to decide whether the relationship is "healthy," "unhealthy," or "depends."

⁹ Adapted from EngenderHealth, The Aquire Project, & Promundo. (2008). *Engaging Men and Boys in Gender Transformation: The Group Education Manual*, pp 191-193.

5. Read aloud the eight situations listed below: After reading each situation, ask one participant to say whether the situation is healthy or unhealthy and why he thinks so.
 - a. "You are able to do what you want without informing your girlfriend in advance."
 - b. "You are both able to decide whether you want to have sex or not, when and what kind of sex you want to have."
 - c. "You and your girlfriend both have time to rest and sleep."
 - d. "You enjoy spending time with your wife/girlfriend."
 - e. "You argue and fight often with your wife."
 - f. "You and your wife/girlfriend talk about problems when they arise."
 - g. "You do not talk about sex with your wife/girlfriend."
 - h. "You know what your girlfriend likes when having sex."
 - i. "You listen to your girlfriend and value her opinion."
6. After each statement, ask the group what it thinks about the placement on the healthy/unhealthy scale. Allow time for discussion. Remind participants of qualities of healthy and unhealthy relationships as needed.



HELPFUL TIPS!

It is important that men recognize that part of being in an equal relationship is meeting the emotional needs of other people, not just expecting to be taken care of. Discuss how women are expected to provide emotional support and understanding to men without any expectation of men providing them with this support as well. Men have a responsibility to support their mothers, wives and girlfriends, and often daughters as well.

7. After each of the statements has been reviewed, lead a discussion guided by the following questions.

ASK:

 - a. "What skills and support do men need to create healthier relationships?"
 - b. "What aspects of the 'Man Box' make it difficult for men to have healthy, equal relationships?"
 - c. "What do you think a healthy relationship looks like to your wife? What does she consider respect? Are there any additional characteristics or qualities that she would list or would be important to her?"

ACTIVITY 3:

RESPECT IN INTIMATE RELATIONSHIPS¹⁰

 60 minutes

1. Read "An Ideal Community" and ask participants to pay close attention to the characteristics of the relationships that are described.
2. Ask participants to join small groups and develop a scene that presents a relationship based on respect and equality. There may be conflicts or differences of opinion, but the presentation should show what respect looks like in a relationship and should not include violence.

¹⁰ Adapted from EngenderHealth, The Aquire Project, & Promundo. (2008). *Engaging Men and Boys in Gender Transformation: The Group Education Manual*, pp 177-179.

3. Emphasize that the role plays should show HOW one can demonstrate respect and equality (for example, by listening to your girlfriend/wife, not interrupting them, supporting their right to make their own decisions, and talking kindly to them even when you are upset, etc.).
4. Allow 15-20 minutes to develop the story or scene, and then ask each group to present to the group.
5. Allow each group five minutes to present and allow the other groups to ask questions after each role play.
6. When all the groups have performed, open up a discussion using the following questions as a guide.
ASK:
 - a. "What characteristics made these relationships healthy?"
 - b. "What is necessary to achieve a relationship based on respect and equality?"
7. Make sure to highlight that being in a healthy relationship requires thinking about your girlfriend/wife as valuable and deserving of respect. It also means you must make choices, all the time, to demonstrate those beliefs.

ACTIVITY 4:**ACCOUNTABILITY IN MY RELATIONSHIP**

 20 minutes

Explain to participants that you will read them a story about Stephen and Elisa.

**STEPHEN AND ELISA'S STORY**

Stephen and Elisa have been married for eight years and they have three children, Roger (12 years old), Dafney (9 years old), and Gerard (7 years old). Stephen is a farmer and Elisa works as a seamstress. One day, Stephen receives a call from his brother Jerome. Jerome invites Stephen to move to his village where he just purchased a big plot of land. Jerome explains to Stephen that he can farm the land and can keep the majority of the profits in exchange for looking after his property. Jerome thanks Stephen and lets him know he will get back to him after speaking to Elisa.

Later that same evening after the kids have gone to bed, Stephen approaches Elisa and says that he wants to talk to her about something. He explains the proposition made by his brother Jerome and asks Elisa what she thinks they should do. Elisa listens and then shares her point of view. She explains that it would be difficult for her and the children to move because the children are in the middle of their school year and Elisa is making a pretty good income from her work as a seamstress. She explains that in the new village no one will know her talents and it will take a long time to build clientele, so they may lose income for a period of time. Stephen replies that she is right and that he had not thought of those things. He asks Elisa if she has a suggestion on what they should do. Elisa suggests that he move to the new village first, and if all goes well, she and the kids can join in six months. Stephen takes a moment to reply and considers this option. He says, "I like that idea, but I don't want to disturb you and the children so significantly. What do you think about me going for four days a week and coming home for the remaining three?" "That's a wonderful idea," says Elisa.

Elisa and Stephen agree and talk about next steps. They make a plan for telling the children. The next day Stephen calls Jerome and explains their decision. Jerome is pleased.

1. **ASK:**

a. "What makes the relationship between Stephen and Elisa healthy?"

2. After you have collected participants' responses, highlight where in the story Stephen shows respect, equality, honesty, and responsibility.

3. Explain to participants that now that we've seen an example of a healthy relationship, we are going to ask them to reflect on their own relationship with their wives.

4. Explain to participants that they will now silently reflect on the following questions. Read the questions aloud. **SAY:**

a. "What aspects of my relationship with my wife/girlfriend are healthy?"

b. "What aspects of my relationship are unhealthy?"

c. "How does my wife/girlfriend feel about our relationship?"

d. "What can I change about the ways that I act to make my relationship healthier and more equal?"

2. After a few minutes of silent reflection, ask for volunteers to share some of the ways that they feel their relationships are healthy and unhealthy.

3. Now ask for volunteers to share some ideas of how they can make their relationship healthier. **ASK:**

a. "What specific behaviors would you need to change?"

4. Ask participants to talk to their wife or girlfriend this week about what aspects of their relationship are healthy and what aspects are unhealthy. Find out what changes she feels would help to improve the relationship.

ACTIVITY 5:

HOME ASSIGNMENT

🕒 5 minutes

1. **SAY:** "Over the course of this week, talk to your wife/girlfriend about what makes your relationship healthy/unhealthy. Afterwards try to identify with her two steps you could take to make your relationship one that is healthy and based on respect. If you think your relationship already fits that description, think of two ways to strengthen it even further. Discuss these actions with your wife or girlfriend and make a commitment to them."

2. Check to see if the participants have questions before moving to the closing and evaluation.

ACTIVITY 6:**CLOSING AND EVALUATION**

🕒 10 minutes

1. Tell participants that you have now come to the end of your time together. Ask participants if they have any questions.
2. Thank each group and summarize the discussion using the key points below.
3. Remind them of the next meeting day and time and explain that we will now do a quick evaluation of the session.
4. **ASK:**
 - a. "What did you like best about the session?"
 - b. "What questions would you have liked to ask but did not have the opportunity to ask?"
 - c. "How was this session helpful?"
 - d. "Do you have any other comments or suggestions for improving this session?"
5. Note down the men's responses. You will need to record them in the post-session monitoring sheet.

**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.

- In healthy relationships, both partners are respectful to each other, and feel safe with each other and valued.
- Men must hold themselves accountable to have a healthy relationship.
- Healthy relationships are essential to creating our "An Ideal Community."
- Gender has an impact on people staying in unhealthy relationships. In general, it can be more difficult for women to leave unhealthy relationships than men. Women earn less money than men and have less control over economic resources such as land or credit. This makes many women economically dependent on their husbands. Women are also concerned about being separated from their children.
- Socially, women are more stigmatized for being divorced or separated. There is huge social pressure on women to preserve the family and be respectable.

A FATHER WHO LEADS BY EXAMPLE

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SESSION 8:

THE STRESSED FATHER

Duration:

Between 2-3 hours

OBJECTIVES:

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

- ☒ Identify their own psychosocial and emotional needs.
- ☒ Articulate the impact of their stress on their children's well-being.
- ☒ Name techniques to manage their stress.

SESSION OVERVIEW:

Session Activity	Time
❶ Welcome and Review of the Home Assignment	⌚ 30 m
❷ Identification of Parents' Social and Emotional Needs	⌚ 30 m
❸ The Impact of a Father's Stress on Children	⌚ 30 m
❹ Relaxation Techniques to Cope with Stress	⌚ 60 m
❺ Home Assignment	⌚ 5 m
❻ Closing and Evaluation	⌚ 10 m

MATERIALS REQUIRED:

- ⌚ Flip chart
- ⌚ Markers
- ⌚ Tape
- ⌚ Colored pencils or markers
- ⌚ Annex 4: Feeling and Action Drawings (only if parents are not comfortable with writing)
- ⌚ Annex 5: Relaxation Exercise
- ⌚ Annex 6: Relaxation Techniques

PREPARATION REQUIRED:

- 📌 Adapt the scenario under Activity 2: "Identification of Parents' Social and Emotional Needs."
- 📌 You will be doing relaxation techniques with participants that, ideally, require a quiet space. See if you may be able to find a different place to do these relaxation activities, or how to set up the space to facilitate quiet. You may also consider playing relaxing music if it is impossible to find a quiet space.

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:
 - You may reduce the number of relaxation techniques you try out with the group. If you choose to do so, make sure to integrate these techniques into the introduction or closing of other sessions.

ACTIVITY 1:

WELCOME AND REVIEW OF THE HOME ASSIGNMENT

🕒 30 minutes

1. Welcome participants to the eighth group meeting. Make sure you show a lot of enthusiasm for being there.
2. Review the key messages from Session 7. **ASK:**
 - a. "Over the course of the last week, were you able to identify two steps to make your relationship with your wife/girlfriend healthy?" Ask for examples.
 - b. "What did your wife/girlfriend say after you discussed these actions with her?"
3. **SAY:** Over the last several weeks, we've talked a lot about our experiences as husbands. Now, we will also begin talking about our experiences as fathers. These experiences may be similar or different, but it is important to reflect on fatherhood as well.

ACTIVITY 2:

IDENTIFICATION OF PARENTS' SOCIAL AND EMOTIONAL NEEDS

🕒 30 minutes



HELPFUL TIPS!

This session will help men identify their social and emotional needs and identify areas of stress. We know that stress can be a contributing factor to violence, but it is important to emphasize that violence is always a choice. It will be helpful to highlight specifically to participants that stress is never a justification for IPV towards women.

The contexts in which the *Safe at Home* program is implemented may vary. Feel free to adapt the script as needed. For example, if participants are not living in tents, you do not need to say this.

1. **SAY:**
 - a. "The situations in crisis settings are very difficult. Most of you had to leave your house, your job, your life behind to come here."
 - b. "Living in a tent or limited space with other family members can be difficult. There is not enough space and tension can happen frequently. Your children are bored, can be disrespectful, and it is easy to lose patience with them."
2. **ASK** the participants:
 - a. "Have you experienced a similar situation or emotion?"

3. Let parents share experiences if they want to, but do not spend too much time on negative feelings and experiences. Follow up by asking about ways they coped with this situation.

EXAMPLES OF THOUGHTS AND FEELINGS MEN MAY BE EXPERIENCING DURING A CRISIS

- | | |
|------------------------|--------------------|
| • Sadness | • Stress |
| • Sickness | • Depression |
| • Aggressiveness | • Sense of control |
| • Tiredness/exhaustion | • Happiness |
| • Anger/hatred | |

4. SAY:

THINGS I DO THAT MAY INDICATE HIGH STRESS

- | | |
|--|--------------------------------------|
| • I do not sleep; I do not eat | • I am obsessed with cleaning |
| • I shout at my children; I beat my children | • I have a very clear daily schedule |
| • I shout at my wife; I ignore or belittle my wife | • I invite neighbors for tea to talk |
| • I eat a lot | |

- "This is normal! Anybody would experience a high level of stress in a similar situation. Crisis affects emotional comfort; it causes irreversible material and family losses, physical exhaustion, psychological breakdowns, and makes all everyday routines futile. This is why your body reacts to cope with the high level of stress."¹¹
- "There are 3 types of stress: (1) positive stress, (2) tolerable stress, and (3) toxic stress. These levels of stress are valid for adults and for children."
- "Positive stress response is a normal and essential part of healthy development. Indicators of positive stress include brief increases in heart rate and mild elevations in hormone levels. Some situations that might trigger a positive stress response are taking an exam or receiving an injection."
- "Tolerable stress response activates the body's alert systems. It is caused by more severe, longer-lasting difficulties, such as the loss of a loved one, a natural disaster, or a frightening injury."
- "Toxic stress response can occur when an individual experiences strong, frequent, and/or prolonged adversity, such as physical or emotional abuse, exposure to violence, and/or the accumulated burdens of economic hardship."¹²

5. Explain that the following are reactions people can experience in highly stressful situations:
- Changes in behavior (aggressiveness, confinement, silence)
 - All kinds of diseases (eczema, somatic pain, diarrhea)
 - Hormonal impairments (cessation of menstruation)
 - Neurological disorders (muscle weakness, poor coordination, loss of sensation, seizures, confusion)
6. Explain that we are now going to do an activity to identify our own social and emotional needs as parents and we will talk about our individual levels of stress and how that affects our daily lives.

¹¹ Flölel, M. and Lauc, G. (1998). *War Stress – Effects of the War in the Area of Former Yugoslavia*. Zagreb, Croatia: Faculty of Pharmacy and Biochemistry at the University of Zagreb.

¹² Harvard University: The Center on the Developing Child. (2018, October 23). Toxic stress. Retrieved from <https://bit.ly/2zahmAK>

7. On a flip chart, draw three images to represent: (1) "Emotions," (2) "Actions," and (3) "Consequences." You may use any images that will make sense to participants.
8. **ASK:**
 - a. "What are the emotions and feelings that you experience now that you have arrived in the camp/ country or when a traumatic or difficult event happens?"
9. Brainstorm examples with the parents and write down their responses on a flip chart. You may draw emojis (e.g. happy or sad faces) to represent their feelings.
10. **ASK:**
 - a. "What are the things that you do as a result of these feelings? It can be positive or negative."
11. Brainstorm examples with the parents and write or draw their responses on the flipchart.
12. Explain that we will now go to the next activity where we will see the consequences of our stress on our family.

ACTIVITY 3:

THE IMPACT OF A FATHER'S STRESS ON CHILDREN

🕒 30 minutes

1. **SAY:**
 - a. "A father's stress affects the entire family. When you feel calm it's more likely that your children and spouse will feel calm. When you feel stressed it's more likely your family will feel tense."
2. Explain how parents stress affects children. **SAY:**
 - a. "Research has shown that there are a number of undesirable behaviors associated with parenting stress. This means that the more stress parents feel, the more children may misbehave and show disrespect."

HOW CHILDREN ARE AFFECTED BY THEIR PARENTS STRESS

- Show aggressiveness or disrespect
- Act scared, refuse to leave the house
- Show signs of depression such as crying

- b. "The more children misbehave, the more stress parents feel. This is like a vicious cycle and perhaps one of the most important reasons for parents to address and deal with their stress."
 - c. "Without telling them anything, children know deep inside that their parents are stressed. They also listen to what parents are saying when they discuss adult issues, and this creates stress and insecurity."
 - d. "Parents are allowed to feel sad or depressed, but there are ways to limit the impact on themselves and their families."
3. **ASK:**
 - a. "How can children be affected by their parents' stress?"

4. Write participants answers on a flip chart or draw as appropriate.
5. Explain to participants that impacts on children, like women, can be varied, affecting their mind, heart, body and everyday life.

ACTIVITY 4:

RELAXATION TECHNIQUES

🕒 60 minutes

1. Distribute Annex 5: Relaxation Exercise
2. Remind participants of the conversation from session six about managing emotions, including how they can:
 - Recognize when they are experiencing negative feelings.
 - Identify where those feelings are coming from.
 - Manage those emotions in a way that does not hurt or intimidate others.
 - Find alternative ways of dealing with our emotions include talking to others about our feelings, taking a walk, taking deep breaths, helping someone else, and being giving toward others.
3. Explain that we've talked about the stress that a father can feel and now we will show some ways that we can help to manage that stress, and also manage emotions more generally.
4. **ASK:**
 - a. "What do you think is happening in these pictures?"
 - b. "How do you think this parent is feeling? What do you think they are doing and why?"
5. Explain that in the first image, the woman is counting backwards from 20 to zero. This is a relaxation technique that we will learn today.
6. Explain that in the second image, the woman is thinking of a nice place where she feels safe. The man is thinking of a nice song, a happy moment. They both have their hands on their stomachs practicing deep breathing, which is another relaxation technique that we will learn today.
7. **SAY:**
 - a. "Stress is necessary for life. It helps us to respond when we are in danger and need to act quickly."
 - b. "We need to distinguish between healthy stress that helps us to survive as human beings and 'toxic stress,' repeated or intense stress that overwhelms our systems to the point that it is harmful and becomes a problem for us and the ones around us, including children."
 - c. "We need to be aware of the stress we have and cope with it."
 - d. "Stress is only harmful when it becomes overwhelming and interrupts the healthy state of equilibrium that your nervous system needs to remain in balance."
 - e. "When stressors throw your nervous system out of balance, relaxation techniques can bring it back into a balanced state by producing the 'relaxation response,' a state of deep calmness that is the opposite of the stress response."

8. ASK:

- a. "What is relaxation?"

9. Explain that we define relaxation as a mental and physical state in which the individual can feel relieved from strain or tension. Reaching a relaxed state means to control our emotions. When stress affects a person's normal functioning, relaxation may help to restore it.¹³

10. SAY:

- a. "We are going to experiment with some relaxation exercises that you can practice at home when you feel stressed. When you feel the stress coming, when you feel that tension in your stomach, or when you feel you are about to lose your temper, there are some things you can do to help yourself calm down. Here are a few techniques that are easy to use:
 - Step away from the stressful event or situation.
 - Breathe deeply.
 - Center yourself.
 - Count backwards from 20 to zero.
 - Practice muscle relaxation by visualizing each part of your body getting relaxed: the right foot, the left foot, the right leg, the left leg, and so on."

11. SAY:

- a. "Let us start with the breathing technique. Take 10 deep abdominal breaths. You should see your stomach moving back and forth. Inhale deeply, exhale."

12. Repeat this breathing technique 3 to 4 times with the group.

13. After the exercise is complete, ask participants to share with the group. **SAY:**

- a. "How does it feel?"

14. Using a quiet voice, very slowly with a voice of love, **SAY:**

- a. To conclude this session, let us do a relaxation exercise.

15. Read Annex 6: Relaxation Techniques and guide the relaxation.

¹³ MacDonald, A. (2015, October 30). Using the relaxation response to reduce stress. *Harvard Health Blog*. Retrieved from <https://bit.ly/2Nq6kmk>. As found in the International Rescue Committee (2016). *Parenting Skills Intervention: Curriculum for Caregivers of Children*.

ACTIVITY 5:**HOME ASSIGNMENT**

🕒 5 minutes

1. **SAY:** "As homework, please practice breathing and centering exercises from the handout at least once a day before the next session. Also, please practice relaxation/meditation exercises from the handouts at least twice before the next session."
2. Check to see if the participants have questions before moving to the closing and evaluation.

ACTIVITY 6:**CLOSING AND EVALUATION**

🕒 10 minutes

1. Tell participants that you have now come to the end of your time together. Ask participants if they have any questions.
2. Thank each group and summarize the discussion using the key points below.
3. Remind them of the next meeting day and time and explain that we will now do a quick evaluation of the session.
4. **ASK:**
 - a. "What did you like best about the session?"
 - b. "What questions would you have liked to ask but did not have the opportunity to ask?"
 - c. "How was this session helpful?"
 - d. "Do you have any other comments or suggestions for improving this session?"
5. Note down the men's responses. You will need to record them in the post-session monitoring sheet.

**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.

- It is normal for parents to experience negative stress during a crisis or a difficult time in their life.
- Parents should acknowledge the affect their stress may have on their interactions with their children.
- There are many positive techniques that we can apply to help us manage our stress.

SESSION 9:

COPING AND HEALING STRATEGIES

Duration:

Approximately 2 to 3 hours

OBJECTIVES:

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

- ☒ Identify their own coping and healing strategies.

SESSION OVERVIEW:

Session Activity	Time
❶ Welcome and Review of the Home Assignment	⌚ 30 m
❷ My Safe Space	⌚ 30 m
❸ The Value of Talking	⌚ 20 m
❹ Making Your Own Coping and Healing Kit	⌚ 50 m
❺ Home Assignment	⌚ 5 m
❻ Closing and Evaluation	⌚ 10 m

MATERIALS REQUIRED:

- 📌 Flip chart
- 📌 Markers
- 📌 Tape
- 📌 Notebook
- 📌 Large envelope for each participant (9 cm x 12 cm is ideal)
- 📌 Colored pencils or markers
- 📌 Scissors
- 📌 Stapler
- 📌 Index cards or paper cut into small pieces
- 📌 Annex 7: Coping and Healing Cards
- 📌 Annex 8: Visualization Exercise

PREPARATION REQUIRED:

- 📌 Identify a calm or quiet space where participants can do Activity 2: "My Safe Space."
- 📌 Adapt the examples in Annex 7: Coping and Healing Cards. Prepare the room so it is conducive to discussion without interruptions.

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 Coping and Healing Toolkit" activity may be reduced by 20 minutes by having the participants begin the activity and asking them to complete the rest at home.

ACTIVITY 1:

WELCOME AND REVIEW OF THE HOME ASSIGNMENT

⌚ 30 minutes

1. Welcome participants to the ninth group meeting. Make sure you show a lot of enthusiasm for being there.
2. Review the key messages from Session 8.
 - a. **ASK:** "Who was able to complete the relaxation exercises from last week at home? How was it?" Ask for volunteers to share their experience.
 - b. **ASK:** "Did you see any changes in the way you felt over the last week?"
 - c. **ASK:** "Did you notice any changes in your children's behavior?"
 - d. **SAY:** "We saw during the last session how your stress can affect not just the mood but also the behavior of your children. Without being told anything, they know deep inside that their parents are stressed. They also listen to what parents are saying when they talk to other adults."

ACTIVITY 2:

SAFE SPACES¹⁴

⌚ 50 minutes

1. Ask participants to get comfortable in the space; they may want to lie down or sit in a position that feels comfortable for them.



HELPFUL TIPS!

Make sure to read the text below slowly and in a calming voice. Make sure to pause briefly after each instruction to give participants a moment to complete the task. Try to give some examples of places that are relevant to the context and participants might have seen before, perhaps a pond or lake or a place on a mountain, a church or mosque, as appropriate for the context.

2. Explain that you are going to guide them through another relaxation activity and give participants a few minutes to get comfortable, do a double check that everyone is ready and make sure to secure the space the best you can so that there are no disruptions.

¹⁴ Session inspired by Children and War Foundation (2010). Teaching Recovery Techniques, Bergen, Norway. As found in International Rescue Committee (2016). *Parenting Skills Intervention: Curriculum for Caregivers of Children*, p 44. Accessible from <http://shls.rescue.org/shls-toolkit/parenting-skills/>.

3. SAY:

- a. "Imagine a place or scene that makes you feel calm, secure and happy. This could be somewhere real that you remember (maybe from a trip you took); or it could be somewhere you've heard about (maybe in a story); or it could be somewhere that you invent and make up yourself."
- b. "Take a few deep, steady breaths. Close your eyes and carry on breathing normally. Bring up a picture of your safe place and imagine that you are standing or sitting there."
- c. "Can you see yourself there? In your imagination, take a look around. What do you see? What can you see close to you? Look at the details and see what it is made of. See the different colors. Imagine reaching out and touching it. How does it feel?"
- d. "Now take a look further away. What can you see around you? See what's in the distance. See the different colors and shapes and shadows."
- e. "This is your special place and you can imagine whatever you want to be there. When you are there, you feel calm and peaceful."
- f. "Imagine your bare feet on the ground. What does the ground feel like? Walk around slowly and notice the things there. See what they look like and how they feel."
- g. "What can you hear? Maybe the gentle sounds of the wind, or birds, or the sea. Can you feel the warm sun on your face? What can you smell? Maybe it's the sea air, or flowers, or your favorite food cooking?"
- h. "In your special place, you can see the things you want, imagine touching and smelling them, and you can hear pleasant sounds. You feel calm and happy."
- i. "Now imagine that someone special is with you in your place. This is someone who is there to be a good friend and to help you, someone strong and kind. They are there just to help you and they will look after you."
- j. "Imagine walking around and exploring your special place slowly with them. You feel happy to be with them. This person is your helper and they're good at sorting out problems."
- k. "Just look around in your imagination once more. Have a good look. Remember that this is your special place. It will always be there."
- l. "You can always imagine being there when you want to feel calm, secure and happy. Your helper will always be there whenever you want them to be. Now get ready to open your eyes and leave your special place for now. You can come back when you want. As you open your eyes, you feel calmer and happier."

4. Allow participants to open their eyes slowly, give the group a couple of minutes to sit in silence and relax.

5. ASK:

- a. "How did this activity feel for you? Was it easy or difficult?"

ACTIVITY 3:**THE VALUE OF TALKING¹⁵**

⌚ 20 minutes

1. SAY:**ADVANTAGES AND DISADVANTAGES OF TALKING****Advantages**

- Makes me feel better
- Helps me clarify what happened
- Allows me to find out if others' experiences are the same or similar
- Helps me get it all out
- Allows others to help me
- Gives me the ability to get advice on what to do
- Allows me to help other people

Disadvantages

- Might cause others to laugh at me
- May be hard because I don't have anyone to talk to
- May upset the other person
- May be difficult because I do not know what to say
- Feels difficult to talk about my feelings
- Could cause others to talk about me

- "Talking, like writing, can help get stressful events or bad memories out of your system. Sharing problems with others helps to relieve stress."
- "What are some of the advantages and disadvantages of talking? Write participants' responses on a flip chart or draw an image to represent their response."

2. SAY:

- "It is sometimes difficult to talk about our problems and difficulties to people who have their own problems or people we do not know well. It can be hard at times but, in the end, it helps if you can trust the person you are talking to."
- "Some of you have friends or relatives to talk to. They listen to you or they make you laugh. They are your support network. Fathers can meet on a fixed day of the week and invite each other for a drink."

¹⁵ Session inspired by Children and War Foundation (2012). *Workbook for the Child and War Manual*. As found in International Rescue Committee (2016). *Parenting Skills Intervention: Curriculum for Caregivers of Children*, p 45. Accessible from <http://shls.rescue.org/shls-toolkit/parenting-skills/>.

ACTIVITY 4:

MAKING YOUR OWN COPING AND HEALING KIT¹⁶

🕒 50 minutes



HELPFUL TIPS!

If you are working with participants with low literacy, you may ask participants to choose items like flowers or leaves that represent the list of items in the coping and healing cards.

1. Prepare for the “Making Your Own Coping and Healing Kit” Activity:

- On a table, set out prepared cards that represent tangible items that can reduce stress (see Annex 7: Coping and Healing Cards), as well as some index cards.
- Distribute large envelopes and pens to all the caregivers.
- Give each parent a large envelope that becomes the container for their kit.

2. **SAY:** “The “Coping and Healing Toolkit” is something that is also useful for us to look at when we are feeling stressed.”



HELPFUL TIPS!

Throughout the session, encourage parents to express their creativity by praising their ideas and providing as many materials for them to work with as you can.

3. Explain that everyone is now going to have the opportunity to make a coping and healing toolkit for themselves.

4. **SAY:**

- a. Walk around the table and pick out the cards that appeal to you. Personalize the cards. These cards have titles. You can add other categories if you have creative ideas. For example,
 - My favorite place – a picture or description of a place (past, present or imagined) where you feel or felt a great sense of peace and safety
 - Gratitude list – things for which I am grateful.
 - Drinks that I enjoy – examples should be non-alcoholic beverage available in your environment.
 - My favorite music – music that makes me feel good, not sad.
 - Humorous or positive sayings or pictures.
 - Peak moments from the past – a brief reminder of a wonderful memory.
 - Fun activities – playing sports, playing with children.
 - My support network – a list of people I can visit, call and who always lift my spirits.
 - Comfort foods – examples should be food that you like and is easily accessible. Nothing that will make you feel bad because you ate it!

¹⁶ Session inspired by Levy-Peck, J.Y. (2006). *IPSV Support Group Guide: A Guide to Psychoeducational Support Groups for Survivors of Intimate Partner Sexual Violence*. Olympia, WA: Washington Coalition of Sexual Assault Programs.

- Reminders of other things you can do to relieve stress; adapt examples to your context (e.g., taking a warm shower, taking the time to wash your hair).
 - Relaxation exercises that work for you. It can be deep breathing, centering yourself, relaxing your muscles, praying, and so on.
 - b. "Choose those cards that represent items you would actually like to have in a 'Coping and Healing Kit' and that would help you cope with stress in a positive way."
 - c. "You can also make the kit with real items in it, such as some pictures clipped from a magazine or some packages of your favorite tea. Once you go home, you can add these items if you'd like. You can also just use the cards as reminders of the things that you might turn to when you are feeling stressed."
 - d. "After you have assembled your kits, take a few minutes to look at them."
5. Give participants 15 or 20 minutes to build their kits.
 6. Invite parents to talk about the contents of their kits. Tell parents that they can also choose not to talk, or to keep some of the items private.
 7. Ask if someone would like to share how they could use their kit to help cope with trauma-related memories, current stresses, or troubled emotions.
 8. Ask if someone would like to share what they want to do with their kit? (Example answers include: (1) Take them home; (2) Leave them at the group site; (3) Destroy them.)



HELPFUL TIPS!

If parents want to destroy their kits, they should consider safety issues.

9. Tell parents that just having gone through the process is useful, even if they do not take anything tangible home. Explain that everyone needs self-care and nurturing.
10. Reinforce the points from the previous sessions about the process of healing and finding strength. Remind parents that sometimes the process of facing their situation or their past experiences can cause emotional turmoil and pain, but that this is part of the healing process.
11. Debrief with the group, **ASK:**
 - a. "How can you participate in self-care, even when it feels like you do not have the time or space to do so?"
 - b. "What do you need to do to stay safe and healthy?"
 - c. "What are some ways in which you have successfully coped with difficult situations?"
 - d. "What resources do you have to turn to when you feel overwhelmed?"
 - e. "What are one or two items from your 'Coping and Healing Kit' that you are really looking forward to using soon?"

ACTIVITY 5:

HOME ASSIGNMENT

🕒 5 minutes

1. **SAY:** “This week, use at least one of the tools you have in your kit; practice one relaxation or breathing technique, and take 10 minutes to do the ‘Visualization Exercise’ in Annex 9.”
2. Check to see if the participants have questions before moving to the closing and evaluation.

ACTIVITY 6:

CLOSING AND EVALUATION

🕒 10 minutes

1. Tell participants that you have now come to the end of your time together. Ask participants if they have any questions.
2. Thank each group and summarize the discussion using the key points below.
3. Remind them of the next meeting day and time and explain that we will now do a quick evaluation of the session.
4. **ASK:**
 - a. What did you like best about the session?
 - b. What questions would you have liked to ask but did not have the opportunity to ask?
 - c. How was this session helpful?
 - d. Do you have any other comments or suggestions for improving this session?
5. Note down the men’s responses. You will need to record them in the post-session monitoring sheet.



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.

- It is important to have coping and healing skills that allow us to deal with the stresses of life in a positive way.
- Coping and healing skills allow us to find balance and give us alternative mechanisms to channel our worries and frustrations, beyond using anger. This is especially important for men who learn that it is appropriate to use violence when feeling angry.
- The techniques we are sharing here can be adapted by you; there is no right or wrong way to use these techniques as long as they are not harmful to you or others.
- Feel free to share these techniques with your wives and children if they would like to learn.

SESSION 10:

MY CHILDREN'S DEVELOPMENT AND ME

Duration:

Approximately 2 to 3 hours

OBJECTIVES:

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

- ☑ Articulate the key concepts of brain development and the impact of toxic stress on parents and children.
- ☑ Explain ways to support brain growth and development.

SESSION OVERVIEW:

Session Activity	Time
❶ Welcome and Review of the Home Assignment	⌚ 30 m
❷ What's Happening in Our Children's Brains?	⌚ 90 m
❸ Home Assignment	⌚ 5 m
❹ Closing and Evaluation	⌚ 10 m

MATERIALS REQUIRED:

- 📌 Flip chart
- 📌 Markers
- 📌 Tape
- 📌 Annex 9: Brain Development and the Impact of Toxic Stress
- 📌 Annex 10: Brain Development Sketches
- 📌 Annex 11: Brain Scans Showing Impact of Toxic Stress

PREPARATION REQUIRED:

- 📌 Make copies of the handouts for each parent. Please make sure to give each parent the handout at the end of the session.
- 📌 Sit in a circle to encourage interaction among participants.

POSSIBLE SESSION MODIFICATIONS:

- ➔ Given the importance of this session, no session modifications are recommended.

ACTIVITY 1:

WELCOME AND REVIEW OF THE HOME ASSIGNMENT

🕒 30 minutes

1. Welcome participants to the tenth group meeting. Make sure you show a lot of enthusiasm for being there.
2. Review the key messages from Session 9.
3. **ASK:**
 - a. "Who practiced at least one of the tools from the 'Healing and Coping Kit' or one of the relaxation/ breathing techniques? How did it feel?" Ask for volunteers to share their experiences.
4. Praise participants for any attempts they made to practice previously learned skills and techniques at home.
5. **SAY:**
 - a. "In the last 2 sessions we talked about managing stress. So, to get us ready for our session today we are going to do another relaxation exercise, one similar to the one you did in the last session."
 - b. "When your body is relaxed, you will also feel more relaxed and less stressed! Balance can help the body, beginning with breathing!"
 - c. "To start, inhale for a count of 4 then exhale for a count of 4, all through the nose. The nose adds a natural resistance to the breath, helping you control your breathing."
 - d. "We will do this 5 times together."
 - e. "Now just relax for a minute."
6. **ASK:**
 - a. "How did it feel?"
 - b. "Did it feel strange?"
 - c. "Did it feel good?"
7. **SAY:**
 - a. "This is a good exercise for whenever you feel stressed or angry, as it helps to calm the body and mind."

ACTIVITY 2:**WHAT'S HAPPENING IN OUR CHILDREN'S BRAINS?**

🕒 90 minutes

1. Distribute Annex 9: Brain Development and the Impact of Toxic Stress

2. **ASK:**

- a. "When you look at this picture and see the brain in the middle, what do you see happening around the brain?"
- b. "What helps our children's brains develop? Do boys' and girls' brains develop in the same ways? Why or why not?"

3. Have parents share their responses to the questions with the whole group.

4. Have parents look at the handout and describe each image.

Example answers include:

- Top left corner – a father comforting and hugging his daughter
- Top right corner – a father playing football with his son
- Top center – a father walking and holding the hand of his son
- Bottom right corner – a mother talking to her daughter
- Bottom left corner – a mother encouraging her daughter to do her homework

5. **SAY:**

- a. "Children's brains are built over time and much of their brain development depends on the care they receive from their parents."
- b. "Child development refers to the biological, social, and psychological changes that happen in children from conception through adulthood. These changes influence children's physical, social, emotional and intellectual capacities."
- c. "We are born with more than 80 billion brain cells called neurons. These neurons make us human as they work to communicate between one another via small electrical impulses that travel via cell junctions called synapses."
- d. "So, even though all children's brains develop in roughly the same way at the same time, there are differences among individual children. Not all children learn at the same pace. Some children have mild temperaments, while some children are very active!"
- e. "Brains of both boys and girls have the capacity to learn, to be smart, kind, and gentle, depending on the ways their development is encouraged by their caregivers and communities."

6. To explain brain development, draw a picture on a flip chart as shown below:

Image 1: The Brain with Neurons

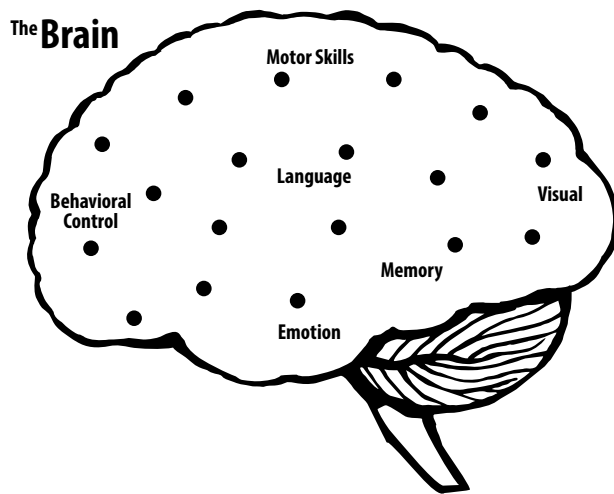


Image 2: The Brain with "Electrical Connections" Via Synapses

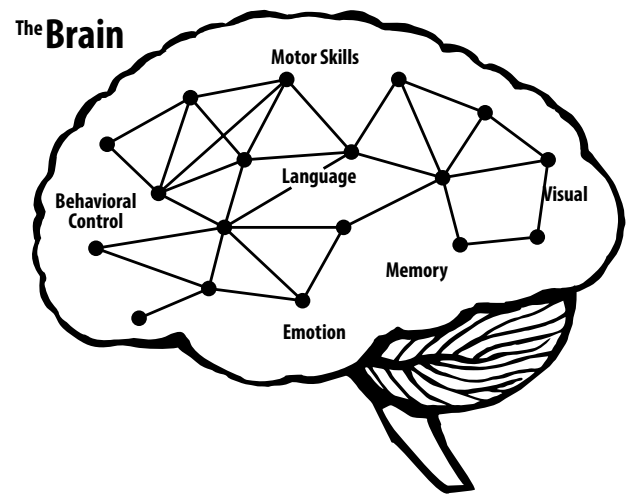


Image 3: The Brain with Stronger "Electrical Connections" Thanks to Love and Encouragement

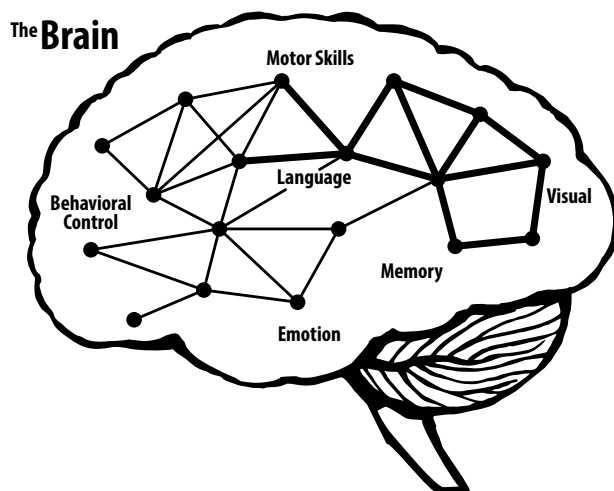
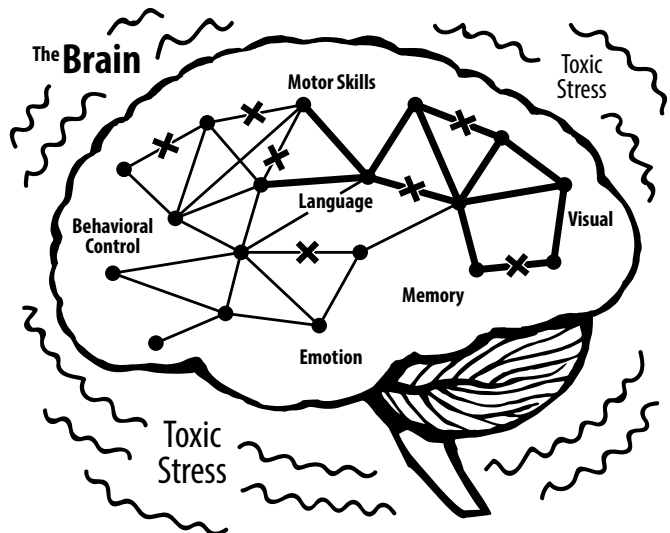


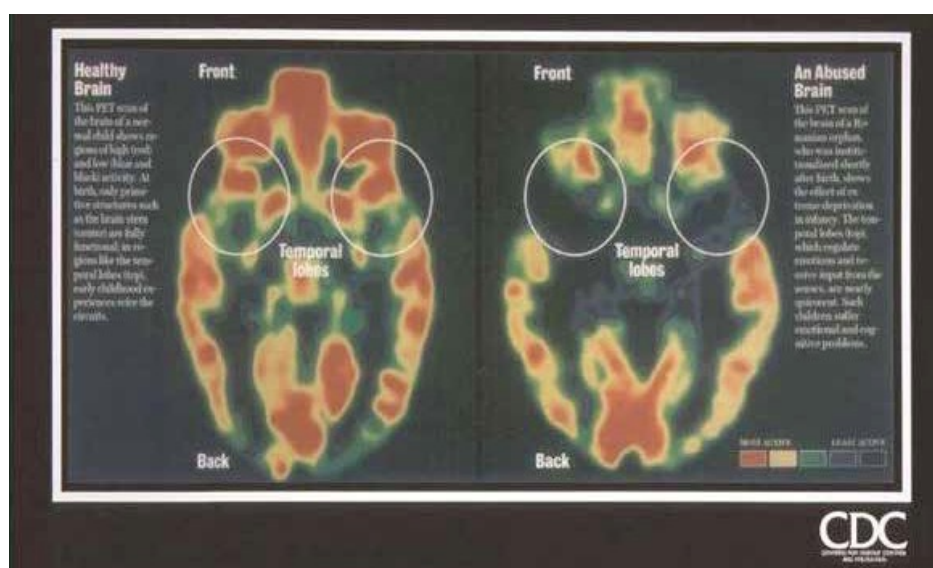
Image 4: The "Electrical Connections" Are Destroyed Due to Toxic Stress and Violence



7. SAY:

- a. "Love, support, and encouragement build strong, healthy brains. These synapses, or circuits, enable humans to learn language, think, walk, catch a ball, trust others, and manage emotions.
- b. "They are like electrical wires that, when connected, enable the lights to turn on. If the synapses between neurons are used repeatedly, they become permanent and strong, like exercising a muscle!"

8. Explain how the brain develops. **SAY:**
- "Unused connections in the thinking and processing parts of your children's brains (called the grey matter) are 'pruned' away. At the same time, other connections are strengthened."
 - "This is the brain's way of becoming more efficient, based on the 'use it or lose it' principle. Repeated stress, exposure to traumatic events, and violence (toxic stress) can destroy connections and interfere with children's ability to make safe and healthy decisions."
 - "Love, guidance, problem-solving, and emotional support reinforce positive connections between neurons. This provides the foundation that children need to make healthy choices and become responsible family and community members."
 - "This pruning process begins in the back of the brain. The front part of the brain, the prefrontal cortex, is wired or connected last. The prefrontal cortex is the decision-making part of the brain, responsible for older children's ability to plan and think about the consequences of actions, solve problems, and control impulses. Changes in this part of the brain continue into early adulthood."
 - "The amygdala is a part of the brain that is associated with emotions, impulses, aggression, and instinctive behavior. Because the prefrontal cortex is still developing, children will often rely more on the amygdala to make decisions and solve problems than adults do."¹⁷
9. Play the video of 'toxic stress' or use the visual aid Annex 10: Brain Development Sketches to explain these concepts.
10. **SAY:**
- "Think about a path that is created and used for going to get water or going to the market. At first, the path may be a little bumpy and hard to stay on. It does not actually become a path until lots and lots of people have walked that same path over and over again. The path becomes smoother, and it is easier to see where you are going. Our brains are built in the same way. The more time you spend teaching and showing children kindness and respect, the stronger the connections between the cells (neurons) in their brains become! It is these strong connections that enable your children to be healthy, happy, and responsible family and community members."
11. Show them the color print of the two brains (Annex 11: Brain Scans Showing Impact of Toxic Stress).



¹⁷ Photo by Stevens, J.E. & Well Commons (Publisher). As found in International Rescue Committee (2016). *Parenting Skills Intervention: Curriculum for Caregivers of Children*, pp 50-46. Accessible from <http://shls.rescue.org/shls-toolkit/parenting-skills/>.

12. SAY:

- a. "These pictures of brains were taken using scanners that produce detailed images using magnetic fields and radio waves"¹⁸

13. Discuss the image with participants; ASK:

- a. "What do you notice about these images? What are the differences?"

14. SAY:

- a. "Notice how the nurtured child's brain has much more activity, while the brain of the child who was subjected to abusive corporal punishment and neglect is less active and frequently smaller."

15. Explain basic concepts of brain development to the parents, based on the following information:

- The image of the abused child's brain is of a child who suffered severe abuse and violence.
- Our brains are not fully formed until we are in our early to mid-20s!
- Different parts of our brain form and mature at different rates. For example, the parts of our brain that control our senses and reflexes form when we are infants.
- The part of our brain that helps us control our impulses and use good judgment is the last to mature. This part of the brain is called the prefrontal cortex and it controls our 'executive function.' Executive function skills are mental processes that enable us to plan, focus attention, remember instructions, and juggle multiple tasks successfully.¹⁹
- Our brain also has the unique ability to change or re-create itself. This is called 'plasticity.' Brains start out in life with a lot of plasticity, but as we age, it gets harder to change our brains.
- Scientists have learned that, in adolescence, like early childhood, if the brain is exercised with positive experiences, children can learn to control impulses, order their thoughts, and use good judgment – skills and abilities that will help them to become happy, healthy adults.

16. ASK:

- a. "What questions do you have about brain development?"

17. SAY:

- a. "Let's summarize what we've discussed about the brain. Let's think about the brain as our human motor. It controls our emotions, memory, language, behaviors and more. Like any motor, it requires fuel to function and we need a means to deliver that fuel, such as pipes. For the human brain to function at its best, the fuel it needs is loving and supportive care, especially in childhood. That loving and supportive care is received by the brain through synapses. Our synapses are our pipes. So, think of our brains as the motor, the loving and supportive care as the fuel and our synapses as the pipes to deliver the fuel that all children need."
- b. "When we are born, our brain is not fully developed, and it won't be until we are in our mid-20s, so from childhood through to early adulthood, the development of the brain is ongoing."
- c. "As parents, the best thing we can do to fuel the brain is to help it grow in a healthy way by providing loving and supportive care."

¹⁸ Ibid.

¹⁹ Harvard University: The Center on the Developing Child. (2018, October 24). Executive function & self-regulation. Retrieved from <https://bit.ly/2Aale4k>

18. ASK:

- a. "What kinds of skills do you think your children will need to be happy, healthy adults?"

Example answers:

- The ability to be kind
- The skills to be a hard worker
- The responsibility needed to be a community member
- The ability to learn

19. Make a list of their responses on the flip chart.**20. ASK:**

- a. "How can we help our sons and daughters develop these skills?"

21. SAY:

- a. "We will spend the next several sessions talking about how to help our children learn the skills needed to live safe, healthy, and happy lives. We will talk about how to support their continued healthy brain development through predictable, stimulating, and nurturing parenting practices such as:
- Showing affection for your child and recognizing their accomplishments.
 - Helping your child develop a sense of responsibility by asking them to help with household tasks, such as sweeping or preparing food.
 - Talking to your child about school, friends, and things they look forward to in the future.
 - Talking with your child about respecting others and helping others.
 - Helping your child learn patience by letting others go first or by finishing a task before going out to play. Encouraging them to think about possible consequences before acting.
 - Making clear rules and sticking to them, such as following a rule about how long they can stay out and when they need to be home. Being clear about what behavior is okay and what is not okay.
 - Doing fun things together as a family, such as playing games, reading or storytelling, and going to events in your community."

ACTIVITY 3:**HOME ASSIGNMENT**

 5 minutes

1. **SAY:** "For this week's home assignment, I will ask you to do two things: (1) continue to practice relaxation exercises at home; and (2) find at least one opportunity to show affection and interest in your children's lives."
2. Check to see if the participants have questions before moving to the closing and evaluation.

ACTIVITY 4:

CLOSING AND EVALUATION

🕒 10 minutes

1. Tell participants that you have now come to the end of your time together. Ask participants if they have any questions.
2. Thank each group and summarize the discussion using the key points below.
3. Remind them of the next meeting day and time and explain that we will now do a quick evaluation of the session.
4. **ASK:**
 - a. What did you like best about the session?
 - b. What questions would you have liked to ask but did not have the opportunity to ask?
 - c. How was this session helpful?
 - d. Do you have any other comments or suggestions for improving this session?
5. Note down the men's responses. You will need to record them in the post-session monitoring sheet.



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.

- Toxic stress impacts our child's brains and has a life-long impact on their health and well-being throughout adulthood.
- Parents play a key role in supporting their child's brain development and minimizing stress by providing loving and nurturing care.
- Science has shown us that, when they reach adulthood, children who are loved and nurtured succeed more than children who are not.

SESSION 11:

VIOLENCE AGAINST CHILDREN IN THE FAMILY

Duration:

Approximately 2 to 3 hours

OBJECTIVES:

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

- ☒ Articulate what child maltreatment is.
- ☒ Reflect on the consequences of child maltreatment.
- ☒ Articulate child maltreatment as a choice.

SESSION OVERVIEW:

Session Activity	Time
❶ Welcome and Review of the Home Assignment	⌚ 30 m
❷ Understanding Violence Against Children in the Family	⌚ 60 m
❸ Consequences of Violence Against Children in the Family	⌚ 60 m
❹ Power and Violence Against Children	⌚ 30 m
❺ Home Assignment	⌚ 5 m
❻ Closing and Evaluation	⌚ 10 m

MATERIALS REQUIRED:

- 🕒 Flip chart
- 🕒 Markers

PREPARATION REQUIRED:

- 📌 Make sure to review the referral pathway in advance for any follow-up on child protection cases that may need to be identified.

POSSIBLE SESSION MODIFICATIONS:

- ➔ No session length modifications should be needed for this session.

ACTIVITY 1:

WELCOME AND REVIEW OF THE HOME ASSIGNMENT

🕒 30 minutes

1. Welcome participants to the eleventh group meeting. Make sure you show a lot of enthusiasm for being there.
2. Review the key messages from Session 10. **ASK:**
 - a. "Was anyone able to practice relaxation exercises?"
 - b. "Was anyone able to practice showing affection to their children?"

ACTIVITY 2:

UNDERSTANDING VIOLENCE AGAINST CHILDREN IN THE FAMILY

🕒 60 minutes



DISCLOSURES OF VIOLENCE

The activity below may illicit disclosure of violence perpetrated against children in the community.

Disclosures of Violence: Explain that during this session, some men may talk about violence against children that they've seen in the community. Other men may choose not to, and either way is fine. Explain that there are services available to children and IRC staff can assist in that referral. Make sure to have contact information ready for participants and to practice non-judgement and active listening in the case of any disclosure.

1. Explain that we've already discussed child brain development and the impact of toxic stress on a child's brain. However, because we are talking about how to create healthy families, it is also important to clarify what violence against children in the home is.
2. Divide participants into four groups. Explain that each group will receive a story and they should reflect together on the following points:
 - The type of violence happening in the story
 - If the type of violence is common in the community

If you're working with lower literacy participants, you may read the stories to participants.



CLEMENT'S STORY

Clement is a 14 year old boy living with his mother and father. He goes to school, but his grades are not good and he has a hard time concentrating. When he comes home from school, he is always trying to find fun activities to do. Often, his parents think that he does not listen to their directions and instead decides on the things he wants to do after school. His parents feel that he does not help with chores and often talks back. Clement's parents say they are fed up with his behavior. His father believes the only way to correct this behavior is through physical punishment. He often uses his belt on Clement and sometimes he goes to school limping. When his dad isn't home, Clement's mother will also try to correct his behavior, often slapping him across the face or pushing him to the ground.

**LISA'S STORY**

Lisa is a 10-year-old girl. She lives with her older half-sister after her mother and father sent her to the city so that she could earn a little money. Lisa's half-sister struggles to provide for her family, with her husband gone. Often, there is little food on the table. When there is food, Lisa's sister always says, "My children need to eat first." Lisa often goes to bed hungry. She has only a couple of dresses, and often has to beg at the neighbor's house for soap.

**NORA'S STORY**

Nora is a 12-year-old girl living at home with her mother and stepfather. Her father died before she was born. Nora goes to school and is a happy child with many friends. Her body has started to change, and she is beginning to look more like a woman. Nora's stepfather has noticed these changes in Nora, and he thinks she looks nice. One night he goes into the room where Nora sleeps and removes her clothes. He touches her all over, including her private parts. He starts to do this on a regular basis.

**JOHN'S STORY**

John is a 9-year-old boy living with his father. John has difficulty walking, and has difficulty completing routine tasks such as dressing himself. John's father and mother are divorced. He never sees his mother, she says she is ashamed of him. John's father, who has a new wife, often ignores him at home, refusing to look for a wheelchair or get help for John. John's new wife doesn't like John. In the absence of his father, she often tells John he is "good for nothing." She frequently yells at him and insults him.

3. Ask each group to present their story to others and explain what type of violence they think is happening and if this violence is common in the community. If the type of violence is common in the community, ask why that may be.
4. Explore with participants how violence is a choice, **ASK:** "What are some ways that community members justify such violence against children?"
5. After the groups have shared their feedback, explain that there are four main types of violence that can happen between parents/caregivers and their children.
6. If working with a literate group of parents/caregivers you may wish to write the types of violence below up on a flip chart. If not, you can also just explain the four types of violence.
7. Ask participants to give examples of each of the types of violence.

Type of Violence	Examples
Physical Violence	Hitting, kicking, shaking, burning, slapping, pulling ears or body parts
Emotional Violence	Yelling, constant criticism, threats, rejection
Sexual Abuse (any situation in which a child is used for sexual gratification)	Indecent exposure, fondling, rape, prostitution, production of pornography
Neglect (failure to provide for a child's basic needs)	Failure to provide food, housing, access to medical services, and so on

8. Remind participants of the brain development session, **ASK:**
 - a. "What do you think is the impact of these forms of violence on the brain?"
9. Explain again that when violence happens over and over again, or multiple forms of violence are happening at once, a child can begin to experience toxic stress which will impact her/his brain development and the connections they make.
10. Remind participants that violence and neglect is always a choice. Sometimes we may feel like we don't have other options, for example to discipline our children, but we will see some of those other options soon.
11. Explain that there are specific examples of types of effects we might see, and we will talk about these in the next activity where we will think about consequences of violence against children in the home.

ACTIVITY 3:

CONSEQUENCES OF VIOLENCE AGAINST CHILDREN IN THE FAMILY

 60 minutes

1. Remind participants of the activity they did in the session where they learned about the consequences of violence against women. Remind participants that they took some time to think about the effects of the violence on a woman's mind, body, and heart. Explain to participants that they will do the same thing now.
2. Ask participants to get back into their same groups that they had when they listened to the stories of violence against children.
3. Participants should take 20 minutes to think about the consequences of the violence the child is experiencing on his/her mind, body, heart.
4. After participants have reflected together and come up with a list, ask each group to share back their responses. Capture each group's responses on a flip chart or draw symbols to represent their feedback.
5. After each group has shared, explain that children who have been abused or neglected have a higher risk of the following:²⁰
 - a. Mental health problems, including depression and suicide attempts
 - b. Physical injury and self-blaming behavior
 - c. Substance abuse issues
 - d. Delays in development (for example, child does not reach milestones such as talking or not getting along with others) and learning problems
 - e. Social problems with other children and adults
 - f. Teen pregnancy
 - g. Failure in school
 - h. Domestic violence (perpetrators and survivors)
 - i. Chronic illness, including heart disease, cancer, and chronic lung disease, etc.

²⁰ Found in Save the Children (2013). *Preventing Child Maltreatment and Promoting Well-being: A Network for Action*. Retrieved from <https://bit.ly/324m5lt>

ACTIVITY 4:**POWER AND VIOLENCE AGAINST CHILDREN**

⌚ 30 minutes

1. Ask participants if they remember the definition of power and the types of power we talked about in the previous sessions about our role as husbands.
2. Note participants' responses and remind them of the following:
 - Power is the ability to influence or control people, opportunities, or resources.
 - There are three types of power:
 - a. **Power To:** This can be used to help others, bring about change, or expand opportunities.
 - b. **Power With:** This can be used to help others and to work together on common goals.
 - c. **Power Over:** This is a bad use of power, when people use power OVER others – either by threatening them, denying them opportunities, or hurting them.
3. **ASK:**
 - a. "When children experience violence, is there a particular type of power that parents are using?"
4. Explain that there is a natural power dynamic in parents' relationship with children because they are adults with full decision-making power and have the responsibility to make sure children are safe, happy, and healthy.
5. Explain that when children experience violence by their caregiver, the caregiver is using power over because they are using their power to hurt their child.
6. Explain that similar to our relationships with our wives, we should also be thinking about how we apply power in our relationships with our children.

ACTIVITY 5:**HOME ASSIGNMENT**

⌚ 5 minutes

1. **SAY:** "For your home assignment, over the course of the next week, talk with one of your children and ask them what adults can do to make children in the community safer from violence in the home."
2. Check to see if the participants have questions before moving to the closing and evaluation.

ACTIVITY 6:

CLOSING AND EVALUATION

🕒 10 minutes

1. Tell participants that you have now come to the end of your time together. Ask participants if they have any questions.
2. Thank each group and summarize the discussion using the key points below.
3. Remind them of the next meeting day and time and explain that we will now do a quick evaluation of the session.
4. **ASK:**
 - a. "What did you like best about the session?"
 - b. "What questions would you have liked to ask but did not have the opportunity to ask?"
 - c. "How was this session helpful?"
 - d. "Do you have any other comments or suggestions for improving this session?"
5. Note down the men's responses. You will need to record them in the post-session monitoring sheet.



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.

- Violence against children within the home, perpetrated by parents/caregivers, comes in four main forms.
- In addition to effects on the brain and overall child development, violence against children in the home can have long-term effects.
- Using violence against our children is always a choice.

SESSION 12:

CONNECTING THE DOTS – VIOLENCE AGAINST WOMEN AND CHILDREN

Duration:

Approximately 3 hours

OBJECTIVES:

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

- ☑ Understand the inter-generational effects of violence against women and children.

SESSION OVERVIEW:

Session Activity	Time
❶ Welcome and Review of the Home Assignment	⌚ 30 m
❷ The Violence Clothesline	⌚ 60 m
❸ Understanding the Linkages Between Violence Against Women and Children	⌚ 60 m
❹ Home Assignment	⌚ 5 m
❺ Closing and Evaluation	⌚ 10 m

MATERIALS REQUIRED:

- ⌚ Flip chart
- ⌚ Markers
- ⌚ Rope to form two clotheslines
- ⌚ An object to hang paper on the clothesline such as paperclips
- ⌚ Pencils, colored markers
- ⌚ Sheets of paper

PREPARATION REQUIRED:

- ☑ Make sure to review the referral pathway in advance of this session for men who may need psycho-social support. Have name and contact numbers ready to share with men who may be seeking support.

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 Activity 3, “Understanding the Linkages Between Violence Against Women and Violence Against Children,” you can reduce the activity by 30 minutes by not doing a game and instead asking participants to do a personal reflection. You can put up “True” and “False” signs around the room and ask men to stand under one of the signs based upon their reflection.

ACTIVITY 1:

WELCOME AND REVIEW OF THE HOME ASSIGNMENT

🕒 30 minutes

1. Welcome participants to the twelfth group meeting. Make sure you show a lot of enthusiasm for being there.
2. Review the key messages from Session 11. **ASK:**
 - a. "Were you able to talk to one of your children about what parents can do to make children safer in the community? How did it go?"

ACTIVITY 2:

THE VIOLENCE CLOTHESLINE²¹

🕒 60 minutes



HELPFUL TIPS!

In this activity, it is important for the facilitator to probe for experiences of violence, or witnessing violence, that parents had as children and how that experience may have influenced participants own parenting strategies.

1. Explain that you are going to hang two clotheslines across the room, and that participants will be asked to draw images on pieces of paper and then hang them up on the clotheslines. If they would like, they can also write down words instead.
2. Hand out the sheets of paper and markers, pens, and/or pencils to each participant and explain that this exercise will focus on experiences that made them feel happy or sad when they were children.
3. Ask the participants to draw or describe something related to their family that made them sad when they were children. It does not have to be in writing or an image depicting violence. It could be shapes or colors representing emotions and feelings. They do not need to put their names on any of these papers. Allow approximately 10 minutes for this task.
4. Then, on a second sheet of paper, ask participants to write or draw an instance something that happened in their family that made them feel happy. Allow approximately 10 minutes for this task.
5. With the strings, form two clotheslines and on each one, hang the following titles:
 - a. "Things That Happened in My Family That Made Me Sad"
 - b. "Things That Happened in My Family That Made Me Happy"

²¹ Adapted from Promundo, CulturaSalud, and REDMAS. (2013). Session 8: The violence clothesline. *Program P – A Manual for Engaging Men in Fatherhood, Caregiving, Maternal and Child Health*. Promundo: Rio de Janeiro, Brazil and Washington, D.C. USA. Retrieved from <https://bit.ly/2NwVLMH>

6. Ask the participants to attach their responses to the corresponding clothesline, and after everyone has placed their answers on the clotheslines, invite the participants to describe what they drew, or simply ask participants to make a tour of the clotheslines.
7. Take 20 to 30 minutes to facilitate a discussion with the group, **ASK:**
 - a. "Can anyone share what made them sad in their family when they were a child?"
 - b. "Why do you think these things made you sad?"
 - c. "Is there anything that made you sad as a child that you have then done or seen as a parent?"
 - d. "In the prior sessions, we've been talking a lot about violence. If you haven't already, can you think about any types of violence that happened in the family? Do you feel that the violence you witnessed as a child has influenced your actions as a parent? Why or why not?"
8. Take 10 minutes to discuss what made participants happy in their families as children. **ASK:**
 - a. "Can anyone share what made them happy in their family as a child?"
 - b. "Does anyone have any ideas of how we can encourage or reproduce these happy experiences for our own children?"
9. Explain to participants that you want to return to what made them sad as a child, and specifically experiences related to family violence. Explain that you want to talk about how violence is a cycle. **SAY:**
 - a. "We have evidence from many countries all over the world that violence is a cycle. Boys who are victims of violence in childhood, or who witness violence in childhood, are more likely to commit violence against their wives and children when they become adults. The reason for this is that violence has become normalized in their lives."
10. To follow up on the statement above, **ASK:**
 - a. "Does this cycle of violence for boys and men sound familiar to you when you think about the clothesline activity? Is this something you have seen in your daily life?"
11. Explain to participants that the situation is slightly different for girl children. **SAY:**
 - a. "Girls who experience or witness violence as children are more likely to be hurt by their husbands/partners as adults and are more likely to commit violence against their children. The reason for this is that girls and women believe that violence is normal in their relationship and an acceptable way to discipline children."
12. To follow up on the statement above, **ASK:**
 - a. "Does this cycle of violence for women and girls sound familiar to you when you think about the clothesline activity? Is this something you have seen among women and girls in your daily life?"

ACTIVITY 3:

UNDERSTANDING THE LINKAGES BETWEEN VIOLENCE AGAINST WOMEN AND VIOLENCE AGAINST CHILDREN

🕒 60 minutes

1. Explain to participants that you are going to divide them into three groups and that they will play a game to help understand the linkages between violence against women and violence against children. Explain that while we are doing the activity in the form of a game, it is a very important subject-matter that shouldn't be taken lightly.
2. Explain that you will read several statements. Explain that each group will have an opportunity to answer if the statement is true or false, but they **MUST** explain why it is true or false, according to their understanding. For every phrase answered correctly, including the explanation, they will receive ten points. If the group does not answer correctly, another group will be given the opportunity to respond. Remember, correct answers must include **WHY** the statement is true or false.
3. Divide participants into groups and have each group sit together. Set up the room appropriately so that everyone can hear and see you. Decide which group will go first, second, and third. Draw straws, flip a coin, etc.
4. Explain that you have six statements that you will now read.
5. After you've read each statement and listened to the team's explanation of why, make sure to debrief.
6. Read the following statements:
 - a. "A child in the womb is safe from violence that the mother is experiencing from her partner."
RESPONSE: **FALSE**. The womb does not protect a child from violence. In fact, children whose mothers experienced violence by their partners during pregnancy may arrive early, have a low birth rate, and may be more likely to pass away before age 5.
 - b. "A child who witnesses violence between his/her parents/caregivers is not affected since they weren't physically involved in the incident."
RESPONSE: **FALSE**. A child who witnesses violence between his/her parents may suffer from long term-term consequences, such as having poor mental health, difficulty performing at school, difficulty interacting with other children and even adults.
 - c. "A child in a home with intimate partner violence is more likely to experience harsh discipline."
RESPONSE: **TRUE**. Men who abuse their wives view violence as an acceptable tool to correct behavior. This also applies to children. Additionally, mothers may experience high levels of stress as a result of the violence they are experiencing, and that stress may contribute to their use of harsh discipline with children.
 - d. "Boys who witness intimate partner violence are less likely to perpetrate violence against their wives when they become adults because they have seen the effects it had on their mothers."
RESPONSE: **FALSE**. Boys who witness violence against their mothers are actually more likely to perpetrate violence against their partners because they believe it is normal and acceptable to use violence within the family.

- e. "Girls who witness intimate partner violence as children are less likely to be victims because they have seen the effects it has on their mothers."

RESPONSE: **FALSE**. Girls who witness intimate partner violence are more likely to become survivors in adulthood because they believe it is normal and acceptable for a male partner to use violence against them.

- f. "Men who use violence against their wives and children should not be blamed because they grew up seeing violence and thinking it's normal; they do not know better."

RESPONSE: **FALSE**. Violence is always a choice. It may be true that men grew up as boys who witnessed violence learned that this was acceptable, but the use of violence is something that is active and not passive; there are plenty of other ways for men to express their feelings and manage their emotions.

7. After the last debriefing, thank participants for taking part in the game and declare a winner. Offer a small prize, if possible, to the winning group.

ACTIVITY 4:

HOME ASSIGNMENT

 5 minutes

1. **SAY:** "For your home assignment, over the course of the next week, take a moment to reflect about the actions you take as parent that your children might find scary or difficult. Talk with one of your children, say "I've been thinking that it may be scary or hard for you when I do (insert violent behavior). What would you think if I changed this and did (insert alternative to violence) instead?"
2. Check to see if the participants have questions before moving to the closing and evaluation.

ACTIVITY 5:

CLOSING AND EVALUATION

🕒 10 minutes

1. Tell participants that you have now come to the end of your time together. Ask participants if they have any questions.
2. Thank each group and summarize the discussion using the key points below.
3. Remind them of the next meeting day and time and explain that we will now do a quick evaluation of the session.
4. **ASK:**
 - a. "What did you like best about the session?"
 - b. "What questions would you have liked to ask but did not have the opportunity to ask?"
 - c. "How was this session helpful?"
 - d. "Do you have any other comments or suggestions for improving this session?"
5. Note down the men's responses. You will need to record them in the post-session monitoring sheet.



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.

- We often think that disciplining our wives and children through violence is normal and acceptable, but we see that this has very bad effects throughout both a man and woman's life.
- Violence against children in the household and violence against our wives is inter-connected, so we must disrupt this cycle.
- Using violence to discipline children, or against your wife, teaches them that violence is an acceptable way of solving conflict or expressing disagreement.

SESSION 13:

VALUING GIRLS IN OUR LIVES

Duration:

Approximately 3 hours

OBJECTIVES:

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

- ✓ Reflect on how gender inequality negatively affects girls' experiences/lives.
- ✓ Reflect on the differences in their attitudes to boy and girl children and identify their gender bias against girl children.
- ✓ Understand how boys and girls are socialized differently and how this socialization limits girls' well-being and opportunities.
- ✓ Reflect on if/how they parent boy and girl children differently.
- ✓ Know how to apply techniques to actively love and encourage their girl children.

SESSION OVERVIEW:

Session Activity	Time
❶ Welcome and Review of the Home Assignment	⌚ 30 m
❷ The Race for Equality	⌚ 45 m
❸ Girls' and Boys' Experiences of the Family Environment	⌚ 30 m
❹ The Secret Messages We Tell Our Daughters	⌚ 45 m
❺ Nurturing Our Daughters	⌚ 30 m
❻ Home Assignment	⌚ 5 m
❼ Closing and Evaluation	⌚ 10 m

MATERIALS REQUIRED:

- 🕒 Household objects: Broom, pots and pans for cooking, an item for hoeing the fields, local cloth or method for carrying babies, local items used to transport water
- 🕒 An item to represent a baby, such as a water bottle or stuffed animal
- 🕒 Flipchart
- 🕒 Markers
- 🕒 Tape

PREPARATION REQUIRED:

- 🕒 No special preparation required.

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:
 - With proper preparation – by having all the items set up and the space fully prepared with lines marked – you may be able to cut “The Race for Equality” activity by 15 minutes (reduction of 15 minutes).
 - You may cut the number of scenarios in the session “The Secret Messages We Tell our Daughters” activity (reduction of 15 minutes).
 - The activity “Nurturing Our Daughters” may be cut to 5 minutes and done in plenary (reduction of 25 minutes).

ACTIVITY 1:

WELCOME AND REVIEW OF THE HOME ASSIGNMENT

🕒 30 minutes

1. Welcome participants to the thirteenth group meeting. Make sure you show a lot of enthusiasm for being there.
2. Review the key messages from Session 12. **ASK:**
 - a. "Were you able to talk to one of your children about the things you do as parent and what may be difficult for them? How did it go?"

ACTIVITY 2:

THE RACE FOR EQUALITY

🕒 45 minutes



HELPFUL TIPS!

For a variety of reasons, it may make sense to do the below activity indoors instead of outdoors. If that is the case, you can move all the benches/chairs to one side of the room and set up the race to simply happen from one side of the room to the other. You may ask participants to help you move chairs/benches as appropriate.

1. Explain to participants that we are now going to go a physical activity that requires participants to be active and even walk fast/run. If participants are not comfortable completing a physical activity, they can observe.
2. Ask for 10 volunteers who would like to participate in a relay race. Explain that a relay race is a team race that requires members to take turns.
3. Invite participants to go outside the room and divide the volunteers into two teams. Ask the volunteers to create a name for their teams.
4. Ask for another volunteer to find a rock and make a line in the ground denoting the start of the race, team members should be next to each other. The volunteer should also draw a line in the ground indicating where team members must turn-around and come back to the start for the handoff. This should be no more than 10 meters away but can be shorter if you would like.
5. Explain to participants that this is a special race and not just a question of running and walking; participants must also carry objects that they then hand off to their team member to complete the race.
6. Explain that one team will represent girls in the community and one team will represent boys in the community. As the facilitator, you should decide which group should represent boys and which should represent girls.

7. One by one, show the participants each of the household objects you have brought, **ASK:**
 - a. "Generally speaking, in this community, who completes the task associated with this household item? Boys or girls?"
8. Ask this question for each item. Items that are generally used by boys should go to the girls' team and items generally used by girls should go to the boys' team. Explain that you are doing a switch and giving items typically used by boys to the team representing girls, and vice versa.
9. Save the item representing the baby for last. **ASK:**
 - a. "This item represents a baby. When parents are not home or busy, is it generally boys or girls who are responsible for taking care of the baby?"
10. Give the item representing the baby to the appropriate team (boys' team).
11. Explain that each member of the team must run to the end point and back carrying all their items, including the baby. They must carry the baby in the way he/she would be safely carried in the community, for example on their back. When each race member gets back to where they started, they must hand off all items to the next person, until the team has completed the race. They must treat the baby like a real baby and as such, not drop it, mishandle it, etc.



HELPFUL TIPS!

The boys' team should have significantly more objects, if this is not the case, re-distribute the objects.

12. Allow each team a moment to get ready, line-up, etc. Ask for 2-3 volunteers who can serve as judges.
13. When teams are ready, start the race. It may be a bit chaotic while the race goes on.
14. Allow the judges to declare a winner and thank the volunteers who ran the race. Invite participants to return inside to debrief the race.
15. **ASK:**
 - a. "Which team had the most objects? What do those objects represent?"
16. Explain that the boys' team had the most objects and the objects represented daily tasks associated with girls around the household.
17. **ASK:**
 - a. "Do you think one team had a disadvantage from the beginning? If so, why?"
 - b. "What does this game tell us about the way our community treats girls and boys in the home?"
 - c. "Do you feel this is a fair distribution of tasks? Why or why not?"
18. Explain to participants that the game was meant to show an unequal division of labor between boy children and girl children in the household.

19. SAY:

- a. "When girl children are given more tasks than boys, they are unable to complete very important activities like developing friendships and exploring their surroundings (if it is safe to do so), and they are unable to excel in school because they have less time for homework than their brothers."

20. SAY:

- a. "This distribution of tasks is built from the system of gender inequality."

- 21.** Invite participants to recall "The New World" activity and how more power was attributed to circles at random. Explain that we reproduce unequal gender relations at home with our children and put girls at a disadvantage from the time they are very young.

22. SAY:

- a. "Luckily, our children are still young, and we have the power to affect their futures. Let us think about how we can better support our girl children"

ACTIVITY 3:

GIRLS' AND BOYS' EXPERIENCES OF THE FAMILY ENVIRONMENT²²

 20 minutes



HELPFUL TIPS!

Facilitators do not need to read all the statements below. Instead, facilitators should choose several statements that are most relevant to the gender norms in their contexts, and specifically the gender norms that hurt women and girls.

- 1.** Place tape or string on the length of the room.

2. SAY:

- a. "I will read a number of statements and you will say whether you agree or disagree"
- b. "Those who agree will stand at one end of the line, those who disagree stand on the other end of the line. Those who are not sure can stand along the line, according to how much they agree or disagree with the statement"



HELPFUL TIPS!

For fathers that demonstrate negative attitudes and beliefs about the roles of girls, women, boys, and men, ask them why they agree or disagree with a statement. Ask someone who opposes their standpoint to share why they agree or disagree with the statement, to provide a different perspective.

²² International Rescue Committee (2018). *Girl Shine Caregiver Curriculum*. Retrieved from <https://bit.ly/2NAGcng>

3. Read the following statements, or a sub-set of the statements, to participants:

- Girls are just as smart as boys.
- Girls, not boys, are responsible for taking care of younger siblings.
- Girls should do as their brothers tells them (no matter if they are younger or older).
- It is the responsibility of women, not men, to take care of the children.
- It is not the role of men to support their children emotionally.
- Boys should have more freedom than girls.
- Girls are responsible for the honor of the family.
- Girls and boys should be treated equally.
- Boys are less emotional than girls.
- It is more important for boys to go to school than girls.
- A girl's role is to stay in the home.
- Girls and boys deserve equal opportunities.
- Women should be able to have equal decision-making opportunities as men.
- Boys are more naturally confident and dominant than girls.
- Boys can date and have girlfriends, but girls should protect their honor.

4. **ASK:**

- a. "What difference did you notice about how we perceive or treat girls and boys?"
- b. "How do you think this influences girls and boys?"
- c. "What did you notice about how we perceive the role of men and women in the lives of our children?"

5. **SAY:**

- a. "Girls usually have fewer opportunities and are expected to take on more responsibilities in the home (leaving them less time for studying, for example)."
- b. "Because girls are expected to be nurturing and not demanding, they are sometimes not allowed to express what is important to them."
- c. "Sometimes caregivers express their frustrations more towards girls than boys because girls are expected to be forgiving and accepting."
- d. "Caregivers may also expect girls to take on more responsibilities and help more within the home due to the belief that this is the role of a girl."
- e. "This could also be due to the amount of responsibilities we expect women to take on, and women may in turn direct this towards girls, as they hold 'power over' girls."

ACTIVITY 4:

THE SECRET MESSAGES WE TELL OUR DAUGHTERS

🕒 45 minutes

1. Explain to the participants that sometimes we send messages to our children that reinforce how they are supposed to act in a society according to whether they are a girl or a boy. Explain that some of these messages can be damaging to both sexes, but we are going to focus our discussion today only on girl children.
2. Explain that you have four scenarios and you will ask for two volunteers for each scenario to complete a 1-minute role play.
3. Gather your group of volunteers into pairs and quietly explain the role play to each pair:

PAIR 1

You are playing the roles of a husband and wife with four children. One night, the husband and wife are discussing their limited financial resources. The father proclaims that there are not resources for all the children to stay in school. He tells his wife that their eldest daughter Ama, who has just begun secondary school, can drop out of school to help her out at home. Their eldest son George, by contrast, who is just a year behind Ama, will stay in school. The wife protests, but the father says the decision has been made.

PAIR 2

You are playing the roles of a father and daughter of 11 years old. You are on the way to an important event in your community. The father notices that his daughter does not have her hair done and is looking messy. The father asks his daughter why she is so poorly dressed, and she explains she does not have anything else to wear or money to have her hair done. The father says, "You're already 11 now, soon you will find a boyfriend who can help you with these things." You then add, "Well I guess no man would like you when you look like that."

PAIR 3

You are playing the roles of a father and daughter of seven years old. The father is listening to the radio one night after dinner. His daughter is also listening silently near him. At a break in the radio show, the daughter gets up and comes over to her father, she asks, "What were they saying in the show?" The father responds, "Why are you asking me these questions? It is not your place to speak up. All you have to do is sit there, be polite, and do as you're told. Is that so hard? Why do you always interrupt me?"

PAIR 4

You are playing the role of a father and daughter of four years old. The father is outside one day, and he notices his daughter playing with the ball that he purchased for his son. The father says, "Why are you playing with that ball? You'll never be strong enough to play soccer or any sports. Your place is in the home."

PAIR 5

You are playing the role of father and a daughter of nine years old. The father notices that his daughter is very good at school. She is always getting the top place in math or science. The father tells his daughter, "It is good that you are getting good grades in math and science now, but these subjects are not for girls. Girls are not smart enough. Why don't you focus on another subject that will serve you better later?"

4. Give each pair 1 minute to act out their role play. Debrief after each role play with the following questions. **ASK:**
- "Is this scene something you have seen or heard of happening before in this community or other communities nearby?"
 - "What is the underlying message the father is telling his daughter?"
 - "How might this message be harmful to your daughter now and in her future?"
 - "Would similar messages be given to boys?"
 - "Why do you think we send girls these messages?"

5. After you have debriefed each of the role plays, **SAY:**
- "We often send girls messages that they are not important to us as fathers or that they have a specific role in society that they must fulfill."
 - "When we send these messages to our girls through our words and actions, we are telling them that they do not have value. They are not important."
 - "We need to treat our boys and girls equally."

6. **ASK:**
- "What are some things we can do to treat our boys and girls equally?"

7. Write a list or draw symbols on a flip chart as participants share their responses. You may also add the following examples below.

Examples

- Sending both boys and girls to school
- Distributing household tasks evenly between boys and girls
- Giving both boys and girls time to do homework
- Encouraging both boys and girls to express themselves and to ask questions
- Showing equal attention and love to boy and girl children
- Sharing your experiences with both boys and girls

8. **SAY:**
- "We now have some concrete examples of things we can do to make things more equal between our sons and daughters, let's see if we can practice these at home this week."

ACTIVITY 5:

NURTURING OUR DAUGHTERS

🕒 30 minutes

1. Explain to the participants that in this session we will divide into four groups and each group should think of 3 to 5 things they can do uniquely as fathers to nurture and support their daughter.
2. Explain to participants that this is a brainstorming session, they can feel free to be creative. If working with a high-literacy group, you may distribute flip chart paper to each group to write down their strategies.
3. After each group has taken 10 minutes to come up with 3 to 5 strategies for nurturing their daughters, ask a representative of each group to present to the group.
4. Record groups' answers on a flip chart if they are not on one already.

Example Answers:

- Ask her questions, and listen to what she says.
 - Tell your daughter you love her and encourage her to love herself.
 - Give her hugs or kisses.
 - Be physically active with her; play games, jump rope, play soccer with her, etc.
 - Show interest in her schoolwork and any other activities she likes.
 - Ask her if she feels unsafe, and help her develop strategies to feel safer.
 - Tell her about your life: what you do to make money, what you like to do to have fun, etc.
 - Praise her in public.
5. If the above answers were not suggested by participants, add them to the flip chart.
 6. Explain to participants that there may be ways that we can support and nurture our daughters that we haven't thought of. **SAY:**
 - a. "One way we can support and nurture our daughters that we might not have thought of is by treating our wives/girlfriends with respect. When we do that, we show our daughters that we believe women have value and power."
 7. Explain to participants that when we treat our wives and daughters with love and respect we are also showing boys how they should behave in the future. Remind participants of the violence clothesline and that cycles are self-perpetuating.
 8. Thank participants for providing their ideas.

ACTIVITY 6:**HOME ASSIGNMENT**

⌚ 5 minutes

1. **SAY:** "This week's home assignment is to go home and spend quality time with your daughters and female family members. Do an activity with your daughter or practice one nurturing strategy."
2. Check to see if the participants have questions before moving to the closing and evaluation.

ACTIVITY 7:**CLOSING AND EVALUATION**

⌚ 10 minutes

1. Tell participants that you have now come to the end of your time together. Ask participants if they have any questions.
2. Thank each group and summarize the discussion using the key points below.
3. Remind them of the next meeting day and time and explain that we will now do a quick evaluation of the session.
4. **ASK:**
 - a. "What did you like best about the session?"
 - b. "What questions would you have liked to ask but did not have the opportunity to ask?"
 - c. "How was this session helpful?"
 - d. "Do you have any other comments or suggestions for improving this session?"
5. Note down the men's responses. You will need to record them in the post-session monitoring sheet.

**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.

- While we might love both our boy and girl children, the reality is that they are rarely treated equally within the household.
- Girls are routinely disadvantaged as compared to their brothers, and much of this can have to do with the ideas we have from society that tell us the way girls should behave.
- Girls deserve love, care, and opportunity in equal measure as boys.
- There are some simple things we can do as fathers to encourage our girls and help them shine!

SESSION 14:

COMMUNICATION WITH MY CHILDREN

Duration:

Approximately 2 to 3 hours

OBJECTIVES:

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

- ☒ Articulate the key principles of effective communication.
- ☒ List and use the 4 steps of empathetic communication.

SESSION OVERVIEW:

Session Activity	Time
❶ Welcome and Review of the Home Assignment	⌚ 30 m
❷ Effective Communication Takes Time and Respect	⌚ 15 m
❸ The Concept of Empathy	⌚ 30 m
❹ Showing Empathy to Our Children: The Steps Technique	⌚ 30 m
❺ Practicing the Steps of Empathetic Communication	⌚ 30 m
❻ Home Assignment	⌚ 5 m
❼ Closing and Evaluation	⌚ 10 m

MATERIALS REQUIRED:

- 📎 Annex 12: Empathy
- 📎 Annex 13: The Four Steps of Empathy
- 📎 Flip chart
- 📎 Markers
- 📎 Paper/pens
- 📎 Tape

PREPARATION REQUIRED:

- 📋 Make copies of the annexes for each father before the session and make sure to give handouts out at the end of 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:
 - You may remove the “Effective Communication Takes Time and Respect” activity (reduction of 15 minutes).
 - You may shorten “Practicing the Steps of Empathetic Communication” by having facilitators do the role play as opposed to participants. You may do a good example of empathetic communication and a bad example in order to make the point (reduction of 15 minutes).

ACTIVITY 1:**WELCOME AND REVIEW OF THE HOME ASSIGNMENT**

⌚ 30 minutes

1. Welcome participants to the fourteenth group meeting. Make sure you show a lot of enthusiasm for being there.
2. Review the key messages from Session 13.
3. **ASK:**
 - a. "Was anyone able to spend time with their daughter(s) over the course of last week? What did that feel like?" Ask for volunteers to share their experiences.
 - b. "Was anyone able to practice nurturing techniques with their daughters. How did that go?"
4. Praise participants for any attempts they made to spend time with or support their daughters.

ACTIVITY 2:**EFFECTIVE COMMUNICATION TAKES TIME AND RESPECT**

⌚ 10 minutes

1. **SAY:**
 - a. "Today we are going to talk more about the importance of communication between parents and children, as well as the use of empathy when communicating with your children."
2. **ASK:**
 - a. "What do you think is important when communicating with your children?"
3. After parents have responded, share the following answers as needed:
 - Finding the right time. When children are very upset or if you are very angry at their behavior, it's better to find the right time to talk, once the parent and child have calmed down.
 - Asking about any problems they may be facing.
 - Recognizing our own mistakes, taking responsibility, and apologizing if needed. This lets your children know that you respect them enough to apologize. This promotes respect towards parents and encourages the children to do the same. Remember, you are a role model.
 - Noticing and talking about any changes in behavior that you might be observing.
 - Respecting the need for privacy, especially for older children around the age of 11 and up.
 - Listening to their opinions and ideas.
 - Guiding children to find solutions to their problems when needed.
4. **SAY:**
 - a. "Now we are going to talk about a communication skill that involves empathy."

ACTIVITY 3:

THE CONCEPT OF EMPATHY

🕒 30 minutes



HELPFUL TIPS!

It is important to know the difference between empathy and sympathy. **Sympathy** is to feel pity or sorrow for someone else's misfortune. Empathy goes one level deeper than sympathy and joins us more to the person we are sharing with because we are feeling the same, rather than looking at what they are feeling. **Empathy** is being able to step into another person's shoes, experiencing their feelings with them, and then helping them with those feelings. We all know what it feels like to be sad when someone hurts our feelings. Empathy is about letting the other person know that you understand their feelings. All children in the family, boys and girls, need their caregivers to show empathy.

1. Distribute Annex 12: Empathy
2. **ASK:**
 - a. In this picture you see a mother hugging her child. What do you think happened to this child? What do you think the mother might be saying to her child?
3. Explain friends are making fun of the girl but her mother comforts her.
4. **ASK:**
 - a. "What would your reaction be if it was a boy? Would it be different?"
5. Explain that girls as well as boys also need to be comforted when they face challenging situations.
6. Write the word "Empathy" on your flipchart or paper so parents can see the word or draw a symbol to represent it.
7. **ASK:**
 - a. "What does the word 'empathy' mean?"
8. After parents have responded, share the following answers, if needed:
 - Empathy is the ability for one person to perceive the emotions, needs, and desires of another person. It is the ability of one person to walk in the shoes of another person and feel what that is like.
 - As it relates to parenting, empathy is the ability to perceive the emotions, needs, and desires of a child, and to be able to respond in a nurturing and loving way, keeping the positive welfare of the child at the forefront.
 - Empathy is the ability to understand and act with care.
 - Both boys and girls need their parents to show empathy.
 - Empathy is also important in our interactions with other adults, including our wives/girlfriends.
9. **ASK:**
 - a. "Why is empathy necessary for being a father?"
 - b. "Why is empathy helpful in how we interact with our wives/girlfriends?"

10. After parents have responded, share the following answers, if needed:

- If we show children empathy, they will be more likely to talk with us when they have a problem.
- If we show empathy to other adults, such as our wives/girlfriends, siblings, parents, we may be in a better position to resolve conflicts.
- Empathy creates positive feelings and relationships.
- When you are empathetic with your child, you are modeling how they can be empathetic with others.
- Everyone experiences problems and hard feelings, and we all need help dealing with those feelings!

ACTIVITY 4:

SHOWING EMPATHY TO OUR CHILDREN: THE STEPS TECHNIQUE

🕒 30 minutes



HELPFUL TIPS!

You can use this example to present a roleplay to parents or facilitate a role-play activity for parents. All children, boys and girls, in the family need their caregivers to show empathy.

1. SAY:

- a. "Being empathetic and understanding the feelings and needs of others will help us understand why children behave in a certain way. It will help parents and caregivers react in a more healthy and constructive manner. Empathetic communication is a loving and nurturing parenting practice. Here is a simple technique to help you to better understand your child's feelings and be able to respond sensitively:
 - Step 1: Identify the feeling.
 - Step 2: Determine the reason.
 - Step 3: Validate the feeling (honor the feeling).
 - Step 4: Help your child with the feeling. Take an action and find a solution if appropriate."

2. Share the following as an example, to explain to parents the four steps. SAY:

- a. **"The first step is to try to identify or label what someone is feeling.** When parents validate a feeling, they should first identify it or label it. Naming the child's feeling helps them identify their own emotions. For example, saying, 'Sarah, you look like you are sad right now. Are you?'"
- b. "What are some emotions that your children feel?"

After parents have responded, share the following answers, if needed:

- | | |
|---------------|---------------|
| → Frustration | → Indignation |
| → Sadness | → Joy |
| → Anger | → Disgust |
| → Fear | → Trust |
| → Shame | → Surprise |

3. Continue the explanation. **SAY:**

- a. **"The second step is to understand why Sarah is feeling sad.** For example, you could say, 'Why are you sad? I would really like to help if I can.' Sarah can tell you or she may choose not to right away. You can say to Sarah, 'Feel free to come and talk to me when you are ready.'"
- b. **"The third step is to validate the child's feelings.** Sarah might have had a disagreement with a friend or felt rejected by her peers at school. Do not dismiss that reason. Acknowledge and respect the 'why.' If you belittle your daughter or son they might not talk to you about their feelings anymore."
- c. **"The fourth step is to help your child with those feelings.** You can brainstorm with your child what, if anything, needs to be done. Sometimes the situation may require the parent and the child to come up with possible actions that may help remedy the situation. Help the child find an appropriate solution but refrain from giving options right away. This will help the child develop problem-solving skills. Sometimes the situation does not need an action other than just comforting your child or sharing in their joy."

4. **ASK:**

- a. "What are situations that would require adult help and situations that might just require listening?"

5. After parents have responded, share the following answers, if needed:

Situations Requiring Adult Help:

- Problems at school
- Being harassed by older children
- Having been in a physical fight resulting in someone being hurt

Situations That May Require Help or Just Listening and Supporting:

- An argument with a friend
- Problems at school with peers
- Sadness about missing home or being in a camp

6. **ASK:**

- a. "What about children experiencing a mental or physical disability?"

7. **SAY:**

- a. "Children with disabilities need care and support just like any other girl or boy. There are different kinds of barriers in families and communities that can get in the way of providing adequate educational, social, and physical opportunities for disabled children. Can you think of some of these barriers?"

8. After parents have responded, share the following answers, if needed:

- Walking to school for a blind child
- The inability to play games with other children for a child who cannot walk
- Attitudes of other children towards boys and girls with disabilities

9. **SAY:**

- a. "Children with disabilities need their caregivers to be empathetic in order to understand and help overcome barriers to participating in important family and community activities. This will help them feel more connected to the people and world around them."

10. Distribute Annex 13: The 4 Steps of Empathy

ACTIVITY 5:**PRACTICING THE STEPS OF EMPATHETIC COMMUNICATION**

 30 minutes

1. Pick 2 participants for the role play. One will be the "Parent/Caregiver" and the other will play the "10-Year-Old Girl."
2. Present the scenario; your daughter is sad because she is missing home.
3. Coach the "Parent" and the "Girl" on the role play. You can adapt the sample script provided or create your own.

**SAMPLE SCRIPT**

Please adapt to your context or create your own.

Please change the names to ones that are familiar in your context.

- **Parent:** [Notices that the daughter looks sad.]
Oh, Sarah you look so sad, [Step 1] do you want to tell me what is making you sad? [Step 2]
- **Child:** I am just really missing our home and I hate living in this camp.
- **Parent:** I am so sorry that this is happening to you and our family. I miss our home too. [Step 3] What can I do to help? [Step 4]
- **Child:** When can we go back home?
- **Parent:** Sarah, I am not sure when we will be able to go back home, and I know that is really hard for you. Let us try to think of some ways that we can feel better when we are sad. [Step 4]

4. Have the participants present the role play in front of the group.
5. Debrief on the role play: **ASK** the person playing the 10-year-old girl:
 - a. "How did it feel to have your feelings acknowledged and validated? How did it feel to know that your parent was going to help them?"
6. **ASK** the person playing the parent:
 - a. "How did it feel to respond to your daughter in this way?"
7. Have parents get into pairs and practice the 4 steps. They can use this same scenario or create a new one.

8. Walk around and observe/coach parents while they are doing this. This will be a new skill for many of them. Do not hesitate to make them practice as much as needed. This is a very important session.
9. **ASK:**
 - a. "How would you use the 4 steps of empathy with a boy who is disabled?"
10. Brainstorm some ideas about using the 4 steps in a scenario with a child with disabilities, and then have them practice a role play in the same way as above.



SAMPLE SCRIPT

Please adapt to your context or create your own.

Please change the names to ones that are familiar in your context.

- **8-year-old boy in wheelchair:** Dad, some of the kids at school are playing football and having a lot of fun. I wish I could play football.
- **Father:** Oh, son, I am sorry, and I know this must make you feel sad. I know it must be really hard to be in that wheelchair some days.
- **Boy:** I wish there was someone who would play with me.
- **Father:** I will play with you right now. We can go outside and play catch. How about I talk with your older brother about playing with you more often, too?

11. Debrief the role-play:
 - a. **ASK** the person playing the father: "How did you feel as a parent responding to your child this way?"
 - b. **ASK** the person playing the boy: "How did it feel to have the father respond in this way?"
 - c. **ASK** the participants: "Do you think the concept of empathy can be applied to other relationships besides the relationships with your child? For example, with your wife/girlfriend. How would the practice of empathy look different?"

ACTIVITY 6:

HOME ASSIGNMENT

🕒 5 minutes

1. **SAY:** "For your home assignment, we ask you to use the 4 steps of empathy with your children between now and the next session. Remember that Step 1 is to identify the feeling. Step 2 is determine the reason. Step 3 is validate and honor the feeling. And finally, Step 4 is to help your child with the feeling; take action and find a solution if appropriate. You can also follow the 4-step process to understand your own feelings, by doing the following; ask, 'What do I feel and why?'; say 'The way I feel is okay. I can accept the way I feel, no matter how illogical or inappropriate it is'; and 'I will honor my feelings. I will deal with those feelings safely and constructively.'"
2. Check to see if the participants have questions before moving to the closing and evaluation.

ACTIVITY 7:**CLOSING AND EVALUATION**

⌚ 10 minutes

1. Tell participants that you have now come to the end of your time together. Ask participants if they have any questions.
2. Thank each group and summarize the discussion using the key points below.
3. Remind them of the next meeting day and time and explain that we will now do a quick evaluation of the session.
4. **ASK:**
 - a. "What did you like best about the session?"
 - b. "What questions would you have liked to ask but did not have the opportunity to ask?"
 - c. "How was this session helpful?"
 - d. "Do you have any other comments or suggestions for improving this session?"
5. Note down the men's responses. You will need to record them in the post-session monitoring sheet.

**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 with empathy with our children promotes their positive development and helps to mitigate or solve problems within the home.
- Empathy is the ability for one person to perceive the emotions, needs and desires of another person. It is the ability of one person to walk in the shoes of another person and feel what that is like.
- Empathy helps us keep the well-being of our child and other loved ones at the center of our actions.
- Empathy is also an effective approach to communicating with other people, besides our children, such as our spouse or other people in the community.

SESSION 15:

ENCOURAGING RESPONSIBILITY, FAMILY RULES, AND ROUTINE

Duration:

Approximately 2 to 3 hours

OBJECTIVES:

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

- ☑ Articulate how to support their children in making good decisions and being responsible family members.
- ☑ Name positive parenting techniques such as praising the children, establishing consequences, and making family agreements and rules.
- ☑ List and use the steps suggested for family meetings and agreements.

SESSION OVERVIEW:

Session Activity	Time
❶ Welcome and Review of the Home Assignment	⌚ 30 m
❷ Family Rules and Agreements	⌚ 35 m
❸ Practicing Family Meetings	⌚ 45 m
❹ Family Rules: Praise and Consequences	⌚ 30 m
❺ Home Assignment	⌚ 5 m
❻ Closing and Evaluation	⌚ 10 m

MATERIALS REQUIRED:

- 📎 Annex 14: Family Meetings
- 📎 Annex 15: Steps of Family Meetings
- 📎 Flip chart
- 📎 Markers
- 📎 Paper/pens
- 📎 Tape

PREPARATION REQUIRED:

- 📋 Make copies of the annexes for each participant before the session and make sure to give handouts out at the end of 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:
 - You may cut the “Practicing Family Meetings” activity (reduction of 45 minutes).

ACTIVITY 1:**WELCOME AND REVIEW OF THE HOME ASSIGNMENT**

⌚ 30 minutes

1. Welcome participants to the fifteenth group meeting. Make sure you show a lot of enthusiasm for being there.
2. Review the key messages from Session 14.
3. **ASK:**
 - a. "Was anyone able to practice using empathy at home with their children? How did it go?" Ask for volunteers to share their experiences.
4. Praise participants for any attempts they made to practice empathy at home.

ACTIVITY 2:**FAMILY RULES AND AGREEMENTS**

⌚ 35 minutes

1. Distribute Annex 14: Family Meetings
2. **ASK:**
 - a. "What is happening in this picture?"
 - b. "What do you think this family is discussing?"
 - c. "Why is it important to include all family members in important discussions?"
3. **SAY:**
 - a. "Regular family meetings are a great way to keep the lines of communication open between you and your children."
 - b. "A decision to have a family meeting is one that should be made and planned together with your partner. It is important that you and your partner model shared decision-making and leadership for your children during the meeting, for example, by making sure that both you and your partner do equal shares of the talking and by asking each other's opinions about your children's ideas. This is an opportunity to show that a mother and father's support and direction matter equally."
 - c. "During family meetings you can get updates on how your children are doing in school, divide up the household work, and have fun together as a family. You might even consider doing a fun game together or singing a song. Creating family rules and agreements will promote a predictable and secure environment for children."
 - d. "Children have a sense of control and security when they know what is expected from them."
 - e. "Ensure that all family members attend the family meeting."
 - f. "The idea behind family meetings is to give children space to voice their changing developmental needs as they get older, discuss household responsibilities, and find solutions to improve family life."

4. **SAY:**

- a. "It can be hard to find time to meet and talk as a whole family. Why is it important to create time to meet as a family?"

5. After parents have responded, share the following answers, if needed:

- Strengthens the sense of belonging to a family
- Makes children feel valued and loved
- Creates and maintains positive parent-child relationships
- Encourages children to express their points of view, frustrations, and concerns in a positive way, which makes them feel listened to
- Promotes equality among family members and reduces power struggles

6. **ASK:**

- a. "When are some good times to meet together as a family?"

7. After parents have responded, share the following answers, if needed:

- At a regular day and time in the week
- When everyone is calm and peaceful
- Right after having dinner together
- Friday after mosque or Sunday after church
- On a weekend when everyone is home

8. Explain that family meetings are more effective when:

- They are regular and not only set up to manage a family crisis.
- Parents discuss the meeting in advance and decide jointly what should be included.
- You keep an open discussion until family consensus is found, even if it takes more than one meeting to find a solution.
- All concerns and questions are welcomed, as common or extraordinary as they may be.
- The meetings are not too long; 30 minutes is a good average time, but one hour is too long.
- Older children are genuinely able to talk and be listened to. It is important that they get a chance to speak and express their thoughts and ideas.

9. Explain the 4 steps of organizing a family meeting. **SAY:**

- a. "Now let's talk about the four steps of organizing a family meeting."
- b. "**Step 1** is to start with the positive. Family meetings always start best with a round of positive feedback on family life. Ideally, each family member has a chance to say something positive about every other family member. This encourages children to appreciate good times they spend together, to express gratitude, and appreciate other family members. For example, you can say, 'Esther, thank you for preparing dinner yesterday. John, I appreciated how you looked after your younger brothers while I was at the market.'"
- c. "In **Step 2**, the family follows up on the solutions adopted during the last meeting. For example, you can say, 'We agreed during our last meeting that everybody should be home by 6 o'clock. How did it work this week? Did everybody arrive home on time?'"

- d. **"Step 3** is that all agenda items are identified. In this step, everyone gets a chance to say what they would like to talk about. All conflicts and issues may not be solved but this is to provide an opportunity and give space to anybody to share their thoughts and to listen. Listening does not mean that we agree, but is an opportunity to better understand each other's perspectives. Items on the agenda are not necessarily issues; they can also be family projects. For example, you can say, 'Gertrude, you expressed your frustration about not being able to come to the market with me. As you know, for security reasons, we cannot let you go. Is there something else that you would like to do that would be safer? Would you like to attend weekly classes at the Safe Healing and Learning Space?'"
- e. "Finally we come to the last step. **Step 4** is to enjoy family time together. Have fun and plan family events together. For example, you can say, 'Who has an idea for something fun we can do together? What about taking a walk and having a picnic together next Saturday?' And after you've spent some quality time together, you can conclude the meeting."

10. Distribute Annex 15: Steps of Family Meetings

11. **SAY:**

- a. "To live in harmony as a family, we need clear rules. For discipline to work, parents must be consistent, yet flexible. Do not threaten children. You do not need to; if you have clear rules with predictable consequences, children agree to the rules and consequences beforehand."
- b. "Clear rules in the home promote predictability and a sense of security for children. Just talk to your child, explain what has to be done or how you expect them to behave, in a language they can understand."
- c. "When rules are set up and agreed on, you do not need to threaten, because the children know the consequences. Just follow the pre-determined consequences."
- d. "Rules in the house should be fair and equal between all family members, including boys and girls."
- e. "For example, you agree with your children that, after dinner at 8 o'clock, they will go to bed. If they do not follow this rule, the next day they will not be allowed to play outside."
- f. "So, when the child does not listen, they know that they will not be allowed to play outside. The consequences should also be equal for all family members."

12. Give parents guidelines on setting rules, **SAY:**

- a. "Let's talk about setting rules and how to do this."
- b. "Do your children know what you want from them? Many times, we assume that children know the rules of the house and the community, but they have never been told."
- c. "If you want a certain behavior from your child, ensure that your child knows what is expected. Remember that expectations need to be age appropriate and be communicated effectively."
- d. "If the child obeys, give them specific praise for listening to you. If the child does not listen, follow through with a consequence. We will talk more about consequences a little later."
- e. "Only use rules when you really need them! Some rules might be unfair or unnecessary. A small number of important rules means it will be easier for your children to follow them, and easier for you to follow through with them."

13. SAY:

- a. "Let's summarize why we should have family rules and set-up family meetings."
- b. "Family meetings are a way to set-up family rules. If we have family rules, everyone has the same expectations about what to do and how to act."
- c. "Family meetings are important not just for setting up family rules but also for creating a space to be together, to love, and to encourage each other."

14. Divide parents into groups of 4.

15. Have parents think of 3 agreements or rules for their children and family. Encourage parents to be clear and concise with their rules.

16. After parents have shared their agreement/rules with the whole group, share the following examples, if needed:

- All homework must be done before dinner. If you do not complete your homework, you will not be allowed to go outside and play after school.
- Everyone will be treated with respect in our house. We will use kind words with each other.
- Everyone is expected to do their chores. If you choose not to complete your chores, then you will have to do an extra chore the next day.

ACTIVITY 3:

PRACTICING FAMILY MEETINGS

 45 minutes

1. Explain that now that you've talked about family meetings you will have an opportunity to practice.
2. Divide participants into groups of four to five people. One person should play the role of "Mother," one person should play the role of "Father," and the remaining persons should play the role of "Children," including one child between the ages of 6 and 12 years old.
3. Ask participants to prepare a role play of a successful family meeting. Remind participants of the aspects that make a family meeting successful:
 - Father and Mother participate equally, defer to each other, and make decisions together.
 - Children are given the opportunity to share their opinions and are listened to without judgement.
 - The Family follows the steps to a family meeting, which include:
 - Starting with a round of positive feedback on family life
 - Discussing solutions to problems and following-up on solutions discussed last time
 - Setting up agenda items and letting children inform the agenda
 - Creating time to be together and do something fun as a family
4. Give participants 15 minutes to prepare their role play.
5. After role plays are prepared, each group can perform their role play.

6. Debrief each role play with questions to the group. **ASK:**
 - a. "What do you think went well in the family meeting?"
 - b. "What could be improved/changed in the family meeting?"
 - c. "Did the family meeting follow all the steps?"
7. After all groups have performed, debrief briefly with participants. **ASK:**
 - a. "How did it feel to participate in a family meeting?"
 - b. "Do you feel this is something you can do at home?"
8. Remind participants again about the different types of power we have discussed throughout the meetings. Explain that when we have family meetings and set family rules, this is a good example of how we can use "power with" with our children. Emphasize that we are not advocating that children replace parents as decision-makers, rather that children have a voice related to what happens in the family.

ACTIVITY 4:**FAMILY RULES: PRAISE AND CONSEQUENCES**

 30 minutes

1. Explain that it is important to let children know that you are happy and proud of them when they follow rules at home! This will let children know that it is important to follow rules and that you appreciate the effort they are making.
2. **SAY:**
 - a. "I'm going to read you a list of behaviors. I would like to ask for 3 to 4 volunteers who can give me an example of a praise statement for each behavior."
 - b. "Let's start with our first behavior, **doing well in school.**"
(An example of a praise statement for this behavior is, "I am so proud that you are working hard and doing well in school.")
 - c. "Our second behavior is **being kind to siblings.**"
(An example of a praise statement for this behavior is, "It makes me so happy to see you spending time with your younger sister.")
 - d. "Our third behavior is **completing homework.**"
(An example of a praise statement for this behavior is, "Good job for completing your homework. You are so smart!")
 - e. "Our fourth behavior is **completing chores or housework.**"
(An example of a praise statement for this behavior is, "Thank you for completing your chore. It really helps our family when you help out.")

3. SAY:

- a. "When family rules are set up and agreed on, you do not need to threaten, yell, or use corporal punishment when your child breaks the rules or makes a mistake. This is a normal part of being a child. This is part of the learning process!"
- b. "Mistakes are opportunities for learning, so it is important that you stay calm and help your children learn from their mistakes."
- c. "For example, suppose you agree with your children that they need to come home before dark on the weekends. It is Friday night and they come home after dark. How should you react?"
 - You do not need to yell at or hit them.
 - You can talk to them about what happened; maybe there is a good reason for being late.
 - You can tell them that you were worried about them. Then you can problem-solve with them so that next time they are out with friends, they can make it home on time.
 - Remember your empathetic communication from the last session.
 - You can also let them know that, if it happens again, they will not be allowed to go out and play with friends the following weekend.
 - It is important that you give your children a chance to learn from their mistakes, and then if they make the same mistake again, you can give them a logical consequence such as the one above."

4. SAY:

- a. "Let us brainstorm a few ideas for some logical consequences for the following rule violations: (1) not completing homework, (2) not finishing chores, and (3) being unkind or violent to other family members."

5. After parents have responded, share the following examples, if needed:

- All homework must be done before dinner. If you do not complete your homework, you will not be allowed to go outside and play after school.
- Everyone will be treated with respect in our house. We will use kind words with each other.
- Everyone is expected to do their chores. If you choose not to complete your chores, then you will have to do an extra chore the next day.

6. SAY:

- a. "Let us practice helping children learn from their mistakes."

7. Pick 2 parents for the role play. One will be the "Parent" and the other will be the "11-year-old Boy."

8. Present the scenario; a parent tells the child that they noticed that the boy had broken an agreement. The boy explains why he broke the agreement. The parent reminds the boy why it is important to fulfill his agreement. The boy explains how he will fulfill the agreement. The parent praises the boy and says that they will see how the boy fulfills his agreement the following week.

9. Coach the “Parent” and the “Boy” on the role play. You can adapt the sample script provided or create your own.



SAMPLE SCRIPT

Please adapt to your context or create your own.

Please change the names to ones that are familiar in your context.

- **Parent:** Ahmed, when I came down to fix breakfast this morning, I noticed that you had not completed your family chore.
- **Boy:** I know. I was really busy yesterday with my homework, and I forgot about it.
- **Parent:** I know you are working very hard in school Ahmed, and I am really proud of you for that, but it is important for our household that everyone does their part. How can you remember to do your chores?
- **Boy:** Well, I suppose I can do it as soon as I come home from school and then do my homework.
- **Parent:** Okay, Ahmed that sounds good. Should we give that a try for the rest of this week and see how it goes?
- **Boy:** Yes, I think that will be okay.

10. Have the volunteers present the role play in front of the group.
11. Debrief on the role play:
 - Ask the person playing the “Boy” how they felt about the conversation.
 - Ask the person playing the “Parent” how they felt about the conversation.

ACTIVITY 5:

HOME ASSIGNMENT

5 minutes

1. **SAY:** “You have to do 4 things between now and when we next meet:
 - “First, praise your sons and daughters for who they are and the ways they contribute to your family and their own futures.”
 - “Next, discuss with your wife/girlfriend what you learned about family meetings. Explain the idea to her and ask her if she thinks it would be a good idea to hold a family meeting. If she agrees, make sure you discuss, and decide together what you would like to achieve through the family meeting.”
 - “Then, if your wife/girlfriend agrees, hold a family meeting to create some family rules.”
 - “Finally, remember that you are a powerful role model for your children.”
2. Check to see if the participants have questions before moving to the closing and evaluation.

ACTIVITY 6:

CLOSING AND EVALUATION

🕒 10 minutes

1. Tell participants that you have now come to the end of your time together. Ask participants if they have any questions.
2. Thank each group and summarize the discussion using the key points below.
3. Remind them of the next meeting day and time and explain that we will now do a quick evaluation of the session.
4. **ASK:**
 - a. "What did you like best about the session?"
 - b. "What questions would you have liked to ask but did not have the opportunity to ask?"
 - c. "How was this session helpful?"
 - d. "Do you have any other comments or suggestions for improving this session?"
5. Note down the men's responses. You will need to record them in the post-session monitoring sheet.



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.

- Setting up family meetings is a great way to encourage communication among all members of the family.
- Setting rules and agreements for the family should be done in partnership between mothers and fathers; mothers need to be an equal partner in family organizing.
- Praising children for positive behavior reinforces that behavior so they will continue to repeat it in the home.
- It is important that we treat boy and girl children equally in terms of how we discipline them, the opportunities they have access to, and the love and care we provide as parents.

SESSION 16:

DISCIPLINING CHILDREN WITH DIGNITY

Duration:

Approximately 2 to 3 hours

OBJECTIVES:

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

- ☒ Name and use non-violent discipline approaches with their children, such as ignoring or time-out.

SESSION OVERVIEW:

Session Activity	Time
❶ Welcome and Review of the Home Assignment	⌚ 30 m
❷ Remembering Toxic Stress	⌚ 5 m
❸ Taking Personal Time to Calm Down	⌚ 30 m
❹ Using the Ignore Technique for Minor Misbehavior	⌚ 30 m
❺ Using Time-out to Help Children Calm Down	⌚ 30 m
❻ Making Decisions About Discipline Together	⌚ 10 m
❼ Home Assignment	⌚ 5 m
❽ Closing and Evaluation	⌚ 10 m

MATERIALS REQUIRED:

- ⌚ Annex 16: Time Out
- ⌚ Flip chart
- ⌚ Markers
- ⌚ Paper/pens
- ⌚ Tape

PREPARATION REQUIRED:

- ☒ Make copies of the handouts for each participant before the session and make sure to give handouts out at the end of the session

POSSIBLE SESSION MODIFICATIONS:

- ➔ No session modifications are recommended for this session given the importance of the content.

ACTIVITY 1:

WELCOME AND REVIEW OF THE HOME ASSIGNMENT

🕒 30 minutes

1. Welcome participants to the sixteenth group meeting. Make sure you show a lot of enthusiasm for being there.
2. Review the key messages from Session 15.
3. **ASK:**
 - a. "Was anyone any one able to have a family meeting?" Ask for volunteers to share their experiences.
4. Praise participants for any attempts they made to organize the family meeting, reiterate that the family meeting is a joint activity with their wife/spouse and should be discussed with them in advance.

ACTIVITY 2:

REMEMBER TOXIC STRESS

🕒 5 minutes

1. **SAY:**
 - a. "Let's remember back to our discussion about toxic stress. When children experience harsh physical discipline or are exposed to violence, when they are neglected or mocked, when their parents drink too much alcohol, they can suffer toxic stress."
 - b. "Toxic stress can disrupt the development of a child's brain, increase the risk of illness and interfere with the child's ability to think and solve problems, even into their adult years."
 - c. "Children learn that violence is an acceptable way of reacting when angry, and so will be more likely to use violence when they are angry."

ACTIVITY 3:

TAKING PERSONAL TIME TO CALM DOWN

🕒 30 minutes

1. **SAY:**
 - a. "It is important for parents to take care of themselves in order to respond to their children's needs in a calm, nurturing way."
 - b. "You are not the only parents in the world who get angry at your kids. We all do."
 - c. "But we learn to stay in control, not only to spare our children the anguish of having an angry parent who yells at them, but also because screaming at and hitting your child only teaches them to do the same to others when our children are upset."
 - d. "When parents control their tempers, they are showing and teaching appropriate skills to their children."
2. Remind parents about their breathing exercises.

3. ASK:

- a. "Have you used these relaxation strategies or your coping and healing toolkit?"
- b. "Have you praised your children for their efforts?"
- c. "What are your physical reactions to anger?"

Example answers:

- Clenched fists
- Tight jaws
- Tense muscles

4. SAY:

- a. "Now let us practice deep breathing and positive thinking in pairs."
- b. "One person should play the 'Parent' and another a 'Misbehaving Child' who did not complete his/her chore."
- c. "The parent should get angry, walk away, take deep breaths, and respond calmly to the child with a consequence – assigning an extra chore for their misbehavior."

5. After participants have completed the activity in pairs, take time to debrief. ASK:

- a. "How was it to use a relaxation technique when you felt angry?"
- b. "Is this something you think you could do at home?"

ACTIVITY 4:**USING THE IGNORE TECHNIQUE FOR MINOR MISBEHAVIOR**

🕒 30 minutes

1. SAY:

- a. "Have you ever ignored your child's behavior when he was doing something you didn't like? By ignore, we mean not acknowledging it.
- b. You might be surprised to learn that this is actually a non-violent discipline technique, and one of two we will teach you today. Of course, we know that children love their parent's attention, whether it is positive or negative. There are important rules to ignoring your child's behavior.
 - Ignore the negative behavior that is not harmful for the child or others and is typically a tantrum.
 - If your child starts crying because they want a sweet and you do not have money for a sweet, do not pay any attention to the crying.
 - Do not say anything to them, do not look at them, do not even smile.
 - You might even turn your back and start walking.
 - You do not need to hit or shout at them; ignoring them will send the message that their crying will not work and, eventually, they will stop.
 - Ignore the behavior all the way through! Ignoring might sound easy, but it can actually be very difficult. Children do not like being ignored, and sometimes when you start ignoring them, they will act up even more! They will try different things to see if they can get your attention. For example, they might start to cry or yell even louder.

- Make sure you keep ignoring those negative behaviors. You do not want to start ignoring and then give your attention when they start yelling louder. That will teach them to get your attention through the more negative behavior.
- The most important part of ignoring is to praise your child once the negative behavior stops. So, if they are yelling, as soon as they stop, tell them, 'I really like it when you are calm' or 'Thank you for calming down.' This will teach your child that negative behavior gets no attention, but positive behavior gets a lot of attention.
- Some behaviors cannot be ignored, such as when the child is hurting someone else or themselves. Such behavior can require other techniques like a time-out, losing a privilege, and so on."

2. Ask parents to brainstorm a list of behaviors they think they can ignore.

Example answers include:

- Yelling
- Screaming
- Crying when they are not hurt or tired

3. Have two parents volunteer for the next role play. One person will play the role of an 8-year-old "Child," and the other will play the role of the "Parent." Share the script of the role play and give them 5 minutes to prepare.



SAMPLE SCRIPT

Please adapt to your context or create your own

- **Child:** Mom, I really want a biscuit from the shop.
- **Parent:** I am sorry, you cannot have a biscuit now, but you can have a banana.
- **Child:** But, Mom, I really want a biscuit. You are so mean.
- **[Parent ignores the comment, begins to sweep or do other housework]**
- **Child:** [Louder] Mom! I really want a biscuit! [Begins yelling]
- **[Parent continues to ignore, keeping busy with something]**
- **[Child stops yelling]**
- **Parent:** [Walks over to the child] I see you are calm now. Would you like to help me make dinner?
- **Child:** Yes. [They go to make dinner together]

4. **ASK:**

- a. "What did the parent do well in ignoring?"
- b. "What was the message for the child?"

5. Repeat the role play a few times with different parents.

ACTIVITY 5:**USING TIMEOUT TO HELP CHILDREN CALM DOWN**

⌚ 30 minutes

1. Distribute Annex 16: Time Out

2. **ASK:**

- a. "What do you think is happening in this picture?"
- b. Have you ever asked your child to sit in a special place to calm down or put her/him in a separate room after their has been a dispute with their sibling?
- c. This is also a positive discipline technique that we call "Time-Out."
- d. Time-out cannot be used in combination with harsh discipline and requires the parent to be calm while giving time out."

3. Explain the following:

**HELPFUL TIPS!**

This activity should be fun. Be sure parents understand how both the ignoring and praising techniques work. This is not only an exercise; they need to practice at home. It is one of the most effective ways to help your children achieve behaviors that will help them socially and in life.

- "Time-out" is a positive discipline technique, an alternative to corporal punishment.
- It is related to the concept of ignoring. When a child exhibits negative behavior, parents should place them in a "time-out space" – a separate area with no contact or communication with adults or other children.
- Parents should keep the child in time-out until he/she has calmed down.
- Remember that young children love attention, and, in a time-out, parents remove all attention.
- Time-outs are best used when children behave aggressively.
- Time-out will only work if "time-in" is quality time. Parents and children need to enjoy quality time together if they are to develop loving and nurturing relationships.
- Time-outs work best when parents observe the following guidelines:
 - Time-out will not work for children younger than 3 years, because younger children need their parents to help them calm down. It is best to use distraction and redirection for children under 3 years of age.
 - Time-out works best for children between the ages of 3 and 10 years.
 - For children around 11 or 12 years old, it is best to ignore or use a consequence.
 - Be sure to explain clearly the reason for a time-out, e.g., "You hit your brother and that is not acceptable, so you have to go to time-out."
 - Make sure you have an appropriate area to use for time-out – a place that is quiet and away from other people engaging in fun activities.
 - Everyone in the home needs to understand and respect the rules of time-out. No one should talk to or interact with the child until time-out is over and the child has calmed down.

- Establish (if possible) the duration of a time-out. It usually takes 3 minutes for a child to calm down. A child is ready to come out of time-out when he or she:
 - No longer yells and screams
 - Sits quietly
 - Breathes slowly and peacefully
- It is critical that parents re-engage the child soon after he or she has calmed down. Parents should give positive attention to any positive behavior they observe after time-out ends.
- Time-out works best for aggressive behavior. Parents have learned other strategies for other misbehaviors.
- Remember to first explain time-out to your child and then practice it. Tell children, "From now on, when you hit or hurt another person, you will need to take a time-out to calm down."
- Once you tell the child that he or she is going to time-out, they must go, no matter what they do or say. They may say, "I promise to be good now," or "But I love you!" You should ignore such statements and lead the child to the time-out place peacefully (or with minimum force, such as calmly taking the child by the arm).
- After time-out, praise the child for any good or appropriate behavior.

4. Explain to participants that we will now do a demonstration of a time-out.

5. Explain that one facilitator will play the "Parent," the second facilitator will be "Child 1" and a parent volunteer will play "Child 2."



SAMPLE SCRIPT

Please adapt to your context or create your own

- **Child 2:** [Crying] He took my ball and then he hit me!
- **Parent:** You hit your sister; you need to go to time-out.
- **Child 1:** [Walking towards the time-out corner] This is not fair!
[Sits in the time-out corner, then screams] This is not fair! It was my ball!
- **Parent:** [Ignores the child's complaining and asks Child 2]
Are you okay?
[Waits for 3 to 5 minutes and goes to get Child 1].
Thank you for completing your time-out. You can go back and play with your sister.
- **Child 1:** [Begins to play cooperatively with a ball]
- **Parent:** You two are playing so well together as friends. Thanks for sharing your toy!

6. **ASK:**

- a. "What would you do if two siblings were hitting each other?"

7. Have parents share their ideas with the whole group.

8. Suggest that, if both children are hitting and fighting, the parent or caregiver can send both of them to time-out, but in different places. Maybe one child can sit under the tree and the other sitting next to the hut, house, or tent.

ACTIVITY 6:**MAKING DECISIONS ABOUT DISCIPLINE TOGETHER**

🕒 10 minutes

1. SAY:

- a. "Today we have learned several positive discipline techniques. Positive discipline is very important to the healthy development of our children. It is also important that decisions are made together between partners about discipline. When this isn't done, then one parent may effectively counteract the effects of the other parent's positive discipline techniques."
- b. "Break into pairs and take 5 minutes to discuss together how you can approach your wives/girlfriends about this topic and how you can make decisions together about what discipline techniques to use."

2. Allow pairs to present some examples of their discussions and then give the following example of how this can be approached with men's wives/girlfriends. Make sure to emphasize that the discussion should not be about what discipline techniques men want to enact, but should be seen as an opportunity to discuss and decide together as husband and wife on some parental strategies for the healthy development of their children. **SAY:**

- a. "Find some quiet time with your spouse after the kids have gone to dinner and tell her what you learned today/last week. Ask her if she likes any of the ideas and if she thinks as parents you can apply any of the discipline techniques together."

ACTIVITY 7:**HOME ASSIGNMENT**

🕒 5 minutes

- 1. SAY:** "Before the next session, parents should sit with their children at home and explain the concept of time-out. Parents should practice time-out with their children so that they understand the concept and the goal of the strategy, which is to help them calm down. Parents should take personal time when they find themselves becoming angry. They should remember that the most effective way to respond when a child behaves aggressively is to stay calm because children learn from watching their parents."
- 2.** Check to see if the participants have questions before moving to the closing and evaluation.

ACTIVITY 8:

CLOSING AND EVALUATION

🕒 10 minutes

1. Tell participants that you have now come to the end of your time together. Ask participants if they have any questions.
2. Thank each group and summarize the discussion using the key points below.
3. Remind them of the next meeting day and time and explain that we will now do a quick evaluation of the session.
4. **ASK:**
 - a. "What did you like best about the session?"
 - b. "What questions would you have liked to ask but did not have the opportunity to ask?"
 - c. "How was this session helpful?"
 - d. "Do you have any other comments or suggestions for improving this session?"
5. Note down the men's responses. You will need to record them in the post-session monitoring sheet.



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.

- Discipline is essential to teach children appropriate behavior.
- There are many different ways to discipline children, but when we use positive discipline with children instead of harsh discipline, we are promoting their healthy development and well-being.
- Children observe and model their parents' behavior, so the use of positive discipline with our children will impact how they interact with other children not only during their childhood but also as adults.
- It is important that decisions about discipline be made together as a couple.

SKILLS FOR BUILDING A SAFE, HAPPY, AND HEALTHY FAMILY

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SESSION 17:

MY FAMILY'S PSYCHOSOCIAL NEEDS

Duration:

Approximately 2-3 hours

OBJECTIVES:

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

- ☑ Articulate the psychosocial impact of a crisis on all members of the family.
- ☑ List psychological symptoms of family members affected by a crisis.

SESSION OVERVIEW:

Session Activity	Time
❶ Welcome and Review of the Home Assignment	⌚ 30 m
❷ Understanding the Psychosocial Impact of a Crisis on Husband and Wife	⌚ 30 m
❸ Understanding the Psychosocial Impact of a Crisis on Children	⌚ 60 m
❹ Relaxation Exercise	⌚ 15 m
❺ Education and Learning to Support Children's Psychosocial Needs	⌚ 15 m
❻ Home Assignment	⌚ 5 m
❼ Closing and Evaluation	⌚ 10 m

MATERIALS REQUIRED:

- 📎 Annex 17: Impact and Symptoms Answer Key
- 📎 Annex 18: Impact and Symptoms
- 📎 Annex 19: Ignoring Symptoms of Stress: A Vicious Cycle
- 📎 Flip chart
- 📎 Markers
- 📎 Paper/pens
- 📎 Tape

PREPARATION REQUIRED:

- 📎 Make copies of the annexes for each participant before the session and make sure to give handouts out at the end of the session.
- 📎 Arrange for a space that is conducive to learning and free of interruptions. For the relaxation exercise, it would be good if there is space for everyone to lie down.

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 session "Understanding the Psychosocial Impact of a Crisis on Husband and Wife" may be cut (reduction of 30 minutes).

ACTIVITY 1:

WELCOME AND REVIEW OF THE HOME ASSIGNMENT

🕒 30 minutes

1. Welcome participants to the seventeenth meeting. Make sure you show a lot of enthusiasm for being there.
2. Review the key messages from Session 16.
3. **ASK:**
 - a. "Did you practice time-out? How did it go?" Ask for volunteers to share their experiences.
4. Praise participants for any attempts they made to practice time-out and explain that it is not easy but will get better with time; like everything, we have to practice it!

ACTIVITY 2:

UNDERSTANDING THE PSYCHOSOCIAL IMPACT OF A CRISIS ON HUSBAND AND WIFE²³

🕒 30 minutes

1. Explain that during a crisis or during times of stress, men, women and children may feel uncomfortable, compromised, at risk, and so many other feelings. Explain that this is normal and understandable because it is a very difficult time.
2. Explain that when there is a crisis our "well-being" is affected.
3. Ask for a couple of volunteers to define the concept of "well-being."
4. Explain that well-being is complex but can generally be divided in the following ways. Draw an image on a flip chart that represents each of these main ways.
 - **Body aspects:** how we breathe, whether we drink enough water, the quality of the foods we eat, and the overall function of the body
 - **Material aspects:** whether we have working roads, vehicles, access to tools or equipment we need to live and work; for example, whether we can access our land because the road is flooded or whether we can buy tools we need for farming
 - **Social aspects:** whether we can participate in church groups, dance groups, or any other kind of social group; whether we can feel connected to other people
 - **Spiritual aspects:** such as belief in religion.
 - **Cultural aspects:** such as the things we think, believe, or do
 - **Emotional aspects:** whether we are able to feel happy and connected to others
 - **Mental aspects:** how we learn, how we acquire information, and how we can use the information and learning we have, etc.

²³ Adapted from ActAlliance. (n.d.). *Community-Based Psycho-Social Support Training Manual*, p 42. Retrieved from <https://bit.ly/2PfVeBe>

5. Explain that well-being is all the different factors that come together in our lives that allow us to feel good, normal, whole.
6. **ASK:**
 - a. "Which aspects of well-being have you seen compromised during a crisis in your community?"
 - b. "When well-being is compromised, how do you think that can affect your relationship with your spouse?"
7. Give participants a moment to respond to the above questions and then **SAY:**
 - a. "There are many ways that a couple may feel strained during a crisis. For example, they may not have enough food to eat, a place to sleep, access to schools and services for children."
 - b. "A couple may perform new work during a crisis, and one partner may not be able to do the same work s/he did before."
 - c. "A couple may not have space or quiet time to themselves, and they may also see their children acting differently."
 - d. "All of these things can cause strain on a couple."
 - e. "Now that you know the different area of men and women's well-being and we have discussed areas where well-being may suffer during a crisis, can you identify a couple of elements of well-being that are particularly important for you?"
8. Ask participants to reflect silently for a few minutes.
9. **SAY:** "It is important that we identify our needs as people, and that we support those we love. One of the best things we can do for ourselves and our partners is to identify the strains or challenges we are facing, ask our partner about their needs, and find a way to support them. For example, you can say to your wife/girlfriend, 'I know today was a difficult day. How are you feeling? Is there anything I can do to support you?'"
10. Ask participants to discuss with their wives and girlfriends how they may be able to support them during a crisis.

ACTIVITY 3:

UNDERSTANDING THE PSYCHOSOCIAL IMPACT OF A CRISIS ON CHILDREN

🕒 60 minutes

1. Explain the impact of a crisis on children. **SAY:**
 - a. "Crisis affects children in all the same ways as it affects adults, but also in different ways."
 - b. "Children are dependent on the care, empathy, and attention of adults who love them. Their attachments are frequently disrupted in times of war/stress, due to the loss of parents, extreme preoccupation of parents in protecting and finding subsistence for the family, and emotional unavailability of depressed or distracted parents."
 - c. "Children feel, as we saw before, what their parents' feel, including their stress and their emotions."
 - d. "Children are often exposed to very traumatic events during war/crisis."

- e. "Loss of loved ones and disruptions in their lives and routines can lead to depression and anxiety for children."
- f. "Research has shown that the earlier we start helping children to cope with the stresses of war, the more likely we are to prevent serious psychosocial problems later in life."²⁴
- g. "Remind the parents of the information in the session on brain development and how toxic stress can affect the brain and neuron connections."

2. SAY:

- a. "During this session, we are going to brainstorm about the psychosocial impacts of war/crisis on children."

3. Distribute the ANNEX 18: Impacts and Symptoms to all the parents.

4. Divide the parents into 4 groups.

5. Ask them to brainstorm for 15 minutes to answer the following questions for the 6- to 12-year-old age-group. If working with a high-literacy group, you should write the questions on a flip chart:

- "What is the impact of war/crisis on children?"
- "What are the psychological symptoms that can be observed?" (Refer to the heart and mind.)

6. Have each group present key discussion points to the rest of the team.

7. ASK:

- a. "How have your children been affected by this crisis?"
- b. "How are boy children and girl children affected differently?"



HELPFUL TIPS!

Parents will hear that they are not the only parents whose children have been affected. They will understand their children's reactions and begin to make the links between how adults and children's reactions are connected, and they can start internalizing the different ways they can help their children.

8. SAY:

- a. "These are common reactions. They are normal in the sense that most children will experience some of them at some point, although most children will recover. Every child responds differently, according to their age, gender, background, or temperament, and there are no right or wrong reactions. It can sometimes be helpful for you to discuss positive changes in your children's behavior, as well."
- b. "These are understandable reactions. Adults are very good at noticing changes in behavior, but it is much harder for them to know about children's internal distress. In this case, it is helpful for you to make the links between adults' and children's distress."

²⁴ Session inspired by Children and War Foundation (2010). *Teaching Recovery Techniques*, Bergen, Norway. As found in International Rescue Committee (2016). *Parenting Skills Intervention: Curriculum for Caregivers of Children*, pp 127-128. Accessible from <http://shls.rescue.org/shls-toolkit/parenting-skills/>.

9. **ASK:**

- "Have you seen adults with distressing memories? And do you think your children have some as well?"
- "Did your children tell you about distressing memories?"
- "Did you notice any behavior that would suggest that they have distressing memories?"

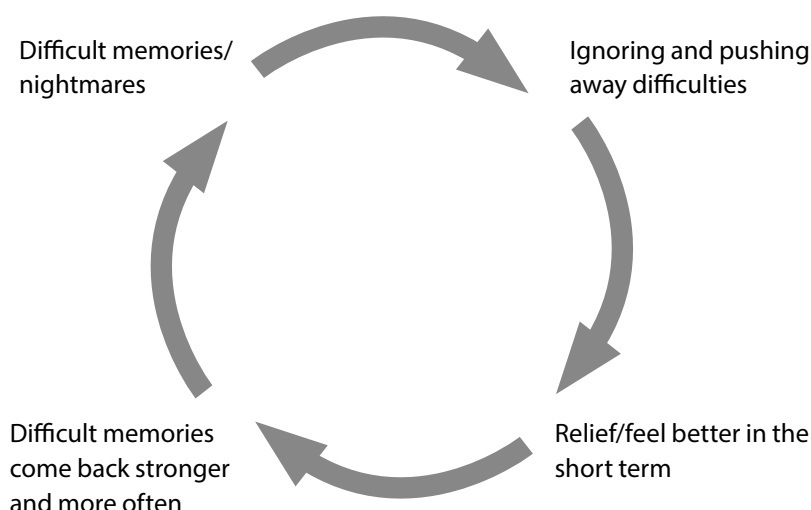
10. **SAY:**

- "Children commonly have distressing and intrusive memories after exposure to war-time stress."
- "These may be in the form of nightmares, intrusive pictures or thoughts during waking hours."
- "As with adults, the natural reaction of children is to try to push these thoughts away, or to avoid reminders of the event that can trigger them."

11. **ASK:**

- "Can you give me examples of ways you or your children push away or avoid difficult memories?"
- Do you have ways to avoid repetitive thoughts about a specific event?

12. Distribute Annex 19: Ignoring Stress Symptoms: A Vicious Cycle

13. **SAY:****HELPFUL TIPS!**

Show the visual aid "Ignoring Stress Symptoms: A Vicious Cycle" or draw the cycle.

- "Look at the 'Vicious Cycle' diagram. It explains how pushing away or avoiding difficult memories may provide temporary relief, but in the long term, it prevents recovery."
- "Let me explain the parts of the diagram:
 - **Difficult memories/nightmares:** These are some thoughts, difficult memories and nightmares of traumatic events that keep coming into your mind.
 - **Ignoring and pushing away difficulties:** The immediate reaction is to push away or ignore these difficult memories.
 - **Relief/feel better in the short term:** This means feeling better for a short period of time.
 - **Difficult memories come back stronger and more often:** Bad memories or nightmares coming back more frequently and with a greater intensity, thus continuing the vicious cycle."

14. Ask the participants to look at the handout of Annex 19: Ignoring Symptoms of Stress. **SAY:**
 - a. "Look at the first image in this handout. Can you see the effect of ignoring the symptoms of stress?"
 - b. "To break the cycle, talking about a traumatic event and finding comfort is the key!"
 - c. "We will discuss in detail in the next session, ways to address symptoms of stress for children."
15. Explain the second image in the handout, **SAY:**
 - a. "The first picture in the second image shows that you should not let your children watch violent images of the conflict on TV or listen to adult discussions about the conflict."
 - b. "The second picture in the second image shows that you should answer children's questions about the current situation using appropriate and reassuring language."

ACTIVITY 4:

RELAXATION EXERCISE

🕒 15 minutes

1. **SAY:**
 - a. "We are now going to do a relaxation exercise."
 - b. "Remove your shoes, loosen your clothing, and find a comfortable position."
 - c. "Take a few minutes to relax, breathing in and out in slow, deep breaths."
 - d. "When you are relaxed and ready to start, shift your attention to your right foot. Take a moment to focus on the way it feels."
 - e. "Slowly tense the muscles in your right foot, squeezing as tightly as you can. Hold for a count of 10."
 - f. "Relax your right foot. Focus on the tension flowing away and the way your foot feels as it becomes limp and loose."
 - g. "Stay in this relaxed state for a moment, breathing deeply and slowly."
 - h. "When you are ready, shift your attention to your left foot. Take a moment to focus on the way it feels. Tense the muscles in your left foot, squeezing as tightly as you can. Hold for a count of 10."
 - i. "Relax your left foot. Focus on the tension flowing away and the way your foot feels as it becomes limp and loose."
 - j. "Stay in this relaxed state for a moment, breathing deeply and slowly."
 - k. "When you are ready, shift your attention to your right leg. Take a moment to focus on the way it feels."
 - l. "Slowly tense the muscles in your right leg, squeezing as tightly as you can. Hold for a count of 10."
 - m. "Relax your right leg. Focus on the tension flowing away and the way your foot feels as it becomes limp and loose."
 - n. "Stay in this relaxed state for a moment, breathing deeply and slowly."
 - o. "When you are ready, shift your attention to your left leg. Take a moment to focus on the way it feels."
 - p. "Slowly tense the muscles in your left leg, squeezing as tightly as you can. Hold for a count of 10."
 - q. "Relax your right shoulder. Focus on the tension flowing away and the way your right shoulder feels as it becomes limp and loose."

- r. "Stay in this relaxed state for a moment, breathing deeply and slowly."
- s. "When you are ready, shift your attention to your left shoulder. Take a moment to focus on the way it feels."
- t. "Slowly tense the muscles in your left shoulder, squeezing as tightly as you can. Hold for a count of 10."
- u. "Relax your left shoulder. Focus on the tension flowing away and the way your shoulder feels as it becomes limp and loose."
- v. "Stay in this relaxed state for a moment, breathing deeply and slowly."
- w. "When you are ready, shift your attention to your back. Take a moment to focus on the way it feels."
- x. "Slowly tense the muscles in your back, squeezing as tightly as you can. Hold for a count of 10."
- y. "Relax your back. Focus on the tension flowing away and the way your back feels as it becomes limp and loose."
- z. "Stay in this relaxed state for a moment, breathing deeply and slowly."
- aa. "When you are ready, shift your attention to your neck. Take a moment to focus on the way it feels."
- bb. "Slowly tense the muscles in your neck, squeezing as tightly as you can. Hold for a count of 10."
- cc. "Relax your neck. Focus on the tension flowing away and the way your neck feels as it becomes limp and loose."
- dd. "Stay in this relaxed state for a moment, breathing deeply and slowly."
- ee. "When you are ready, you can sit up."

ACTIVITY 5:**EDUCATION AND LEARNING TO SUPPORT CHILDREN'S PSYCHOSOCIAL NEEDS**

 15 minutes

1. ASK:

- b. "Do you remember when we talked about education and brain development?"
- c. "Do you remember what we talked about?"

2. After parents have responded, share the following answers, if needed:

- It is important that children continue to have opportunities for learning in order to help their brains develop in a healthy way, in order to make good decisions, take appropriate risks and plan for their future.
- Children need an education to have opportunities for higher learning and employment in the future.

3. ASK:

- a. "Are your children attending school?"
- b. "Are both your boys and girls attending school?"
- c. "Why is it important for both boys and girls to have education opportunities?"

4. Praise parents for helping their children prepare for a successful life.
5. Explain the following principles of how children learn. **SAY:**
 - a. "There are 5 principles parents can follow to keep their children's brains developing in healthy ways in order for them to succeed in school and life."
 - b. "First, make time to talk about school and learning.
For example, say, 'David, tell me about what you learned in school today!' or, 'David, we are going to the market. Can you keep track of how much all of our items cost today?'"
 - c. "Second, make time to talk about children's goals and dreams.
For example, say, 'Fatima, how are your studies going? Are you still thinking about being a teacher?'"
 - d. "Third, take school attendance seriously. Children need to attend school in order to learn and have future opportunities."
 - e. "Fourth, get involved. Visit your child's school, ask them about what they are learning, talk to their teacher, and so on."
 - f. "Fifth, offer to help children with studying and playing learning games."
6. Explain that we are now going to play a game to help kids learn called "Our Cat."
7. Have parents sit in a large semi-circle.
8. Draw a simple picture of a cat on the flipchart and tell the parents/caregivers that this is our cat. Tell them that we will find words to describe the cat.
9. Give the group instructions for the "Our Cat" activity:



HELPFUL TIPS!

If cats are not relevant in your context or are seen as negative animals in your community, change the animal (and the name of the game).

11. Each parent has to think of a word to describe the cat and the word must begin with the first letter of the parent's name.
12. Pick a parent to start the game. He or she will say "Our cat is..." and complete the sentence with a word to describe the cat.
13. For example, if a parent's name is **N**ina, she will say "Our cat is...**n**eat!"
14. The parent to the right will add a word describing the cat, by saying "Our cat is neat and [word to describe cat]."
15. For example, **A**li will say, "Our cat is neat and **a**ngry!"
16. This will continue with each parent remembering and repeating all the words used to describe the cat and adding their own word at the end. The parent who started has to end the game by remembering all the words.
17. At the end, ask a few others in the group if they can also remember all the words.

ACTIVITY 6:**HOME ASSIGNMENT**

🕒 5 minutes

1. **SAY:** "For our next session, please prepare by observing your children and identifying signs of stress. Show them that you love them. And practice your relaxation exercises."
2. Check to see if the participants have questions before moving to the closing and evaluation.

ACTIVITY 7:**CLOSING AND EVALUATION**

🕒 10 minutes

1. Tell participants that you have now come to the end of your time together. Ask participants if they have any questions.
2. Thank each group and summarize the discussion using the key points below.
3. Remind them of the next meeting day and time and explain that we will now do a quick evaluation of the session.
4. **ASK:**
 - a. "What did you like best about the session?"
 - b. "What questions would you have liked to ask but did not have the opportunity to ask?"
 - c. "How was this session helpful?"
 - d. "Do you have any other comments or suggestions for improving this session?"
5. Note down the men's responses. You will need to record them in the post-session monitoring sheet.

**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.

- Similar to adults, children are also impacted by crises. However, children may express their negative feelings differently than adults.
- As a parent, we can facilitate support for our children by facilitating their needs such as time for relaxation, ability to go to school and have friendships.
- The support we provide to our children during crisis will help to build their resilience despite the difficult circumstances.

SESSION 18:

PROVIDING PSYCHOSOCIAL SUPPORT WITHIN THE FAMILY

Duration:

Approximately 2 to 3 hours

OBJECTIVES:

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

- ✓ List and use techniques to provide support to their children affected by a crisis, such as talking with them, listening to them, and engaging them in activities.
- ✓ Identify severe psychosocial needs and make appropriate referrals if necessary.

SESSION OVERVIEW:

Session Activity	Time
❶ Welcome and Review of the Home Assignment	⌚ 30 m
❷ Talking and Listening	⌚ 45 m
❸ Children's Activities	⌚ 15 m
❹ Relaxation and Mindfulness Exercises	⌚ 10 m
❺ Referral	⌚ 20 m
❻ Home Assignment	⌚ 5 m
❼ Closing and Evaluation	⌚ 10 m

MATERIALS REQUIRED:

- 📎 Annex 20: Mandala
- 📎 Flip chart
- 📎 Markers
- 📎 Paper/pens
- 📎 Tape

PREPARATION REQUIRED:

- 📋 Gather information about the referral pathway and adapt this session's Activity 5 accordingly.
- 📋 Make copies of the annex for each participant before the session and make sure to give handouts out at the end of the session.
- 📋 Arrange for a space that is conducive to learning and free of interruptions. For the relaxation exercise, it would be good if there is space for everyone to lie down.

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 relaxation and mindfulness exercise may be cut (10-minute reduction).

ACTIVITY 1:**WELCOME AND REVIEW OF THE HOME ASSIGNMENT**

⌚ 30 minutes

1. Welcome participants to the eighteenth meeting. Make sure you show a lot of enthusiasm for being there.
2. Review the key messages from Session 17.
3. **ASK:**
 - a. "Was anyone able to identify stress in their children? How did it go?" Ask for volunteers to share their experiences.
 - b. "Was anyone able to practice relaxation exercises? How did it go?" Ask for volunteers to share their experiences.
4. Praise participants for any attempts they made to practice the exercises and any time spent with their children.
5. **SAY:**
 - a. "In this session, we will learn, as parents and caregivers, how to address the psychosocial needs of our children."
 - b. "As we saw during the last session, children can overcome the negative effects of stress with the help of relaxation strategies. They do not necessarily need to be referred to a psychologist."
 - c. "As parents, there is a lot you can do!"
6. Have one parent summarize the last session and give symptoms of psychological distress.
7. **ASK:**
 - a. "Since the last session, did you notice changes in your children's behavior or symptoms of psychosocial distress that you haven't noticed before?"
 - b. "How did you help your children with their difficulties?"
 - c. "Which technique worked?"
 - d. "What are the most difficult problems to deal with?"
 - e. "What are the obstacles to helping children?"

ACTIVITY 2:

TALKING AND LISTENING²⁵

🕒 45 minutes

1. Explain the following to participants. **SAY:**

- a. "During and after war/crisis, children can feel vulnerable, frightened, and insecure. Families are commonly split up and normal daily life seems impossible."
- b. "Children can become confused as well as scared at what is happening around them. They often become afraid of their own reactions, fearing that they are going crazy or losing control. They may worry about the future and about their own safety as well as the safety of those closest to them."
- c. "Although children, like adults, need to have time to switch off from thinking about war, they will not be able to forget what has happened to them."
- d. "Talking about what has happened in the past, and about their worries for the future with someone they trust, will help children to make sense of what is happening around them and their memories will become less distressing."
- e. "If they are to feel safe and secure, children need to make sense of what is happening around them, at a level appropriate to their development and age."
- f. "They need time to talk about what has happened to them, and to express their feelings associated with bad memories. This requires you to be ready to listen to your children."
- g. "Sensitive listening means finding the right time to talk and leaving enough time for children to talk and fully express difficult things."
- h. "It means showing that you are attending to what the child is saying, and that you are interested, by making encouraging comments and questions, and showing interest through your body language and tone of voice."
- i. "It means accepting all of the child's feelings as natural and normal in this crisis situation, even if these are difficult for you to hear."
- j. "Sometimes parents are not ready to hear what their children have to say, but they need to listen; parents should avoid saying things like 'Don't cry now' or 'We do not need to talk about that.'"
- k. "If the children are willing to talk, it's important to give them the opportunity to do so. If you are busy at that particular moment, fix a time when you will be available to listen and answer questions."

2. **ASK:**

- a. "Have you already tried to talk to your children about the war and what is happening?"
- b. "What was your children's reaction?"
- c. "Did some of you experience the opposite, where the child refused to talk?"

3. **SAY:**

- a. "Sometimes children are unable to or refuse to talk. They cannot be forced to talk! But you can show them and tell them that you are ready to listen and help whenever they do want to talk."
- b. "Children may respond to physical comfort or hugs. Writing in a diary can also help them express their feelings."

²⁵ Session inspired by Children and War Foundation (2010). *Teaching Recovery Techniques*, Bergen, Norway. As found in International Rescue Committee (2016). *Parenting Skills Intervention: Curriculum for Caregivers of Children*, p 139. Accessible from <http://shls.rescue.org/shls-toolkit/parenting-skills/>.

4. Brainstorm with the group on the following questions. Write their answers on the flipchart and include the example answers. **ASK:**

- a. "Why is it important to talk with children?"

Example Answers:

- Gets things out in the open
- Gives parents a better understanding of their children
- Relieves tension between parents and children
- Makes the child feel better
- Makes it easier for children to forget
- Gives children the ability to start to distance themselves from painful memories
- Puts children's fear in perspective
- Means children do not bottle everything up
- Gives parents the ability to help children
- Gives children a different perspective on things
- Allows children to know their feelings are normal and confirms that they are not going crazy

- b. "Why is it hard to talk with children?"

Example Answers:

- It is too painful.
- Children do not have the words.
- They feel guilt and confusion.
- They are afraid of not being heard.
- They are afraid of losing control.
- They do not feel the need to talk.
- They talk to others, like their friends.

- c. "Why is it that parents sometimes do not want to listen?"

Example Answers:

- It is too painful to hear their child's distress.
- They fear the child will get more upset.
- They fear they will get upset themselves.
- They do not know what to say to the child.
- It reminds them of their own traumatic experiences.
- It is too exhausting.
- They do not have the time.
- They believe it can be harmful for them to talk in that way.

- d. "When the child is silent, what should we do?"

Example Answers:

- Respect their silence.
- Be patient and look for appropriate occasions.
- Set aside a special time each day to talk, and the child will use it when they are ready.
- Do not push for more than they want to tell.
- Find ways other than talking to communicate, such as writing and doing things together.



SAMPLE SCRIPT

Please adapt to your context or create your own

- **Parent:** I noticed recently that you are getting upset very easily and that you are fighting a lot with your brother. Is there something that bothers you that you would like to talk to me about?
- **Child:** [Silent for a few moments and then cries]
- **Parent:** [Gives the child a hug] You can always talk to me, today or whenever you want.
- **Child:** I am fed up of this situation, I do not like it here! I want to go back to my previous life.
- **Parent:** I understand your frustration. I am frustrated too. But we are here because it is safer. We have to make the most of it while we are here. You can always talk to me when you feel sad.

5. Divide parents into three groups.
6. Have each group prepare a role play about talking to their child about a difficult experience. Two parents in the group should play the "Parent" and "Child" respectively, and the third person should observe and note what fostered better communication between the two and what hindered it. Remind parents about the 4 steps of empathy:
 - **Step 1:** Identify the feeling.
 - **Step 2:** Determine the reason.
 - **Step 3:** Validate the feeling (honor the feeling).
 - **Step 4:** Help your child with the feeling. Take an action and find a solution if appropriate.

ACTIVITY 3:

CHILDREN'S ACTIVITIES²⁶

🕒 15 minutes

1. Explain the following points to the participants:
 - After and during very stressful crisis events, normal life can seem chaotic. To develop children's sense of security, safety, and stability, it is important to re-establish, as much as possible, a normal daily routine. This includes allowing children to attend clubs or other activities and ensuring that they get enough sleep. At home, it might mean regular family mealtimes and bedtimes.
 - Children also need time to meet friends and to do enjoyable activities, even in times of war. This is part of normal development. In times of war, it can also help to distract and relax them. Keeping them inside the tents/house will not solve the problems. They will become frustrated and will lack respect for their parents.
 - Parents can inform their children of the risks and ways to protect themselves and trust their children to make the right choices.
2. **SAY:**
 - a. "Sometimes parents think that they are protecting their children by keeping them inside the tent. But children need to interact with other young people of the same age."
 - b. "Allowing your children to attend organized and structured activities will help them recover."
 - c. "If children are afraid to go outside, they can take the first step by accompanying you when you go to town or to the market."

²⁶ Ibid.

3. Brainstorm with the group on the following questions. Write their answers on the flipchart. **ASK:**

- a. "What sorts of things would you like to see your children doing?"

Example Answers

- Reading
- Drawing
- Listening to music
- Playing sports
- Getting involved in clubs

- b. "How can parents encourage this?"

- Example answers
- Introducing children to the activities parents like to do
- Suggesting to children that they get involved in after-school activities, and asking what is available
- Watching sporting matches together

- c. "Can parents get together to set up activity groups for children or to explore safe, available opportunities?"

4. Suggest the following additional activities:

- Parents can encourage children to write in a diary, including all their negative and positive thoughts.
- Parents can try art therapy, such as coloring mandalas, to help children focus their attention. See samples of mandalas (Annex 20: Mandala).

ACTIVITY 4:

RELAXATION AND MINDFULNESS EXERCISES²⁷

🕒 10 minutes

1. **SAY:**

- a. "Encourage your children to practice the relaxation techniques that you have been taught during this training. This will help them to manage their emotions and feelings. Can you name those techniques?"

Example Answers:

- Deep breathing
- Counting backwards from 20 to zero
- Centering yourself
- Doing muscle relaxation (Read the text for your family.)
- Using your "Coping and Healing Toolkit" (Create a toolkit with your children.)
- Safe space

2. Explain to the group that you are now going to practice another mindfulness exercise.

²⁷ The Guided Meditation Site. (n.d.). Mindfulness Exercises. Retrieved from www.the-guidedmeditation-site.com/mindfulness-exercises.html

3. SAY:

- a. "This is an easy mindfulness exercise, and one that you can do anytime throughout the day. Take a moment right now to try this. Check your watch and note the time. For the next 60 seconds your task is to focus all your attention on your breathing. It's just for one minute, but it can seem like an eternity. Leave your eyes open and breathe normally. Be ready to catch your mind from wandering off – because it will – and return your attention to your breath whenever it does so."
- b. "Keep in mind that this mindfulness exercise is not a contest or a personal challenge. You can't fail at this exercise; you can only experience it."

4. After 60 seconds, bring everyone back to the whole group and ask them how it felt. Tell them to use this exercise many times throughout the day to restore their minds to the present moment and to restore it to clarity and peace. You can practice the exercise a few more times with participants if they would like to do so.

ACTIVITY 5:

REFERRAL

🕒 20 minutes

1. Explain the following to participants:

- When parents feel that, despite all their efforts, their children are still showing signs of psychosocial distress, they should contact the local child protection service provider for psychosocial cases.
- If children are showing any of the following signs, parents should refer the case immediately to the appropriate services:
 - Violence towards others
 - Loss of speech
 - Fainting
 - Nightmares interfering with their sleep

2. Draw the referral pathway for your context on the flipchart and explain it to the parents.

ACTIVITY 6:

HOME ASSIGNMENT

🕒 5 minutes

1. **SAY:** "This next week, try to implement some of the techniques taught during this session, such as talking to your children and identifying relevant activities. You can also try to implement some of the tips from the handout. Find some time to talk to your child."
2. Check to see if the participants have questions before moving to the closing and evaluation.

ACTIVITY 7:**CLOSING AND EVALUATION**

⌚ 10 minutes

1. Tell participants that you have now come to the end of your time together. Ask participants if they have any questions.
2. Thank each group and summarize the discussion using the key points below.
3. Remind them of the next meeting day and time and explain that we will now do a quick evaluation of the session.
4. **ASK:**
 - a. "What did you like best about the session?"
 - b. "What questions would you have liked to ask but did not have the opportunity to ask?"
 - c. "How was this session helpful?"
 - d. "Do you have any other comments or suggestions for improving this session?"
5. Note down the men's responses. You will need to record them in the post-session monitoring sheet.

**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.

- Parents have an important role to play in their child's well-being. It may be difficult for some parents to know how best to support their child during a crisis.
- Talking and listening is a very important role of a parent during a crisis.
- There are different activities parents can do to support their child's well-being.

SESSION 19:

SUPPORTING WOMEN WHO EXPERIENCE VIOLENCE

Duration:

Approximately 2 to 3 hours

OBJECTIVES:

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

- ☒ Reflect on key myths that impact women's ability to access services.
- ☒ Actively support women accessing services.

SESSION OVERVIEW:

Session Activity	Time
❶ Welcome and Review of the Home Assignment	⌚ 30 m
❷ Myth or Fact: Women's Experiences of Violence	⌚ 60 m
❸ Supporting a Woman Survivor	⌚ 60 m
❹ Home Assignment	⌚ 5 m
❺ Closing and Evaluation	⌚ 10 m

MATERIALS REQUIRED:

- 📋 Flip chart
- 🖍 Markers
- 📄 Paper/pens
- 📎 Tape
- 📎 Annex 21: Supporting a Survivor

PREPARATION REQUIRED:

- 📋 Review the referral pathway for women and children's access to services.
- 📋 Prepare names and contact numbers of service providers to distribute to men on an as-needed basis.

POSSIBLE SESSION MODIFICATIONS:

- ➔ Given the importance of this session, it is recommended to complete the full session without modifications.

**HELPFUL TIPS!**

Before beginning this session, it is essential that the facilitator reviews the referral pathways and knows who is available and what services are available to support women who have experienced violence. Also, it is essential to make sure participants understand confidentiality. Give time to discuss what we mean by confidentiality. It is one of the guiding principles that cannot be compromised. If women want help, men can be supportive of women who have been raped. Men can give both emotional and practical support to women as requested, from just being there and listening to her, to helping her to seek different kinds of professional help if available. Please note that this is not a counseling session and does **not** suggest that participants are in a position to provide counseling to survivors following this session. Make sure to explore how the “Man Box” makes it hard for men to know how to be supportive and to listen – especially to women. Highlight that learning how to take the experiences and words of women seriously is the foundation for helping to prevent men’s violence against women and girls.

ACTIVITY 1:**WELCOME AND REVIEW OF THE HOME ASSIGNMENT**

🕒 30 minutes

1. Welcome participants to the nineteenth meeting. Make sure you show a lot of enthusiasm for being there.
2. Review the key messages from Session 18.
3. **ASK:**
 - a. “Was anyone able to complete the homework last week? This included practicing talking to your children and identifying relevant activities they could do. How did it go?” Ask for volunteers to share their reflections.

ACTIVITY 2:**MYTH OR FACT: WOMEN’S EXPERIENCE OF VIOLENCE**

🕒 30 minutes

1. Explain to participants that we are now going to do an activity that will help us uncover myths and realities related to accessing services for women and child survivors of violence.
2. Invite participants to stand up and come to the front of the room and form a circle.
3. Explain to participants that you will read several statements. Each person should listen to the statement. If they think it is a myth they should take one step forward. If they believe the statement to be a fact, they should stand not move.
4. After reading each statement, take a minute to ask participants who stepped forward to explain why they think the statement is a myth. You should also ask participants who stood in place why they think the statement is a fact. After each statement, clarify if it is a myth or fact.



HELPFUL TIPS!

Again, in this section, remember to emphasize the importance of finding out what women's experiences are and the ways that they may want/need help. It is essential to highlight the importance of using "Power to" rather than "Power over" characteristics when trying to prevent violence against women. This means following the lead of the women who are experiencing the violence rather than taking over. It means challenging the ideas in the "Man Box" and practicing new, equal ways of interacting with women.

5. Read the following statement:

→ "If a woman is raped, she does not need to access medical services immediately."

MYTH: If possible, a woman who is raped should access medical services within 72 hours to receive life-saving medications which prevent sexually transmitted infections, HIV, and pregnancy. Men should never force women to access services, but they should provide all the support they need to do so.

→ "If a woman whose husband beats her doesn't ask for help, it's because she doesn't need it."

MYTH: There are many reasons a woman may choose not to access services after being beaten including stigma, fear for her family's reputation, belief that it was her fault, lack of means to pay for the services, or even physical inability to access them (for example, if she has to walk a long way and is hurt). It is important for women to have support to access services, but they should never be forced. Accessing services is always the woman's decision. It's important to understand the complexity in her decision-making process. If you want to help, be present and supportive of that woman in your life. Do not compel her to access services, simply present the advantages and disadvantages of accessing those services.

→ "With time, the woman who experienced violence from her husband will feel better, so it's not important to access services."

MYTH: It is true that women are inherently resilient, but we cannot assume that a woman does not need services because she will heal and feel better with time. As we've already seen, intimate partner violence can have long-term effects on a woman's physical and mental health, social connections, ability to work, parenting, etc."

→ "If it's only emotional abuse, a woman does not need to access services."

MYTH: We should not downplay the impact of emotional violence. How women experience violence is different for every woman. There may be, for example, mental health impacts, greater stress, less ability to concentrate, etc.

→ "Women experiencing violence by their partner should not access justice/legal services because it will harm their family's reputation."

MYTH: Access to justice is a fundamental right and the decision to take legal action is deeply personal and based upon each woman's unique circumstances. Remember that a system of impunity is one of the factors that allows violence to flourish.

6. Thank participants for the discussion and invite them to sit down.

ACTIVITY 3:**SUPPORTING A WOMAN SURVIVOR**

⌚ 60 minutes

1. Open a group discussion by asking what the participants think they, as husbands, relatives, friends or colleagues, can do to support a woman survivor of violence.
2. Read the story of Marie and Thomas below:

**MARIE AND THOMAS'S STORY**

Marie and Thomas have been married for two years. They have been trying to have a baby. Marie travels a lot to sell vegetables in the neighboring market and when she comes home late at night because of poor transport options, Thomas is often angry. He insults Marie and tells her she is a good-for-nothing wife. He takes the money she has earned. When Marie tries to discuss the situation with him, he becomes even more aggravated. He has begun to beat Marie on a regular basis. Her friends at the market often ask her why she has black eyes, and she tells them she is clumsy and often falls. Marie is tired of this situation and wants to separate from her husband. She makes a visit to her parents' house to ask to stay with them as she initiates the process. Her parents are shocked that she would even consider leaving her husband. They tell her that she needs to be a better wife. She comes from a good family and if she leaves her husband, she will set a bad example for her younger siblings, and everyone will talk about her as big-headed.

3. **ASK:**
 - a. "How do you think you could best support a woman like Marie who told you she is living with violence?"
4. If working with a group with higher literacy levels, generate a list of things that men can do to support survivors, the list should include:
 - Listen to her and believe her.
 - Allow her to express her emotions and talk as much or as little as she wishes.
 - Let her know that you do not judge or blame her.
 - Respect how she wants to handle it; do not force her to take actions she is not ready to take. Let her take control and make decisions about her healing and her life.
 - Respect confidentiality; do not disclose her problem to other people.
 - Make sure she has good information about services that could help her, and support her to access those services if and when she is ready.
 - Do not try to solve her problems or take matters into your own hands or threaten the men/man who has committed violence against her. This may end up resulting in more violence and danger for her, as women are often punished for men's violence towards each other.
5. If working with a group with higher literacy levels, provide each participant with a copy of "Annex 21: Supporting a Survivor." Review the worksheet together and allow time for any questions from participants; also, be sure to highlight referral focal points in the local community.

6. During this discussion, emphasize the following points:
 - It is essential that men listen to women about what they need so that men do not unintentionally create more danger for women.
 - This is not easy for men to do as men are taught to make decisions for women. However, listening to women and believing them about their experiences are the first two steps to being supportive.
7. Ask the men to break into groups and assign each group the role of a man from the story.
 - Group A: Thomas
 - Group B: Marie's father
 - Group C: Other men in the community
8. Provide each group with the guiding questions below and ask them to develop a role play/scenario that demonstrates:
 - a. What could these men have done differently to support Marie? How could they have been supportive to her?
 - b. How could these men help to prevent another incident like this from happening to other women?
9. After 20 minutes, ask each group to perform their role play. After each group has performed, ask the group to identify the ways that the men in the scenario were supportive of Marie. Use Annex 21: Supporting a Survivor as a guide if working with a higher literacy group.

ACTIVITY 4:

HOME ASSIGNMENT

🕒 5 minutes

1. **SAY:** "This next week, I want you to talk with your wife about what concrete actions they would like you to take to make a better life for your family."
2. Check to see if the participants have questions before moving to the closing and evaluation.

ACTIVITY 5:

CLOSING AND EVALUATION

🕒 10 minutes

1. Tell participants that you have now come to the end of your time together. Ask participants if they have any questions.
2. Thank each group and summarize the discussion using the key points below.
3. Remind them of the next meeting day and time and explain that we will now do a quick evaluation of the session

4. ASK:

- a. "What did you like best about the session?"
- b. "What questions would you have liked to ask but did not have the opportunity to ask?"
- c. "How was this session helpful?"
- d. "Do you have any other comments or suggestions for improving this session?"

5. Note down the men's responses. You will need to record them in the post-session monitoring sheet.

**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.

- Listening to women and believing them about their experiences is very important
- Men should never judge a woman who is the victim of abuse.
- Women must be allowed to make their own choice on how they want to handle their abusive situation. Men should not tell women what to do.
- It is important to remember that only qualified professionals should perform any counseling of survivors. Your role as a member of the community is to listen to, believe, and refer the survivor to the appropriate medical, psychosocial, and legal services.

SESSION 20:

SUPPORTING CHILDREN WHO EXPERIENCE VIOLENCE

Duration:

Approximately 2 to 3 hours

OBJECTIVES:

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

- ☒ Actively support children accessing services.
- ☒ Identify the services available in their community and the point of entry.

SESSION OVERVIEW:

Session Activity	Time
❶ Welcome and Review of the Home Assignment	⌚ 30 m
❷ Myth or Fact: Children's Experiences of Violence	⌚ 30 m
❸ Supporting a Child Who Has Experienced Violence	⌚ 60 m
❹ Referral Pathway	⌚ 30 m
❺ Home Assignment	⌚ 5 m
❻ Closing and Evaluation	⌚ 10 m

MATERIALS REQUIRED:

- 📌 Flip chart
- 📌 Markers
- 📌 Paper/pens
- 📌 Tape

PREPARATION REQUIRED:

- ☒ Review the referral pathway for women and children's access to services.
- ☒ Prepare names and contact numbers of service providers to distribute to men on an as-needed basis.

POSSIBLE SESSION MODIFICATIONS:

- ➔ Please try to complete the full session, given the importance of the content

ACTIVITY 1:**WELCOME AND REVIEW OF THE HOME ASSIGNMENT**

⌚ 30 minutes

1. Welcome participants to the twenty-first meeting. Make sure you show a lot of enthusiasm for being there.
2. Review the key messages from Session 19.
3. **ASK:**
 - a. "Was anyone able to complete the homework last week? This included talking to your wife about what concrete actions you could take to make life better for your family. What did you learn?" ask for volunteers to share their reflections.

ACTIVITY 2:**MYTH OR FACT: CHILDREN'S EXPERIENCES OF VIOLENCE**

⌚ 30 minutes

1. Explain to participants that we are now going to do an activity that will help us uncover myths and realities related to accessing services for child survivors of violence, similar to what you did in the last session for women.
2. Invite participants to stand up and come to the front of the room and form a circle.
3. Explain to participants that you will read several statements. Each person should listen to the statement. If they think it is a myth they should take one step forward. If they believe the statement to be a fact, they should stand not move.
4. After reading each statement, take a minute to ask participants who stepped forward to explain why they think the statement is a myth. You should also ask participants who stood in place why they think the statement is a fact. After each statement, clarify if it is a myth or fact.
5. Read the following statement:
 - "Children who report abuse by their parents should not be believed as they are likely making the abuse up."
 - MYTH:** Children do not make up stories of abuse. Any child who comes forward to share they have been abused should be believed and appropriate services should be sought that are in the best interests of the child. If you are not the parent of the child, you should implicate a loving and supportive caregiver – who is not involved in the perpetration of the abuse – in accessing services. It is not your role to determine if the abuse has occurred or not.
 - "It is not child maltreatment if no physical violence is involved."
 - MYTH:** Child maltreatment does not include just physical violence but includes psychological violence as well as neglect. Just because a child is not being beaten, doesn't mean there isn't something wrong in the home.

→ “Children without disabilities are less likely to be victims of abuse than children without disabilities.”

MYTH: Children with disabilities are typically 3 to 4 times more likely to be abused than children without disabilities.

→ “Children usually tell someone when they are being abused”

MYTH: In many cases (and studies have shown) that many children do not disclose abuse during childhood. Abusers can be very good at making children feel fearful to talk about what is going on. We are more likely to identify children being abused through physical signs or their behavior.”

→ “If children don’t witness violence between their parents, they are not affected by it.”

MYTH: Children are intuitive and may sense what is happening, may hear fighting or see how their mother is harmed (bruises, broken bones, etc.). Children are emotionally and psychologically affected by the behavior of their caregivers.

6. Thank participants for the discussion and invite them to sit down.

ACTIVITY 3:

SUPPORTING A CHILD WHO HAS EXPERIENCED VIOLENCE

🕒 60 minutes

1. Explain to participants that you will divide them into groups and that each group will receive a story about a child who has been mistreated/abused by his parents. Each group should propose what they believe to be a good ending where the child is well and happy.
2. High-literacy groups may wish to actually write the end of the story, but for those groups with mixed literacy, participants can simply tell how the story ends to the group.
3. Distribute or read the following stories to each group:



NOOR’S STORY

Noor is your niece, the 11-year-old daughter of your youngest brother. Noor is a very smart child, and she often gets into mischief. Noor often comes over to your house to play with your daughter, her cousin, Aisha. You begin to notice that Noor is staying later and later at your house and has sometimes refused to go home, forcing you to call your brother or sister-in-law to say that Noor will be staying over. One night, you are sitting with Noor and you ask her why she doesn’t want to go home. She explains that every time she is home, her parents yell at her and tell her she is nothing but a terrible child who will grow up to be nothing. Noor tells you every time she goes home the mean things that her parents say get worse.



EMMANUEL’S STORY

Emmanuel is the 7-year-old son of your neighbor who shares a home with you, living in the adjacent rooms. Emmanuel is a quiet child but loves to play with his brothers and sisters. At times, Emmanuel breaks fragile items unintentionally (for example, breaking a glass when he helps to store dishes). Emmanuel’s family is becoming increasingly frustrated with him, and when breaking dishes or other items happens, he is beaten violently by his mother. You notice that Emmanuel is often limping or has bruises.

**LETICIA'S STORY**

Leticia is 12 years old, and she is the daughter of your cousin who you do not see often. One day, you receive an invitation from your cousin to attend Leticia's wedding. She will be marrying some man 15 years older than her.

**DANIEL'S STORY**

Daniel is a 9-year-old boy with a mental and physical disability living in your community. He has a hard time speaking and cannot walk. You often visit Daniel's house as his father is a good friend of yours. Only rarely do you see Daniel when you visit. This last time you were at Daniel's house, you noticed that Daniel looked unusually thin. He did not eat with the rest of the family and was placed in the corner and ignored. You noticed he had some bruises on his arms and legs.

4. Allow each group to present their story endings.
5. Highlight the following key action points for each story:
 - **Noor's Story:**
 - a. **ASK:** "What are some reasons Noor likes to stay at her cousin's? Why do you think Noor may be afraid to go home?"
 - b. **EXPLAIN:** "Noor likes to stay at her cousin's because it is a safe and stable environment, where she feels at ease and is motivated. Children feel naturally comfortable when they are in loving environment and with trusted adults. A good ending to Noor's story is one in which Noor feels safe and comfortable in her home and her parents don't say mean things. If situations like this are happening in your community, Noor should be referred to an organization that supports children."
 - **Emmanuel's Story:**
 - a. **ASK:** "What are some of the triggers that make Emmanuel's parents react the way they do? If they understood the impact of their reaction on Emmanuel, would it be different?"
 - b. **EXPLAIN:** "A good ending to Emmanuel's story is one in which Emmanuel is no longer being beaten by his parents, and he communicates well and feels supported and cared for. If a situation like this is happening in your community, Emmanuel should be referred to an organization that supports children that can assess the manner to approach and provide support for Emmanuel. Emmanuel's mother may also be referred to parenting networks, where available."
 - **Leticia's Story:**
 - a. **EXPLAIN:** "A good ending to Leticia's story is one in which Leticia does not get married. Child marriage is against the law in most countries, but even if it is not against the law where you are, we know that the dangers of child marriage are many including complications related to pregnancy and childbirth (e.g. death and risk of sexually-transmitted diseases). Girls who are married early are less likely to get a good education and may be at risk of violence from their husband. If a situation like this is happening in your community, Leticia should be immediately referred to an organization/local structure that supports children that will assess the safest and best way to intervene."

- **Daniel's Story:**

- a. **ASK:** "Why do you think Daniel is treated this way? Is there stigma associated with having a disability? What are the dangers if Daniel isn't well-fed or stimulated with loving care by family and parents?"
- b. **EXPLAIN:** "A good ending to Daniel's story is one in which he can access services related to his disability, where he is safe and free from harm, and where he is loved and supported by his family. If a situation like this is happening in your community, Daniel should be referred to an organization that supports children."

ACTIVITY 4:

REFERRAL PATHWAY

🕒 30 minutes

1. Explain that women and children who have experienced violence may need access to a variety of services, including psychosocial, medical, and legal services.
2. Explain the purpose of each service²⁸. **SAY:**
 - c. "Psychosocial services help survivors with healing and recovering from emotional/psychological trauma and social effects."
 - d. "Medical services allow survivors to access immediate and long-term care that supports their physical recovery. This can also include more specialized mental health care where needed and available."
 - e. "Legal services help survivors claim their legal rights and protection. This includes criminal investigation, legal aid services and court support."
3. Explain where these services are available.
4. Explain that you have a list of service providers and their contact information which you would be happy to share individually after the session.

ACTIVITY 5:

HOME ASSIGNMENT

🕒 5 minutes

1. **SAY:** "This next week, I want you to think about what it would take for all men in the community to treat women and children differently, to use their 'power with.' Reflect on three things that would need to change for that happen."
2. Check to see if the participants have questions before moving to the closing and evaluation.

²⁸ Definitions taken from Inter-Agency Standing Committee. (2017). *Inter-Agency Gender-Based Violence Case Management Guidelines*, p 24. Retrieved from <https://bit.ly/2MFhXon>

ACTIVITY 6:**CLOSING AND EVALUATION**

⌚ 10 minutes

1. Tell participants that you have now come to the end of your time together. Ask participants if they have any questions.
2. Thank each group and summarize the discussion using the key points below.
3. Remind them of the next meeting day and time and explain that we will now do a quick evaluation of the session.
4. **ASK:**
 - a. "What did you like best about the session?"
 - b. "What questions would you have liked to ask but did not have the opportunity to ask?"
 - c. "How was this session helpful?"
 - d. "Do you have any other comments or suggestions for improving this session?"
5. Note down the men's responses. You will need to record them in the post-session monitoring sheet.

**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.

- Listening to children and believing them about their experiences is very important.
- Men should never judge a child who is the victim of abuse.
- Parents enrolled in the *Safe at Home* program can make a difference in the community by being good role models for other parents – demonstrating loving care to their children and utilizing positive discipline techniques.

SESSION 21:

REFLECTING ON FAMILY REPUTATION AS A BARRIER TO SUPPORTING WOMEN AND CHILDREN

Duration:

Approximately 3 hours

OBJECTIVES:

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

- ✓ Reflect on victim-blaming for women and children who experience violence.
- ✓ Understand the links between victim-blaming and family reputation.
- ✓ Articulate why it is more important for women and children to access services than to protect family reputation.

SESSION OVERVIEW:

Session Activity	Time
❶ Welcome and Review of the Home Assignment	⌚ 30 m
❷ 2. Family Reputation in My Community	⌚ 45 m
❸ 3. It's Not Their Fault	⌚ 60 m
❹ 4. Home Assignment	⌚ 5 m
❺ 5. Closing and Evaluation	⌚ 10 m

MATERIALS REQUIRED:

- 🕒 Flip chart
- 🕒 Markers
- 🕒 Paper/pens
- 🕒 Tape

PREPARATION REQUIRED:

- 🕒 No special preparation required.

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:
 - "Family Reputation in My Community" Activity may be cut by skipping the work in pairs and working instead in plenary (reduction of 20 minutes).
 - "It's Not Their Fault" Activity may be cut by reducing the number of vignettes to two. Make sure to include one vignette related to IPV and one related to child abuse (reduction of 30 minutes).

ACTIVITY 1:**WELCOME AND REVIEW OF THE HOME ASSIGNMENT**

⌚ 30 minutes

1. Welcome participants to the twenty first meeting. Make sure you show a lot of enthusiasm for being there.
2. Review the key messages from Session 20.
3. **ASK:**
 - a. "Was anyone able to practice techniques from the last sessions? How did it go?" Ask for volunteers to share their experiences.

ACTIVITY 2:**FAMILY REPUTATION IN MY COMMUNITY**

⌚ 45 minutes

1. Ask participants to get into pairs. Each pair should spend ten minutes discussing the characteristics of a family with a good reputation in the community. Each pair should come up with a list of 3 to 5 traits of a family with good reputation. Ask each pair to think about how individuals within the family with a good reputation would act, thinking of the father, mother, girl children, and boy children.
2. Allow each pair 1-2 minutes to share their characteristics and record them on a flip chart. Mark with a star the characteristics that are mentioned by more than one pair.

Example Answers:

- Father brings home money
- Father makes good decisions
- Wife and children are obedient
- Wife is loyal
- Girl children are polite
- Girl children do not go out with boys
- Boy children study hard and get good grades
- Boy children help their parents in the field

3. Ask participants to get back into pairs and this time they will list the characteristics of a family with a bad reputation in the community. Each pair should come up with a list of 3-5 traits. Ask each pair to think about how individuals within the family with a good reputation would act, thinking of the father, mother, girl children, and boy children.

4. Allow each pair 1-2 minutes to share their characteristics and record them on a flip chart. Mark with a star the characteristics that are mentioned by more than one pair.

Example Answers:

- Father is lazy
- Father drinks too much
- Wife is lazy
- Wife and children go out and do whatever they want
- Wife has boyfriends/ is "loose"
- Girl children are seen with boys
- Boy and girl children misbehave and are a bad influence on their friends
- Boy and girl children interrupt classes often, if they are in school at all

5. **ASK:**

- a. "Why is reputation so important for our families?"
- b. "What will happen if our family has a bad reputation?"
- c. "How do you think the concept of family honor or reputation may influence our actions when one of our children or our wife/girlfriend is a victim of violence?"

6. Explain that in the next activity we will have the opportunity to see how family reputation may affect our responses to a survivor's experience of violence.

ACTIVITY 3:

IT'S NOT THEIR FAULT

🕒 60 minutes

1. Explain to participants that we are going to talk about violence against women and children today and some of the specific reactions that members of the community have to survivors of violence.
2. Explain to participants that you are going to divide them into five groups and each group will receive a short story that you would like them to discuss for about 15 minutes. Each group should answer the key questions and choose one person to report back to everyone about their story and their specific responses.
3. Write the following questions on a flip chart. Then **ASK:**
 - a. "Do you think this story could happen in your community?"
 - b. "How would you respond to this incident if it happened to your wife or child?"
 - c. "Do you believe this incident will bring shame upon the family?"

4. Divide participants into 5 groups.

Write the below vignettes on a piece of paper and distribute to the group. If working with a low-literacy group, you can also pass one-by-one to each group and read them the vignette.



ESTHER AND JOHN'S STORY

Esther and John have 3 children and they live in a rural community just an hour outside of the capital. Esther is a trained midwife and provides services to women in her community. John owns a very successful business. Esther is often called to the community health clinic at all hours of the day and night to deliver babies. One day, she is called to the health clinic at 22:00. At 4:00 in the morning, the baby is successfully delivered, and Esther decides to walk home to get some rest. On her way home, she passes a bar with some drunk men inside. She stops at the bar quickly to buy some water and crackers. One man sees her enter and follows her outside. She knows this man; it is her neighbor's cousin. He is drunk. He proceeds to talk to her, ask her questions, and tell her he likes her. She thanks him but explains it is late, and she must be getting home. The man proceeds to follow Esther as she leaves and succeeds in catching up to her. The man pushes Esther into the bushes and rapes her. Following the rape, Esther returns to her home and wakes her husband John to tell him what happened. John becomes furious, yelling at Esther that it is her fault for stopping at the bar and for speaking with the man. Esther wants to go to the police and tell them what happened so that they can stop this man and put him in jail. John refuses; it will bring too much shame on him and their family.



ROCHELLE'S STORY

Rochelle and Marguerite are sisters and they live next to each other. Marguerite has 4 children, and she is often stressed because there is not enough money to buy food and basic necessities such as soap. Marguerite has one child, Leonard, who is 11 years old. Leonard never listens to Marguerite and is often out late. When Leonard comes home, he ignores Marguerite's demands to help with the housework. Lately, Marguerite cannot handle this stressful situation. When Leonard disobeys her, she hits him violently. He often has bruises. Rochelle notices this situation with her sister and decides to approach her about it. One day she is sitting with her sister doing washing and she tells her that the way she is treating Leonard is hurting him. Marguerite is shocked that Rochelle would even mention this to her. Leonard is an unruly child who must learn his place. People in the community are talking about his bad behavior. Marguerite says to Rochelle, "It is shameful you would even mention this to me."



SONIA'S STORY

Sonia is a little girl of 8 years old, and she has 2 older brothers. They all go to the same primary school in the village. Sonia often comes home from school very tired. She does not look interested in daily activities and says very little. Sonia's mother Rania notices there is something wrong and asks Sonia. She explains that the teacher at school is always yelling at her and sometimes hits her on the knuckles when she doesn't understand a subject. This makes Sonia sad. Rania approaches her husband Rahim to discuss this situation. Rahim says Sonia is just too sensitive and asks Rania "Who are we, a refugee family, to go and ask the teacher what he is doing? We should be thankful for what we have since we fled the village. Let's not raise this and be seen as one of those difficult families in the camp."



AMA'S STORY

Ama is a young girl of 13 years old. She enjoys going to school and gets very good grades. One day Ama comes home from school to find her father sitting in the yard with a bunch of men. Ama's father invites her to come and sit with them, and her mother soon appears. Ama's father says, "Today we are very proud, because we have found you a husband. His name is Emmanuel and he is 27 years old. He comes from a very good family. You will marry him next month. Between now and then, we will start the preparations. Tomorrow will be your last day at school." Ama is shocked. She looks towards her mother who looks frightened and says nothing. Finally, Ama gains enough courage to address her father. She says, "Excuse me father, sorry for the interruption. I do not feel I'm old enough to marry Emmanuel. I'm still in school and want to complete my education." Ama's father replies, "Nonsense! School is not for girls anyway. Our family reputation is very important, and Emmanuel's family is a very powerful family in this community. It brings us great pride and is an honor, that he wants to marry you. There is nothing else to discuss." Later that night, Ama approaches her father again and says she refuses to marry that man and she is leaving the family home to go live with a friend. She runs away and Ama's parents don't know where to find her.

4. Give each group 5 minutes to present their story and their discussion.
5. Ask other groups if they have other ideas about whose fault it was or if the situation brought shame on the family.
6. **SAY:**
 - a. "We know that family reputation is very important in our community. Family reputation affects our social relations at all levels and can bring great pride or great shame."
 - b. "However, we cannot prioritize family reputation over the well-being of our family members. When we do that, our family members will not be happy and healthy in the future."
 - c. "It is never a woman or child's fault if they experience violence."
 - d. "If women or children are hurt, the best thing we can do is support them to access the appropriate services they need for healing and provide love and support. If we prevent them from accessing services because we are afraid of others knowing what happened and our family reputation being damaged, we will hurt our wives and children in the long-term. Remember the effects of violence on women and children's mind, body, and heart?"
 - e. "As men, we can be examples for other men in the community. We can show our peers that we value and love our wives and children enough that we will support them no matter what. When we do this, we begin to break down stigmas and we can slowly make change."

ACTIVITY 4:

HOME ASSIGNMENT

5 minutes

1. **SAY:** "This next week, I want you think of one example of you or someone you may know who has prioritized family well-being and supported survivors of violence. What was the outcome? Please come to the session next time to share your reflections."
2. Check to see if the participants have questions before moving to the closing and evaluation.

ACTIVITY 5:**CLOSING AND EVALUATION**

⌚ 10 minutes

1. Tell participants that you have now come to the end of your time together. Ask participants if they have any questions.
2. Thank each group and summarize the discussion using the key points below.
3. Remind them of the next meeting day and time and explain that we will now do a quick evaluation of the session.
4. **ASK:**
 - a. What did you like best about the session?
 - b. What questions would you have liked to ask but did not have the opportunity to ask?
 - c. How was this session helpful?
 - d. Do you have any other comments or suggestions for improving this session?
5. Note down the men's responses. You will need to record them in the post-session monitoring sheet.

**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.

- Family reputation is often very important in our communities; however, it is important to remember that when we actively prevent family members from accessing services we are hurting our family in the long run.
- Violence is never the fault of the survivor; our role is to support the survivor as it is appropriate.

SESSION 22:

IDENTIFYING MY LIMITS

Duration:

Approximately 2 to 3 hours

OBJECTIVES:

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

- ☒ Reflect on their role as participants in the *Safe at Home* program.
- ☒ Identify the appropriate types of support *Safe at Home* participants can provide to families in the community, including the limits of that support.

SESSION OVERVIEW:

Session Activity	Time
❶ Welcome and Review of the Home Assignment	⌚ 30 m
❷ Reflecting On My Role as a Safe at Home Participant	⌚ 30 m
❸ What Happens If I Witness Violence in the Home?	⌚ 60 m
❹ Home Assignment	⌚ 5 m
❺ Closing and Evaluation	⌚ 10 m

MATERIALS REQUIRED:

- ⌚ Flip chart
- ⌚ Markers
- ⌚ Paper/pens

PREPARATION REQUIRED:

- ☒ Prepare a flip chart titled “Tips for Appropriate Intervention.” Write out or draw images to represent the tips in Activity 3.

POSSIBLE SESSION MODIFICATIONS:

- ➔ Please try to complete the full session, given the importance of the content.



NOTE TO FACILITATOR!

Please note this session is a **risk reduction session** that is specifically designed to address possible intervention of *Safe at Home* participants in various family violence situations in the community, including advice-giving to couples. If you do not feel that this is an issue in your context, you may choose to skip this session.

ACTIVITY 1:**WELCOME AND REVIEW OF THE HOME ASSIGNMENT**

⌚ 30 minutes

1. Welcome participants to the twenty-second meeting. Make sure you show a lot of enthusiasm for being there.
2. Review the key messages from Session 21.
3. **ASK:**
 - a. "Was anyone able to complete the homework last week? This included identifying a person in the community who has prioritized the well-being of women and children over family reputation? What were the actions of that person? How did it turn out?" Ask for volunteers to share their reflections.

ACTIVITY 2:**REFLECTING ON MY ROLE AS A *SAFE AT HOME* PARTICIPANT**

⌚ 30 minutes

1. Explain to participants that they are nearing the end of the *Safe at Home* program. Thank them for their ongoing interest, enthusiasm, and participation.
2. **SAY:**
 - a. "Now that you have participated in *Safe at Home*, community members will see you as a leader. We'll talk more about leadership in the next session."
 - b. "Since you started participating in the program, has anyone come to ask you for advice about their family life? Please don't share details such as names of the people who may have approached you."
 - c. "How did you respond?"
3. As participants respond to the questions above, write down on a flip chart the types of questions or advice that others in the community approach participants for. **SAY:**
 - a. "It's great that your participation in *Safe at Home* is leading to greater discussions within the community about violence against women and children in the home. We know that because of the experience you are gaining in this program and the new behaviors you're doing, you want to share that knowledge and offer advice to other community members, this is totally normal."
 - b. "You likely feel proud of what you have learned and want to be able to share it. These are positive feelings to have and yet it is also important for us to consider the risks of giving advice in these types of situations. For example, sometimes we might give advice when we don't have the full details of the situation and that may cause further harm to a woman or child. Or, someone who is involved in the situation might learn you gave advice and start a fight with you if they don't like what happened as a result of your advice. Situations that involve violence are very difficult to get involved in and may even cause harm to you or your loved ones."

- c. "You might remember that a couple of sessions ago we talked about service provision and people that exist with years of training to support women and children who have experienced violence. While we've learned a lot as *Safe at Home* participants, it's important to acknowledge that those service providers have a level of training and skill that we don't. When a couple or an individual comes to us for advice in a situation of violence, our first reaction should always be to talk about the available services in the community and how one might access those. For problems that come up related to children, we should contact a child protection service provider, ideally with the agreement of a supportive caregiver."

ACTIVITY 3:

WHAT HAPPENS IF I WITNESS VIOLENCE IN THE HOME?²⁹

🕒 60 minutes

1. Explain that in the prior activity we talked about what to do when couples or individuals come to us for advice. Explain that sometimes people might not come for advice, but we may witness violence happening.
2. Explain that you want to share some tips with participants about what they can do if they see intimate partner violence or child abuse happening.
3. Present the flip chart, it should contain the following tips:
 - a. Prioritize safety
 - b. Use creative disruptions
 - c. Maintain confidentiality
 - d. Focus on benefits of non-violence
 - e. Be non-judgmental/non-blaming
 - f. Know how to describe services available and how to access them
 - g. Use "Power With"
4. Explain that each of these tips describes principles we should keep in mind if we are seeing violence happening.
5. Explain that you will divide into eight groups and each group will receive one tip. Groups should answer the following questions related to their tip. Additionally, groups should prepare a fun and creative way to explain their tip and why it's important. **ASK:**
 - a. "What does this tip mean?"
 - b. "Why is it important for intervening properly?"

²⁹ Adapted from Care International (2015). *Indashyikirwa Couples Curriculum*, p 192. Retrieved from: <https://bit.ly/2zpqLGd>

6. Come back to the plenary and ask each group to present their tip and why it's important. After each group has presented their tip, provide an explanation. See below explanations. **SAY:**
 - a. "Prioritize safety. This means do not put yourself at risk or do anything to put the victim at further risk. Always be aware of the safety of the woman or child who is being harmed. If your action may unintentionally put the woman or child at greater risk of violence, then get help to find a way to respond that is safe for you and the woman/child."
 - b. "Use creative disruptions. There are many ways to disrupt violence to stop it without going directly to the perpetrator. For example, you may accidentally kick a ball into their yard; you may cause noise outside; or you may go to the house to borrow a broom or something else. Sometimes doing actions like banging pots or pans is enough to disrupt the violence."
 - c. "Maintain confidentiality. Do not gossip or share others' stories."
 - d. "Focus on benefits of non-violence. When talking to people perpetrating IPV or child abuse, do not ONLY focus on the consequences of the negative behavior. This will make them feel defensive and shut down the conversation. Help them to think about the benefits of non-violence. You could say something like 'Did you know that children do better in school when they don't experience physical discipline at home?' or 'Women are able to earn more money for the household and provide more loving care for their children when they live free of violence.'"
 - e. "Be non-judgmental and non-blaming. Do not blame women and children who have experienced violence. Address issues of abuse of power with the perpetrator in a language they will be capable of hearing. This will depend a lot on the person, but you might consider saying, 'Life is really tough, and as men we are taught not to express ourselves and to hold all our emotions in. Did you know this can be hurtful to people we love, especially when our emotions come out through other means such as violence?'"
 - f. "Know how to describe services available and how to access them. Make sure you know what's available in your area to support women and children who have experienced violence and offer to link them, as appropriate to the situation."
 - g. "Use 'power with.' Listen to the voices of women and children. Also, don't feel you have to act alone. Ask for help from a service provider."
7. Explain that we are providing these tips to *Safe at Home* participants, in case they find themselves in tricky situations in the community, either indirectly through community members who come to them for advice or through witnessing violence.
8. Explain that the best course of action is always supporting access to services. Leaving it to the professionals assures everyone is safe.
9. Ask participants if they have any questions and close the activity.

ACTIVITY 4:

HOME ASSIGNMENT

 5 minutes

1. **SAY:** "This next week, I want you to think of an example of a leader who inspired you. Think about their characteristics and what they did that inspired you."
2. Check to see if the participants have questions before moving to the closing and evaluation.

ACTIVITY 5:

CLOSING AND EVALUATION

🕒 10 minutes

1. Tell participants that you have now come to the end of your time together. Ask participants if they have any questions.
2. Thank each group and summarize the discussion using the key points below.
3. Remind them of the next meeting day and time and explain that we will now do a quick evaluation of the session.
4. **ASK:**
 - a. "What did you like best about the session?"
 - b. "What questions would you have liked to ask but did not have the opportunity to ask?"
 - c. "How was this session helpful?"
 - d. "Do you have any other comments or suggestions for improving this session?"
5. Note down the men's responses. You will need to record them in the post-session monitoring sheet.



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.

- As Safe at Home participants we may learn about violent episodes in the community, we may witness them, or have people seek us out for advice regarding their relationships. It's important to remember that we are not service providers and our role is limited.
- Make sure you know the services available in your community and how to help women and children to access them.

SESSION 23:

STANDING UP FOR WHAT I BELIEVE IN

Duration:

3 hours

OBJECTIVES:

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

- ☑ Reflect on how community norms affect the changes participants decide to take on in their lives.
- ☑ Understand that social change comes from those who are willing to take action, even when it may not be easy to do so.
- ☑ Understand that leadership and influence begin with the individual actions a person takes.

SESSION OVERVIEW:

Session Activity	Time
❶ Welcome and Review of the Home Assignment	⌚ 30 m
❷ Circles of Influence	⌚ 90 m
❸ My Journey to Becoming a Leader	⌚ 60 m
❹ Home Assignment	⌚ 5 m
❺ Closing and Evaluation	⌚ 10 m

MATERIALS REQUIRED:

- 📌 Flip chart
- 📌 Markers
- 📌 Paper/pens
- 📌 Masking tape
- 📌 Chalk
- 📌 Annex 22: Room Layout
- 📌 Annex 23: Circle of Influence Character Name Tags
- 📌 Annex 24: Character Statements

PREPARATION REQUIRED:

- 📌 Come up with an example or multiple examples of a known leader who made changes that were ultimately beneficial for her/his country or community. This should be a leader who led by example and took positions or undertook roles that were unpopular but were later validated by the community/society as being beneficial. For example, Nelson Mandela, Mahatma Ghandi, and so on. Be prepared to share these examples in Activity 3.
- 📌 The following preparations all relate to Activity 2:
 - Mark four concentric circles on the floor with masking tape/stick large enough for participants to stand within each circle.
 - Make 25 numbered name tags using Annex 23: Circle of Influence Character Name Tags. Make sure to cut the name tags in advance.
 - Prepare 25 small pieces of tape in advance for participants to be able to tape the name tags to their chests.
 - Take the character statements from Annex 24 and cut them out. Fold the character statements in half so no one can read them. Clip or pile each one with the corresponding or numbered name tag. Create 25 small piles for participants to choose from (with the nametag and corresponding character). Have the 25 pieces of tape nearby.

ACTIVITY 1:

WELCOME AND REVIEW OF THE HOME ASSIGNMENT

 30 minutes

1. Welcome participants to the twenty-third meeting. Make sure you show a lot of enthusiasm for being there.
2. Review the key messages from Session 22.
3. **ASK:**
 - a. "Was anyone able to complete the homework last week? This included thinking about a leader that you have heard of or know. Was anyone able to think of a leader and their characteristics?" Ask for volunteers to share their reflections.

ACTIVITY 2:

CIRCLES OF INFLUENCE³⁰

 90 minutes

1. To introduce the activity, **SAY:**
 - a. "One of the challenges of violence against women and children in the home is that we view it as a private matter. We often expect there to be some violence between partners and between parents and their children. Indeed, if we say anything about it, we are seen as meddling or interfering in private affairs of a family. As a result, we keep silent. Alternatively, we may say things that reinforce that violence against women and children within the home is normal. In this session, we are going to explore how violence against women and children within the home is actually a community problem, not a private issue. We all contribute to the problem, and now we have the opportunity to all be part of the solution."



HELPFUL TIPS!

If working with a low-literacy group that is uncomfortable looking at words or phrases and having them read by others, you can adapt this activity. For the different roles, assign icons or draw pictures to represent the persons. Take time to prepare the activity with each participant by asking them to think about a statement someone in their role would say that supports violence against women and children in the home. Complete the role play as planned and then ask participants in their role to think of a second statement that rejects violence against women and children in the home. Repeat the second role play as planned.

2. Present to participants the piles of paper you have prepared. Ask participants to come take one pile each and a piece of tape. Ask participants to tape the nametags to their chest. They may read their pieces of paper but only to themselves. If you are working with lower literacy participants, the facilitator may need to read the papers during the activity.

³⁰ Adapted from Care International (2015). Indashyikirwa Couples Curriculum. Retrieved from: <https://bit.ly/2zpqLGd>

3. Ask the participants who have chosen the characters of "Woman," "Man," and "Child" to stand in the innermost circle on the ground.
4. Explain to participants the names of the woman, man, and child. **SAY:**
 - a. "I would like to introduce you to Richard, Lisette, and Laure. Richard, Lisette, and Laure please introduce yourself to the group by reading the first sentence on your piece of paper."
5. Once Richard, Lisette, and Laure have introduced themselves, **SAY:**
 - a. "All of you that have numbers 4 to 9, please come stand in this next circle close to Richard, Lisette, and Laure."
 - b. "All of you that have numbers 10 to 19, please come stand in this next circle."
 - c. "All of you that have numbers 20 to 25, please stand in the outer circle."
6. Explain the first part of the exercise, **SAY:**
 - a. "I will ask a participant to introduce her/himself and read their first sentence aloud to Richard, Lisette, and Laure. Please note just the first sentence."
 - b. "This participant will then tap someone else who will do the same until all participants have gone."
 - c. "Are there any questions before we begin?"
7. Start the exercise by randomly choosing one of the participants to go first. Ask them to read their first statement only and then tap the next person. Continue like this until everyone has read their first statement.
8. Conduct a short debriefing, **ASK:**
 - a. "Which circle do you think has the most influence on Richard and Lisette? Why?"

Response: The people in the inner circle are people they see and interact with every day and have direct influence on them.
 - b. "Do any of the circles NOT have influence on Richard and Lisette? Why or why not?"

Response: No, all the circles have influence on Richard and Lisette. Some more directly than others.
 - c. "What does this exercise tell us about expectations from the community?"

Response: Everyone plays a role in shaping and upholding how we are supposed to act and the things we say and do. These expectations influence our individual relationships like the relationship between Richard and Lisette and between Laure and her parents.
 - d. "Since we know there are many expectations from the community, how does this affect the changes we want to make with our wives and children in our homes?"

Response: This means that it might be difficult to make some of those changes in how we interact with our wives and children, so we have to be leaders, and recognize that being leaders means sometimes being the first in our community to take a specific action/lead a change.
9. Summarize the activity by explaining that many things influence how we act. Individuals who are close to us have a direct impact, but we are also influenced by media (television, radio, social media such as Facebook), as well as national laws, messages from leaders (community and national level), etc. Family and friends, community members, broader society all influence how we act. All these groups are part of the problem of violence against women and children but can also be part of the solution.

10. Explain that we will now do the exercise again, but this time the participants will read their second statements aloud to Richard and Lisette. Explain that they will then tap someone on the shoulder, as they did last time. The game will continue as last time until all participants, except Richard, Lisette and Laure, have had a chance to read their second statement.
11. When everyone has read their second statement, ask Richard, Lisette, and Laure to also read their second statements.
12. Debrief the activity with the following questions. **ASK:**
 - a. "What happened when more people were convinced of the benefits of violence-free relationships?"
 - b. "What does the exercise show us about violence against women and children in the home?"
Response: It is a community problem, not just a private problem.
 - c. "What are some things you can do, as participants who are about to complete the *Safe at Home* program, to try to influence others in the community?"
13. Summarize the activity with the following key points, **SAY:**
 - a. "The actions we take, the roles we play, can change."
 - b. "Change begins with a small group of people who are willing to be leaders. You as participants in *Safe at Home* were chosen because you can be those leaders."
 - c. "Through your words and actions, you can help to role model changes in your own family, and advocate for changes in the community. Slowly, as more people see the benefits of the changes you make in your family, they will want to make those changes too. This is how it spreads to the community. Leadership starts with the brave individual who is willing to try something new."

ACTIVITY 3:

MY JOURNEY TO BECOMING A LEADER

🕒 60 minutes

1. Present an example of a leader who made changes that were ultimately beneficial for her/his country or community. This should be a leader who led by example and took positions or undertook roles that were unpopular but were later validated by the community/society as being beneficial.
2. Explain that this leader led by example and was able to make change.
3. Ask participants for some ways they may be able to lead by example when it comes to making sure families in the community are safe, happy, and healthy. Make sure to underline the point that leadership begins with the individual living her/his values, even when it is not easy to do so.
4. Ask participants to sit together in pairs for 10 minutes and reflect on some of the challenges they may face when enacting changes with women and children in the home. Make sure participants reflect specifically on challenges that might come from that inner circle of influence from the last activity.
5. After the participants have finished reflecting on the challenges, ask them to share what they have identified. Write a list on a flip chart or draw images to represent their feedback if working with lower-literacy participants.

6. For the next step in this activity, you have two options: (1) Take the challenges identified by participants and ask the participants to perform a role play on how they would address those challenges; or (2) Use the scenarios created below to have participants practice their reactions when community members show resistance to the new behaviors they want to put into practice within their families. Make sure to debrief each role play and share the example response.

SCENARIO 1

After having participated in *Safe at Home*, you begin to make changes within your family. You help more in domestic chores, such as fetching water and cooking. One day your mother comes for a visit. She says, "I've noticed you are starting to do your wife's chores. Why are you doing this? Everyone in the community is going to think that your wife dominates you. This is very embarrassing." What is your reaction to your mother? How can you push back on her feedback?

Scenario 1 Example Response: "Thanks, mother, for sharing your feelings. I'm helping my wife so that she has free time to do other activities, such as selling bananas in the market. You're right that other people may think that she is dominating me, but I want to be a leader in my community. That means demonstrating to others what a successful family looks like, and specifically how a husband should act. I'm part of a group of men that are making these changes, so slowly others in the community will start to understand."

SCENARIO 2

After having participated in *Safe at Home*, you and your wife begin to use positive discipline strategies such as "time out" and "ignore" with your children. One day, your neighbor comes for a visit, he says, "I've been noticing you and your wife have stopped spanking your kids. This is very bad because it will make your kids weak and undisciplined. They will have bad behavior that they will transmit to my children." What is your reaction to your neighbor? How can you push back on his feedback?

Scenario 2 Example Response: "Thanks for your visit. You're correct; we have stopped using harsh physical discipline with our children because we have learned it can affect their development. Did you know it can affect how well they do in school, for example? We've learned some techniques that are just as effective. I'd be happy to show you if you'd like."

SCENARIO 3

After having participated in *Safe at Home*, you begin to make changes in how you treat your wife and children. You walk hand-in-hand with your wife together on the street and talk to other men about what you've learned in the program. One day you go to catch a taxi to a nearby town, and the taxi driver, who is the cousin of your friend but whom you've never met before says, "Oh, I know you! My cousin has been talking about you and how you're always talking about how to have a violence-free household. I see you're no longer a man, or a weak man at best. You're a bad example for our community." What is your reaction to the taxi driver? How can you push back on his feedback?

Scenario 3 Example Response: "Nice to meet you, and sorry to hear you feel that way. In my opinion, there is more than one way to be a man, and a strong man at that. Are short men weaker men than taller men? Is a man who is a farmer less of a man than a man who is a doctor? I think there are many ways to be a man, and I want to try something new that will benefit my family. To me, being a man means supporting my family to be safe, happy, and healthy, and that's what I'm trying to do."

SCENARIO 4

After having participated in *Safe at Home*, you begin to make changes in how you treat your wife and children. One day your religious leader approaches you and says, "I think it's great that you've participated in the *Safe at Home* program, but you must be careful in the changes you make in your home. Change happens slowly and you don't want people to question your role in the community and start to think you've become controlled by your wife and children." What is your reaction to the religious leader? How can you push back on his feedback?

Scenario 4 Example Response: "Thank you for sharing your concerns with me. I agree that change happens slowly, but it doesn't have to. Once more men see the changes that my *Safe at Home* group is making and the results, they will want to follow our example. I remember the (insert religious text that is appropriate) that says we should be good and kind to our wives and children; this is the example I'm trying to follow."

7. Conclude the activity by coming up with a list of strategies participants can use when they receive resistance from community members. Make sure to discuss how participants might be able to support each other.
8. Close activity with the following key messages, **SAY:**
 - a. "Being a leader requires boldness! It means doing something new for the betterment of your community."
 - b. "Sometimes we might feel uncomfortable making changes in our family and fear what people might think of us. This is normal. Remember you're not alone; you have this group of *Safe at Home* participants in whom you can find support and solidarity."
 - c. Change starts with a few people who are bold enough to make changes and stand up for what they believe in. You are leaders, and you can do this!"

ACTIVITY 4:

HOME ASSIGNMENT

 5 minutes

1. **SAY:** "This next week, I want you to prepare for the closing session of our group meetings. Please take some time to think about what you learned. Talk with your wife and children about what concrete actions they would like you to take to make a better life for your family."
2. Check to see if the participants have questions before moving to the closing and evaluation.

ACTIVITY 5:**CLOSING AND EVALUATION**

🕒 10 minutes

1. Tell participants that you have now come to the end of your time together. Ask participants if they have any questions.
2. Thank each group and summarize the discussion using the key points below.
3. Remind them of the next meeting day and time and explain that we will now do a quick evaluation of the session.
4. **ASK:**
 - a. "What did you like best about the session?"
 - b. "What questions would you have liked to ask but did not have the opportunity to ask?"
 - c. "How was this session helpful?"
 - d. "Do you have any other comments or suggestions for improving this session?"
5. Note down the men's responses. You will need to record them in the post-session monitoring sheet.

**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.

- We are all influenced by those around us; it is important to reflect on those influences in order to make changes in our daily lives.
- Being a leader means leading by example.
- Being a leader means having the boldness to enact a new behavior that others might not be doing or might criticize you for.
- The *Safe at Home* participants are here to support their friends to bring change in their families, and through that process, within their communities.

CLOSING

MY COMMITMENT TO BUILDING A SAFE, HAPPY, AND HEALTHY FAMILY

SESSION 24: MY COMMITMENTS AS A FATHER AND HUSBAND..... 177

SESSION 24:

MY COMMITMENTS AS A FATHER AND HUSBAND

Duration:

3 hours

OBJECTIVES:

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

- ☒ Reflect on key knowledge, attitudes, and behaviors learned.
- ☒ Identify personal actions they would like to take to make women and children safer in the home.

SESSION OVERVIEW:

Session Activity	Time
❶ Welcome and Introduction to the Session	⌚ 30 m
❷ My Dreams for My Family Revisited	⌚ 45 m
❸ Personal Action Plans	⌚ 45 m
❹ Reflection	⌚ 15 m
❺ Recognition Ceremony and Men's Presentations of Their Dreams for Their Families and Personal Action Plans	⌚ 60 m
❻ Thank You and Closure	⌚ 5 m

MATERIALS REQUIRED:

- ⌚ Flip chart
- ⌚ Markers
- ⌚ Paper/pens
- ⌚ Tape
- ⌚ Photocopies of Annex 25: Personal Action Plans
- ⌚ "My Dreams for My Family" documents of each participant (completed in Session 1)

PREPARATION REQUIRED:

- ➔ This session includes two hours of work with men in the group, followed by a 1-hour public ceremony with men's families and other members of the community.
- ➔ Make sure you have prepared for the public ceremony adequately prior to the start of the session including:
 - Preparation and delivery of invitations to key persons and families of male participants.
 - Preparation of certificates, as appropriate.
 - Preparation of food and beverage as appropriate.
- ➔ Make sure to bring participants "Dreams for My Family" document to re-distribute to the men.
- ➔ Assure you have photocopies of men's personal action plans to be completed during the session.

ACTIVITY 1:

WELCOME AND INTRODUCTION TO THE SESSION

🕒 30 minutes

1. Welcome participants to the last session and thank them for their participation throughout the program. Explain that this session will be slightly different than others as work will first be done as a group and the last hour will be dedicated to a public ceremony.
2. Explain who will be present at the public ceremony and how you expect the ceremony to go.
3. Explain that each participant will be expected to briefly describe his dreams for his family during the ceremony and state 3 to 4 personal actions he commits to for those dreams to become a reality.
4. Ask participants if they have any questions about today's session.

ACTIVITY 2:

MY DREAMS FOR MY FAMILY REVISITED

🕒 45 minutes

1. Explain to participants that you will re-distribute the document "My Dreams for My Family" that was created in the first session and that we have been working on throughout the meetings.
2. Explain to participants that they will be guided through a visioning activity similar to what was done in the first session.
3. Pass out the family vision documents that each participant made in the first session of the discussion series. Ask each participant and ask them to take 5 minutes to silently look at their vision and reflect on it as it is currently drawn or stated.
4. Explain that, like in the first session, you will use relaxation techniques to complete this activity. Explain that participants will need to close their eyes, so ask participants to get comfortable; they can lie down or sit in a position they feel good in.
5. Once everyone is comfortable, **SAY:**
 - a. "Please close your eyes or look downward for the next few minutes."
6. Ask participants to nod their heads or raise their hands, while keeping their eyes closed, if they have understood the instructions. If participants have not understood the instructions, repeat the description above.

7. SAY:

- a. "Now, I want you to think about your family. Take a moment to think about the things you appreciate about your family. Think first about your wife, what do you like and appreciate about her? Let's pause for 15 seconds to think about her." **[Pause for 15 seconds.]**
- b. "Now let's think about your children. Stop and think about each child. What do you like and appreciate about each child? Let's pause for a minute to think about each child." **[Pause for 1 minute.]**
- c. "Now let's think about you as a husband and father. How are you a good husband and good father? Let's think about this for 15 seconds." **[Pause for 15 seconds.]**
- d. "How would you like your family to be different? Let's think about this for 30 seconds." **[Pause for 30 seconds.]**
- e. "Looking down the road, five years from now, how would you like to describe your relationship with your wife? Has anything changed?" **[Pause for 15 seconds.]**
- f. "Looking down the road, five years from now, how would you like to describe your relationship with each of your children? Has anything changed?" **[Pause for 15 seconds.]**
- g. "Now, take 1 minute and think about your dream for your family five years from now. What do you see? What will be different for you as a husband? What will be different for your wife as your partner and a mother? How will the lives of each of your children be different? Let's take 30 seconds to think about that." **[Pause for 30 seconds.]**
- h. "To reach this vision, what are the concrete actions that you have agreed on with your partner you need to take as a husband/boyfriend and father? Try to think of 3 to 4 concrete actions." **[Pause for 30 seconds.]**
- i. "How do you think your wife/girlfriend's life will be better because of these actions? How do you think your children's lives will be better because of these actions?" **[Pause for 30 seconds.]**
- j. "Slowly and when you're comfortable, you can begin to open your eyes and stretch. Come out of your dream as slow or fast as you want, it's up to you. Thank you for taking this quiet moment to re-imagine your dream for your family."

8. Explain to participants that they will now have 20 minutes to modify the dream that they made last time. Distribute pens, pencils, and/or markers as needed.

9. After participants have finished modifying their document, ASK:

- a. "Did this exercise feel different than when we did it in the first session? Why?"
- b. "How are your dreams different now?"
- c. "Can you share some examples of the concrete actions you are going to take as a husband/boyfriend and father to make your dreams for your family become a reality?"

ACTIVITY 3:**PERSONAL ACTION PLANS**

🕒 45 minutes

1. Explain to participants that you are now going to develop a personal action plan.
2. Pass out Annex 25 to each participant and explain that they should write down the concrete actions they agree to take to support their dreams for their family.
3. Explain that these actions should be linked with the learning from the sessions together as a group, actions that are not linked to the group sessions are fine to include, but there should be at least 3-4 linked directly to what they have learned.
4. Give participants about 20 minutes to complete their action plan. If working with a low-literacy group, circle around the room and help men fill in the action plans.
5. After men have completed their action plans, ask them to sit with a neighbor and discuss the actions they will take with their neighbor.
6. Men may wish to practice reading/reciting their actions in advance of the public ceremony.

ACTIVITY 4:**REFLECTION**

🕒 15 minutes

1. Ask each participant to think about something that they have learned or that has changed for them during the 24 weeks. Ask volunteers to share.
2. Begin with your own learning or discovery. Then ask for volunteers to share.
3. Tell participants how much you enjoyed participating in the discussion group and how much you have learned from them. Highlight some key things that you found particularly interesting.
4. As you close, be sure to reflect on some of the major themes discussed over the past 24 weeks. Thank participants for their willingness to contribute, to reflect, and to take steps toward building gender-equitable, violence-free homes where women and children thrive. Challenge them to continue supporting each other in an effort to be role models for other men in the community.
5. Share key messages.

ACTIVITY 5:**RECOGNITION CEREMONY AND MEN'S PRESENTATIONS OF THEIR DREAMS FOR THEIR FAMILIES**

🕒 60 minutes

1. Each program team implementing *Safe at Home* may choose to structure their closing ceremony a bit differently. It should include the following elements:
 - Presentation of certificates
 - Each man should have 1 minute to present his dream for his family and make a public commitment of behaviors he wants to change at home.
 - Consider having songs and dancing or other appropriate entertainment.
 - Consider providing refreshments as is feasible with the budget.

ACTIVITY 6:**THANK YOU AND CLOSURE**

🕒 5 minutes

1. Take a moment to thank all participants in the recognition ceremony. If community leaders are participating, make sure to acknowledge them specifically.
2. In addition, make sure to specifically acknowledge the *Safe at Home* discussion group participants and the time and effort they've contributed to improving their family life.
3. You might wish to close the session with a key phrase or proverb that represents the time spent together and the objectives achieved.

**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. Each of us can make a major difference in helping to create a safe, happy, and healthy family for our partners and children.

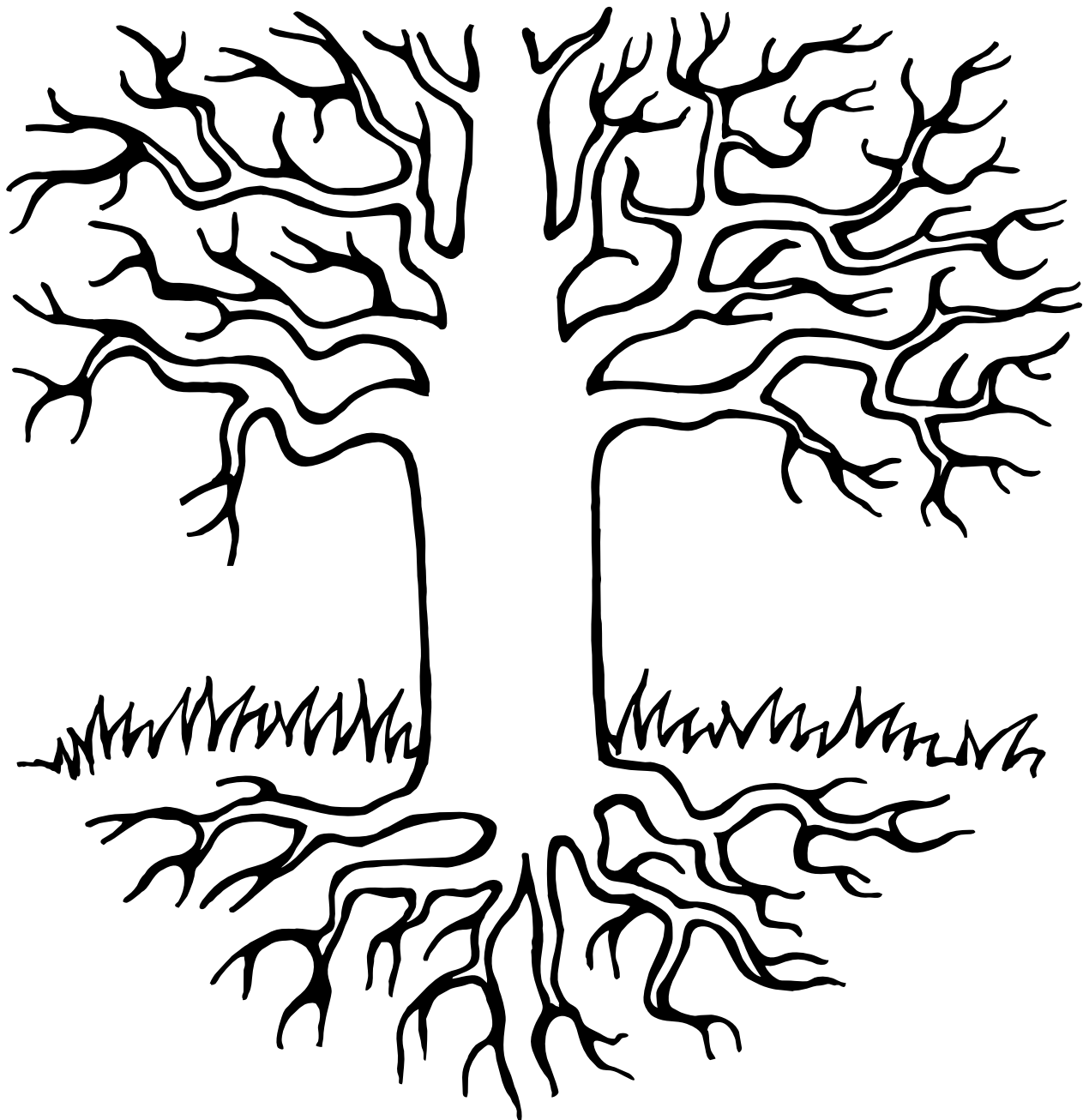
- Each of us can make a major difference in helping to create a safe, happy, and healthy family for our partners and children.
- Supporting women and children is something we need to do every day; we do it through our words and actions. We need to be committed to change if we want to truly help to prevent violence against women and children. As we move forward, let's think about ways that we can continue to support each other to be role models in our homes and communities.
- This is the beginning of a journey of working to help build safer and healthier families and communities. You have a big role to play!

ANNEXES

MEN'S CURRICULUM

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UNDERSTANDING ROOT CAUSES VERSUS CONTRIBUTING FACTORS



NEW PLANET LIFE AND RIGHT CARDS

Rights Cards

PHYSICAL SAFETY

**RESPECT FROM
OTHERS**

**OPPORTUNITY TO
MAKE YOUR OWN
DECISIONS**

**CONTROL OVER
YOUR SEXUALITY**

Life Cards

CIRCLE

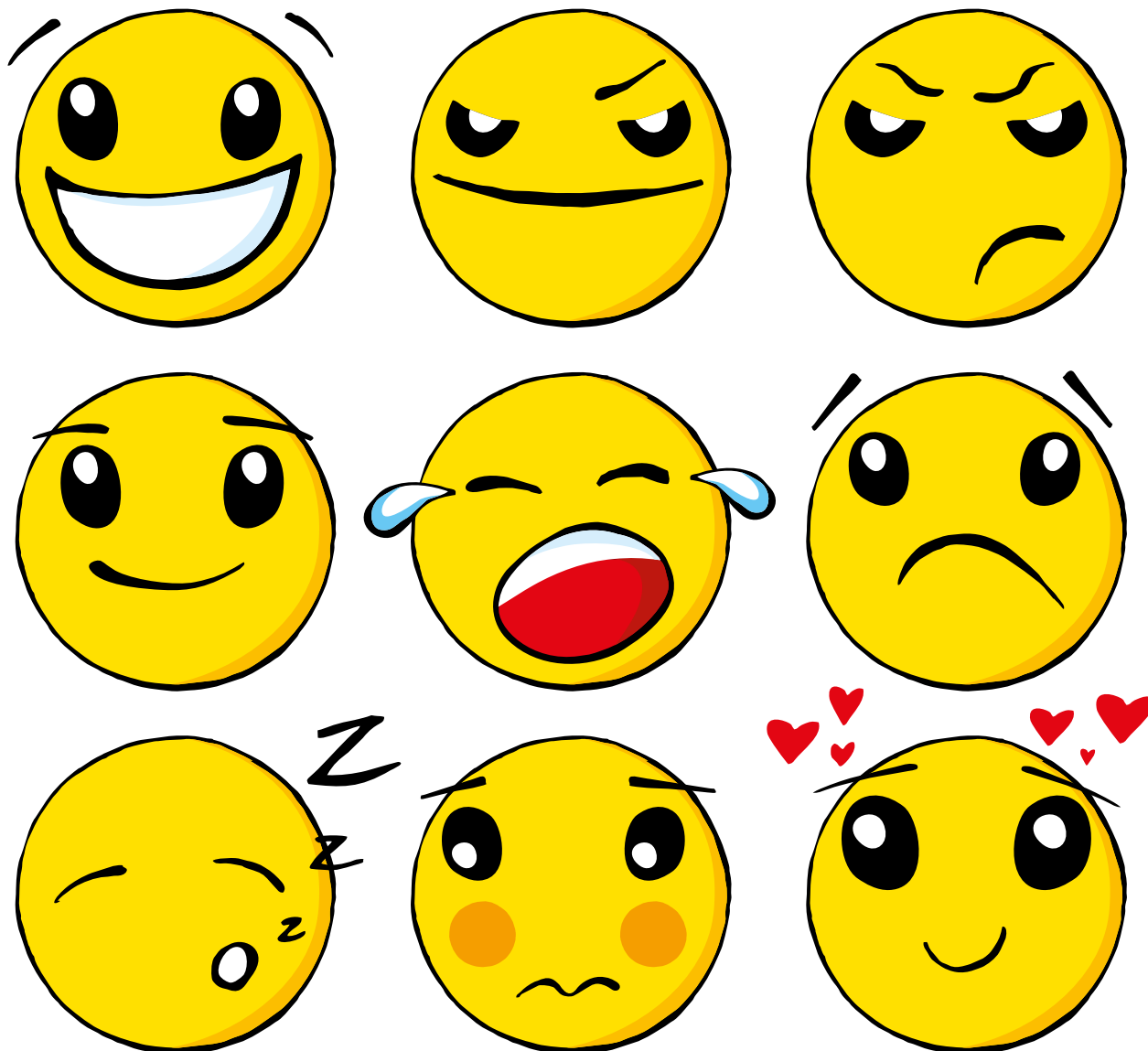
SQUARE

AN IDEAL COMMUNITY

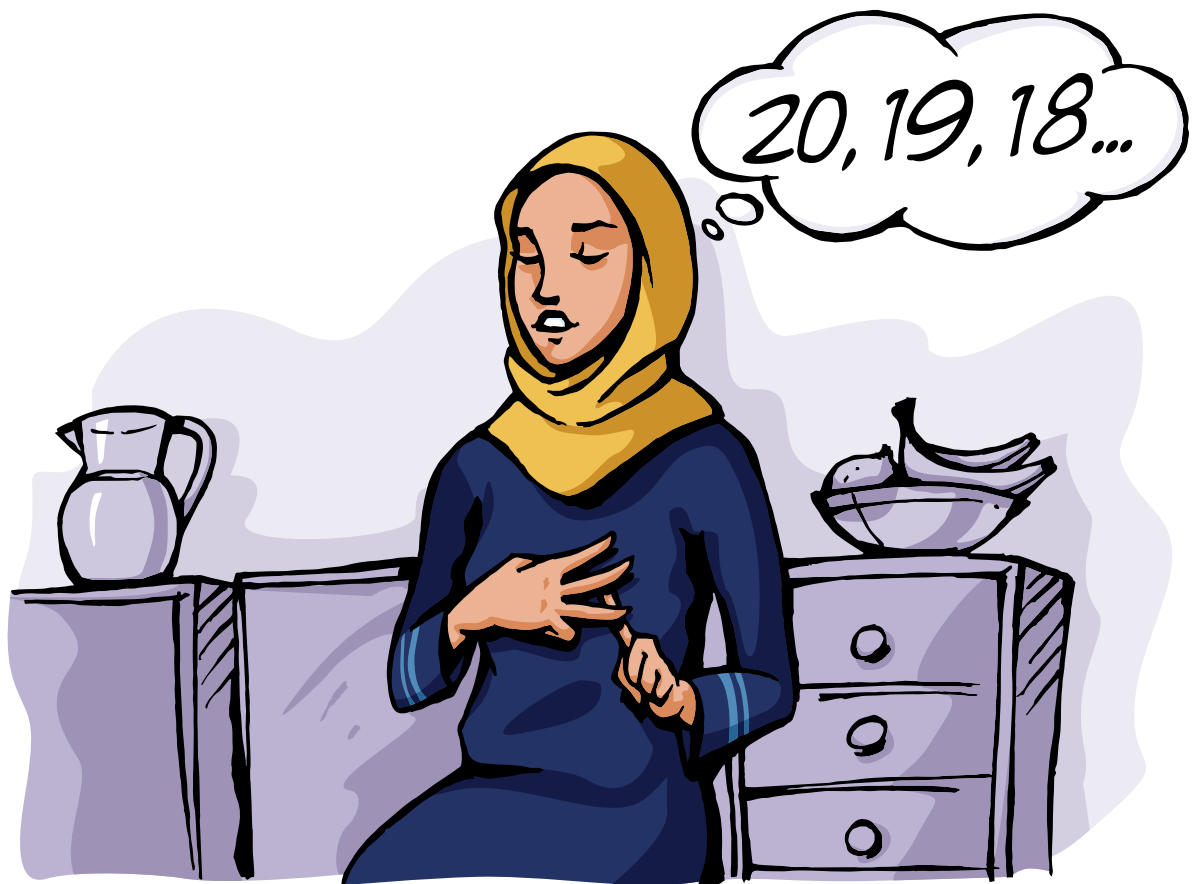
Facilitator Script: Please close your eyes or look downward. For the next few minutes, I'm going to describe a community to you that may be very different from the one that we are in now. I'm going to ask you questions about what your life would be like if you lived in that community. Please reflect on the questions silently and notice what you feel when you imagine your life in this community. After reflecting on life in this community, we will share what we envisioned and felt with each other.

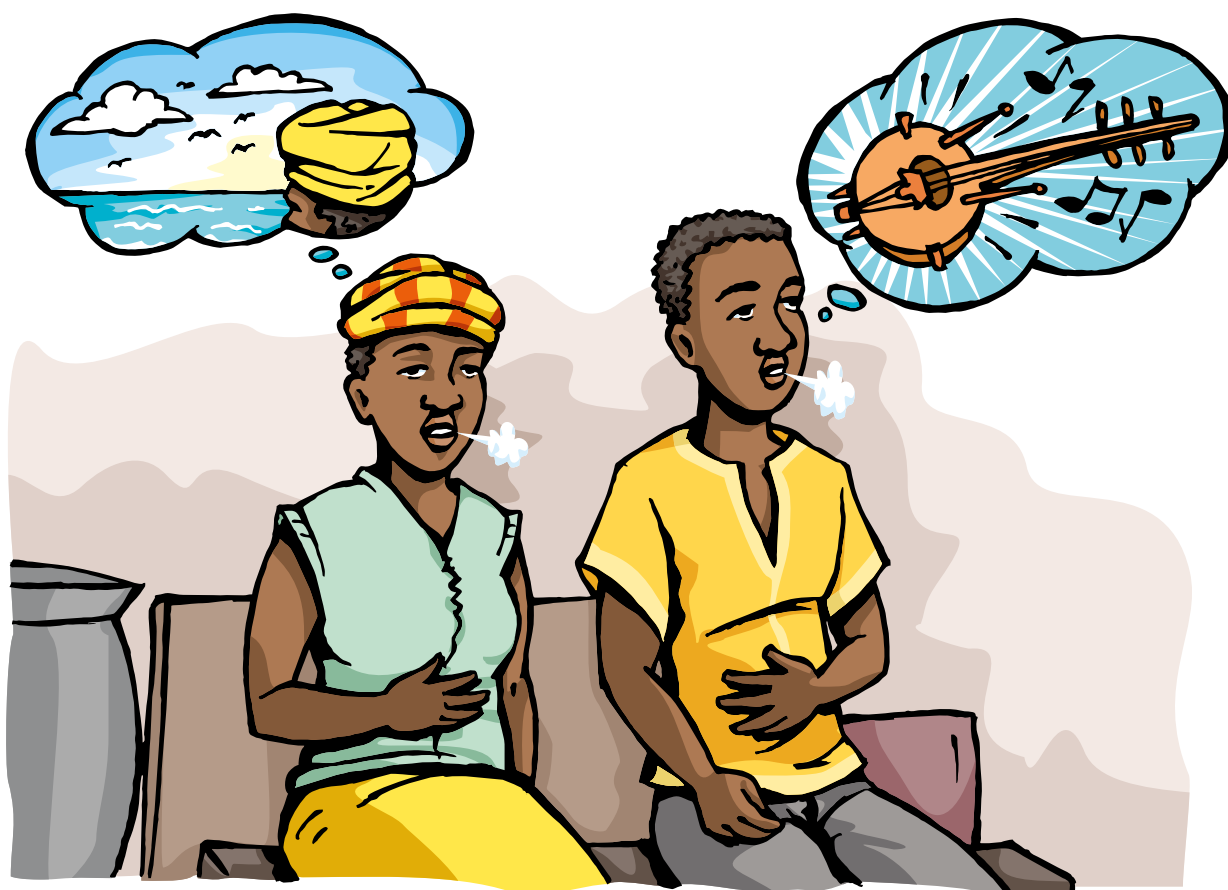
When you wake up tomorrow, you are living in a community in which there is no violence against women and girls. This is a community where women and girls are safe and respected. They have no worries about violence happening to them or to their mothers, sisters, or daughters. Violence against women and girls – in their homes, in their bedrooms, and in the community – has ended.

FEELING AND ACTION DRAWINGS



ANNEX 5: RELAXATION EXERCISE





RELAXATION TECHNIQUES

ADAPTATION >

Adapt to your context. Replace “*the Universe*” by relevant religious representation. In case of multiple religions in one caregivers group, keep the Universe or equivalent in local language as a generic term.

1. Settle yourself in a quiet place, in a comfortable position. Imagine yourself to be in the most relaxing, secure, peaceful place you have ever known. Breathe deeply in and out, breathing into your stomach. Recite the following to yourself, with a quiet voice, very slowly, but imagine it is being spoken to you by a voice outside yourself, by a voice of love. If you do this with your spouse, let one read and the other close his/her eyes and listen:

Your breath is warm and soothing. As it spreads through your body it makes you warm. It brings peace and tranquility to every cell in your body.

2. Let every cell in your body know and feel that you are loved. ***The Universe*** loves you. Many people love you. You are surrounded by love and caring. The love is all around you like warm light, comforting you, taking away all your pain.

The air that you are breathing in is warm and soothing. That warmth is spreading all through your body. As it spreads through your body, it causes your muscles to relax.

Now the warmth spreads to your head. Relax the top of your head. Relax your mind. There is nothing to think about right now, nothing to worry about. Release the burdens that you carry in your mind. As you breathe deeply, the warmth spreads to your face.

Let your face relax. Relax your eyes. Whatever your eyes have seen that is unhappy or that causes you pain, let it go. Release it with your breath. Relax your cheeks and your mouth. Whatever you have spoken that you regret, let it go, release it with your breath. It's in the past and is gone now with your breath.

Relax your ears. There is nothing for you to listen to right now except the peacefulness of your own breath. Whatever you have heard that has hurt you, at any time in your life, let it go now. You don't need it anymore. Release it with your breath.

Relax your jaw. Any tension that you are holding in your jaw, let it go, release it. Feel the warmth spread through your mind, your face, your neck. Relax your neck.

3. Know that you are safe. You are protected. You are in a place of shelter. You are in ***the Universe's*** care. You are in a safe place, a good place. You have nothing to fear, nothing to regret. The past is gone, and the future has not arrived. All that exists is this peaceful moment, this safe place where you are protected and warm.

Continue to breathe deeply and softly. Your breath warms you. The warmth spreads now into your shoulders and relaxes your shoulders. Whatever burden you have been carrying on your shoulders, let it go. Give it to *the Universe*, and He will hold it for you until you are ready to take it back. For now, let it go with your breath. Relax your shoulders.

4. Let go of your fear and your worry. You are following the Universe's guidance and that is peaceful. You are at harmony with the entire universe and that is peaceful.

Breathe deeply and softly. The breath spreads now into your back and warms your back. Relax your shoulder blades, and the middle of your back. Relax your lower back. As you breathe out, release the burdens that you have borne on your back. All the troubles, all the weight on your back, release them with your breath, and let them disappear. You don't need them anymore.

5. **The Universe** is on your side and He will always be with you. You have the strength of Imaan. Know that whatever challenges you face in life, you are strong and capable.

As you breathe, warmth continues to spread through your body, now moving into your chest and your stomach. Relax your chest. Whatever fears you have for the future, let them go. Release them with your breath. Trust in *the Universe*; He is with you right now, at this moment, and He will protect you. Relax your stomach. Whatever tightness you have in your stomach, whatever tension you carry there, release it, let it go with your breath.

6. Know that **the Universe** created you pure. That purity is always inside you, like a light. Allow yourself to feel it, to be in touch with it; let that purity come out, and with it comes peace.

Your breath is warm and soothing. As it spreads through your body it makes you warm. It brings peace and tranquility to your mind, to your soul, and to your heart. Feel it now spreading into your arms. Relax your upper arms, and your forearms. Relax your hands and your fingers. Relax your thumbs. Your hands work hard for you every day, but right now let them relax. Whatever burdens you carry in your hands, release them. Whatever private pain or shame your hands have witnessed, release it. You don't need it anymore. Let it escape with your breath, let it go.

7. Know that the Universe created you beautiful with the best of forms.

That beauty is inside you. Let yourself feel it and believe it. Breathe deeply now and let it flow into your legs. Relax your thighs. Relax your knees. Relax your calves. Relax your feet. Relax your toes. Your legs work hard for you every day, they have earned a rest. Relax your legs and let the tension flow out of them; release the tension with your breath. Now all of your body is relaxed and warm. Every cell in your body, every part of you inside and out is soothed and peaceful. All of your body is pure and light and warm.

COPING AND HEALING CARDS

My support network (a list of people you can visit or call and who always lift your spirits):

My favorite places – a picture or description of a place (past, present or imagined) where you feel or felt a great sense of peace and safety:

My favorite books (especially books that lift my mood):

Comfort foods (foods such as snacks or pastries that you could put in your kit or something you can easily obtain or make – nothing that will make you feel bad because you ate it!):

Gratitude list (things for which I am grateful):

Reminders of other stress-busters (such as cooking or doing a craft project):

Childhood favorite toys (things you loved playing with – if you no longer have the toy, a picture or a description will do):

Ways to write down my thoughts (a notebook or journal and pen):

Non-alcoholic drinks that I enjoy:

Best moments from the past (write down a brief reminder of a wonderful memory):

Relaxation exercise (deep breathing, praying, muscle relaxation, center yourself):

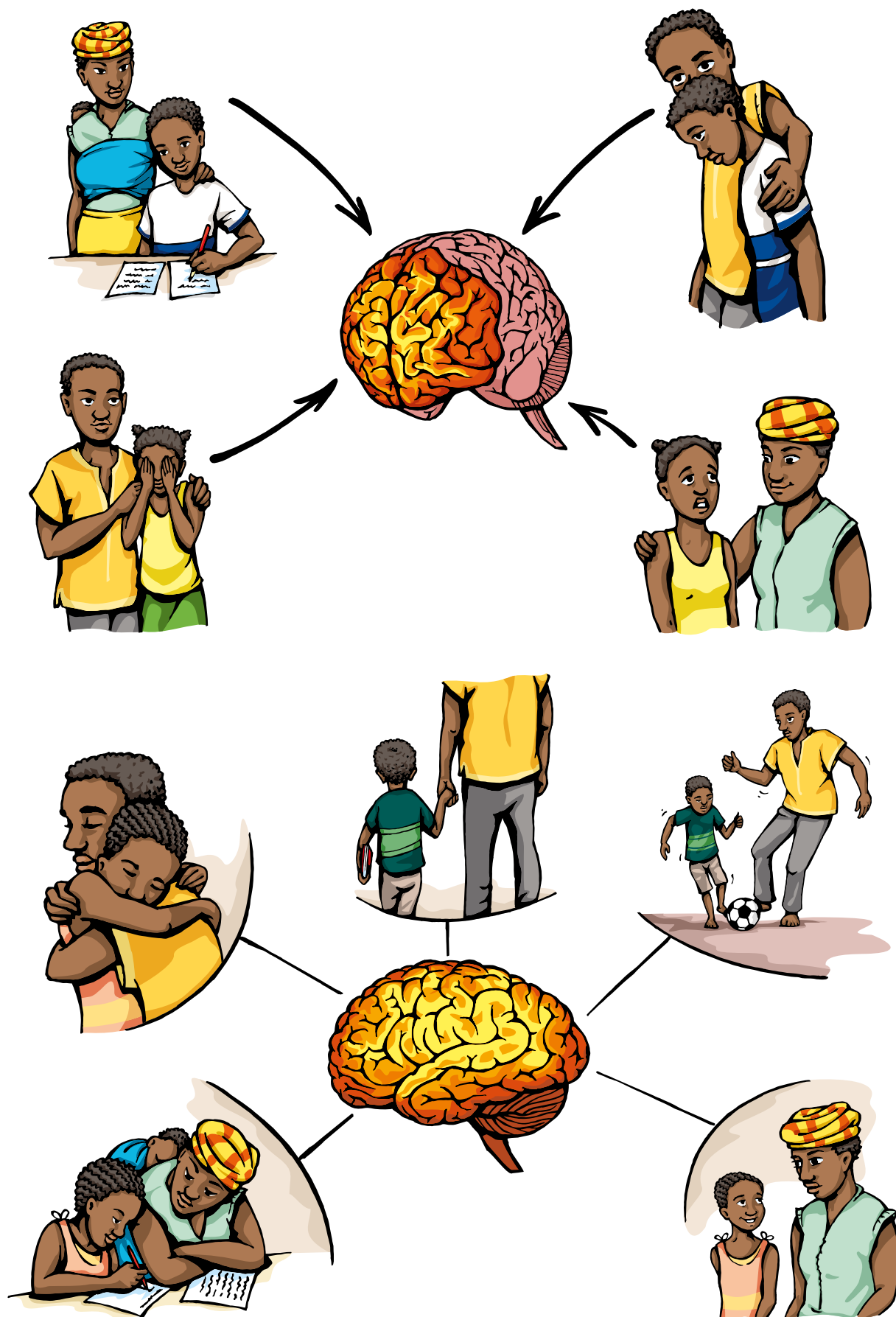
VISUALIZATION EXERCISE-THE SAFE SPACE

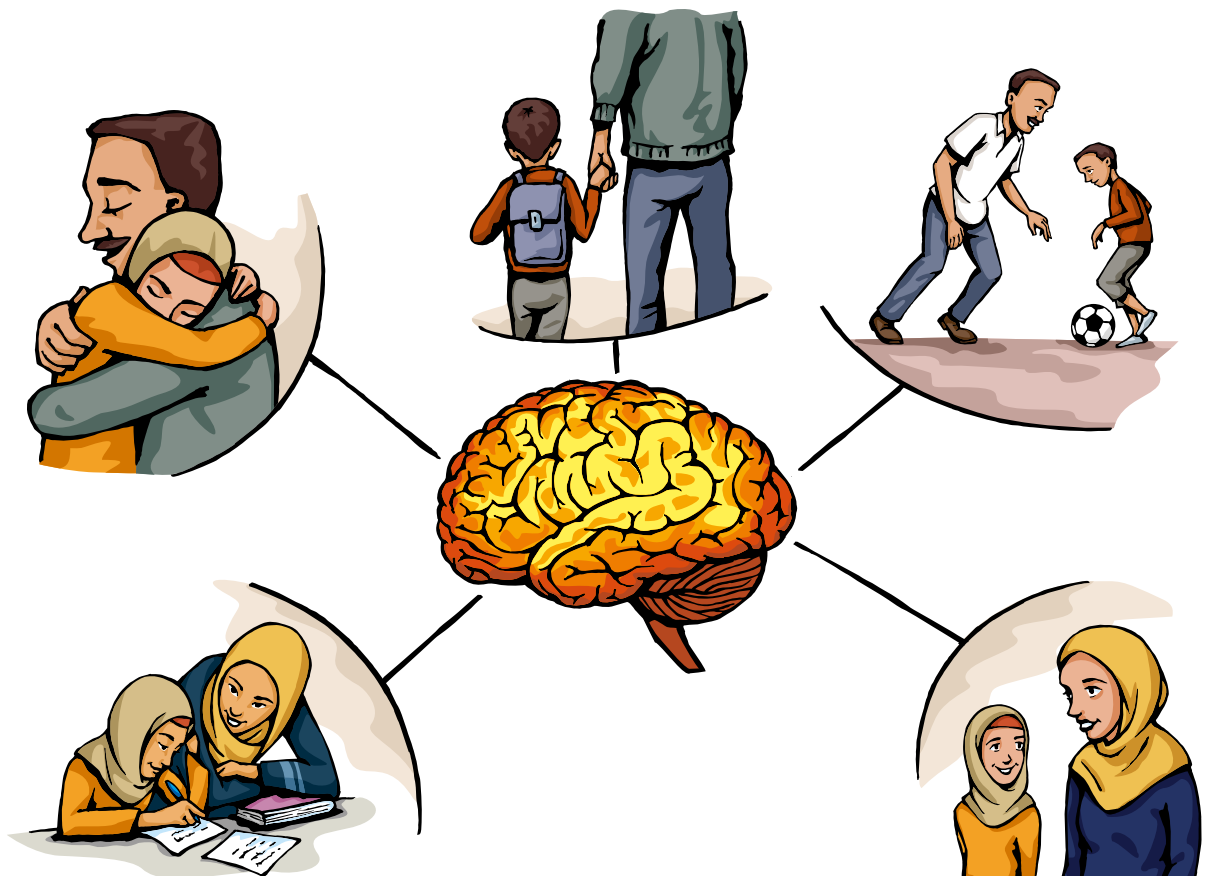
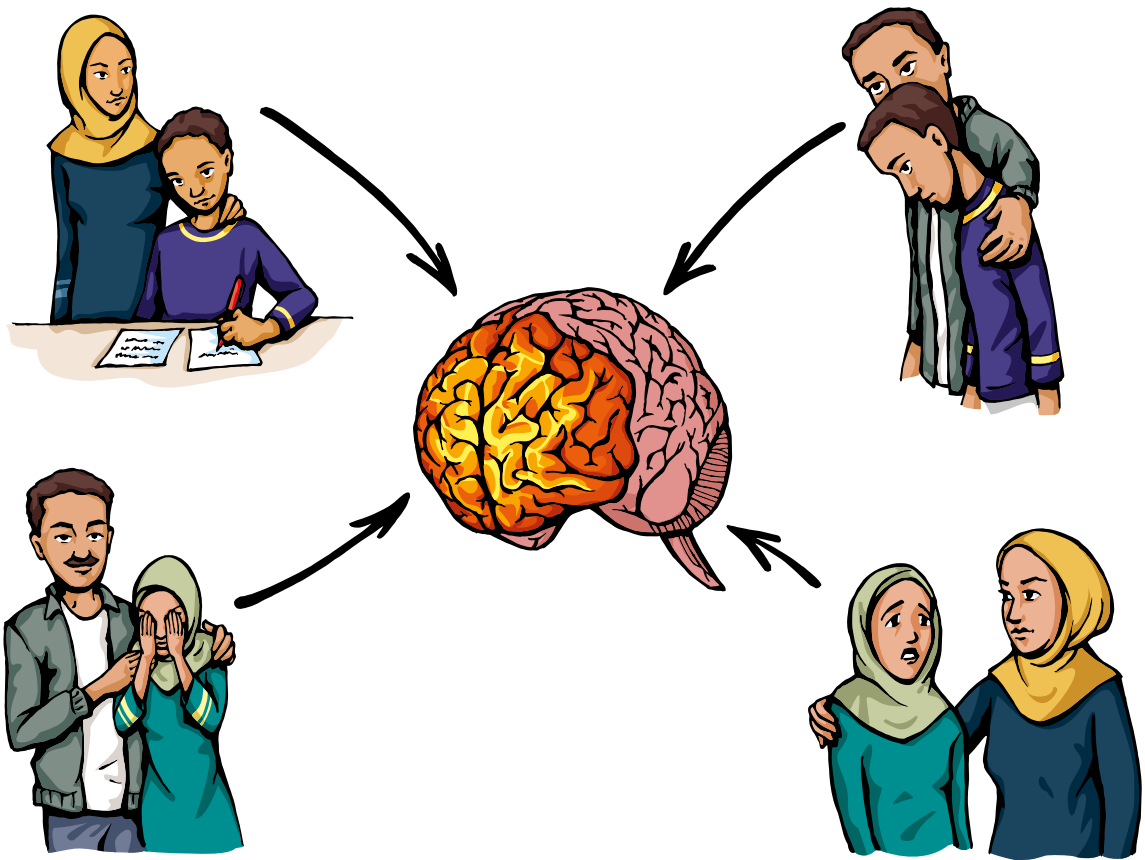
1. Take a few deep steady breaths. Close your eyes and carry on breathing normally. Bring up a picture of your safe place and imagine that you are standing or sitting there. Can you see yourself there? In your imagination, take a look around. What do you see? What can you see close to you?

Look at the details of it and see what it is made of. See the different colors. Imagine reaching out and touching it. How does it feel? Now take a look further away. What can you see around you? See what's in the distance. See the different colors and shapes and shadows. This is your special place and you can imagine whatever you want to be there. When you are there, you feel calm and peaceful. Imagine your bare feet on the ground. What does the ground feel like? Walk around slowly, noticing the things there. See what they look like and how they feel. What can you hear? Maybe the gentle sounds of the wind, or birds, or the sea. Can you feel the warm sun on your face? What can you smell? Maybe it's the sea air, or flowers, or your favourite food cooking? In your special place, you can see the things you want, and imagine touching and smelling them, and hearing pleasant sounds. You feel calm and happy.

2. Now imagine that someone special is with you in your place. This is someone who is there to be a good friend and to help you, someone strong and kind. They are there just to help you and they'll look after you. Imagine walking around and exploring your special place slowly with them. You feel happy to be with them. This person is your helper and they're good at sorting out problems.
3. Just look around in your imagination once more. Have a good look. Remember that this is your special place. It will always be there. You can always imagine being here when you want to feel calm and secure and happy. Your helper will always be there whenever you want them to be. Now get ready to open your eyes and leave your special place for now. You can come back when you want. As you open your eyes, you feel more calm and ...

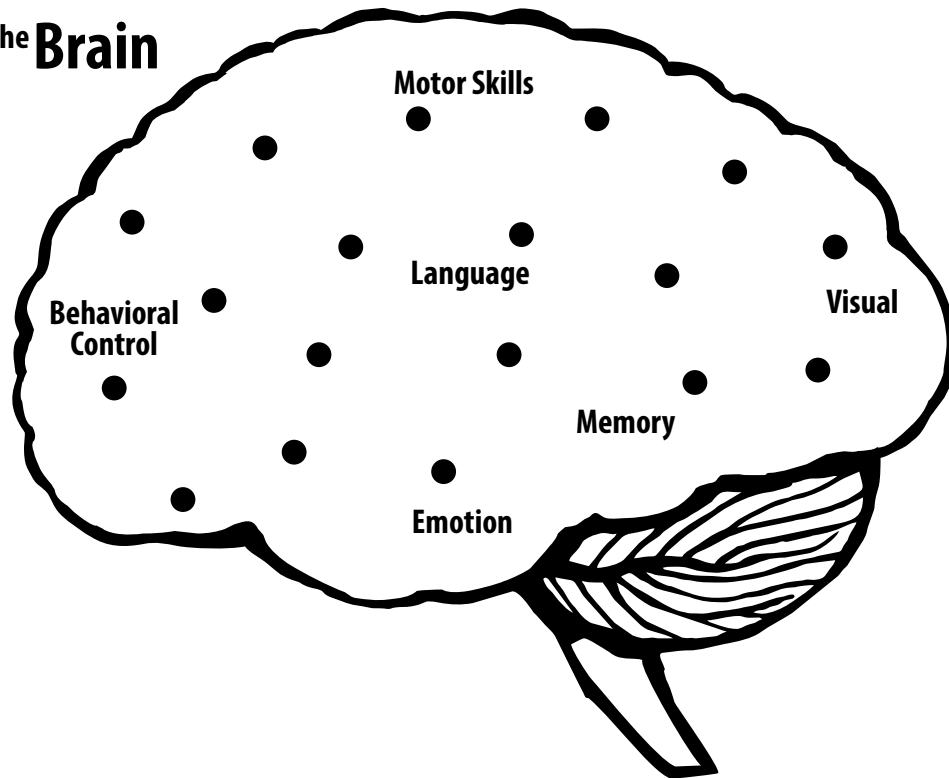
BRAIN DEVELOPMENT AND THE IMPACT OF TOXIC STRESS



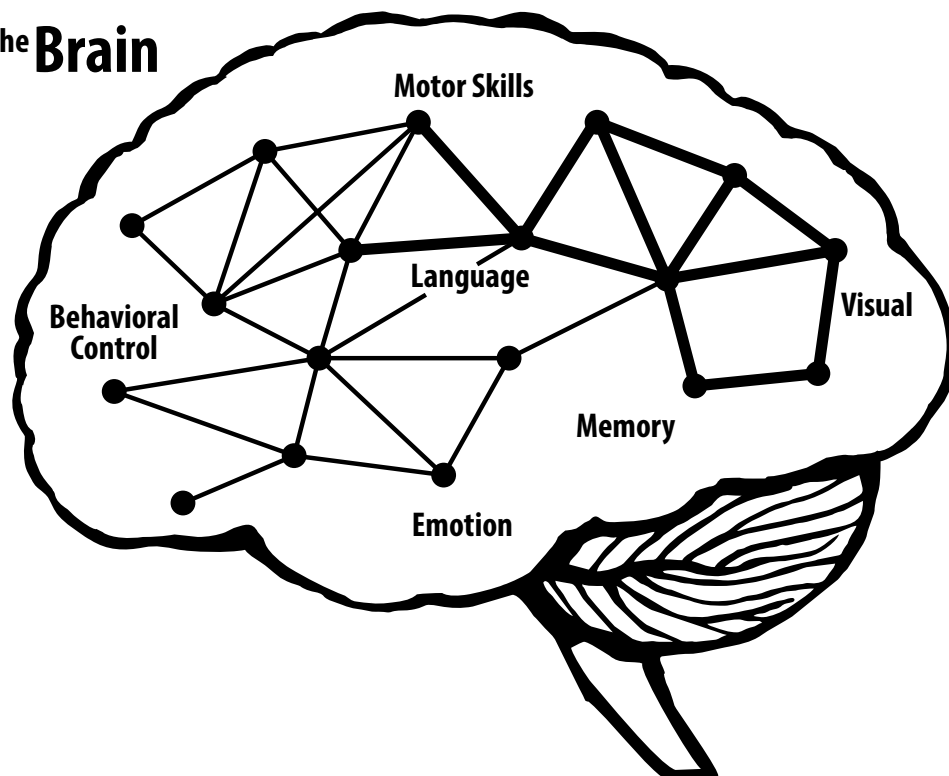


BRAIN DEVELOPMENT SKETCHES

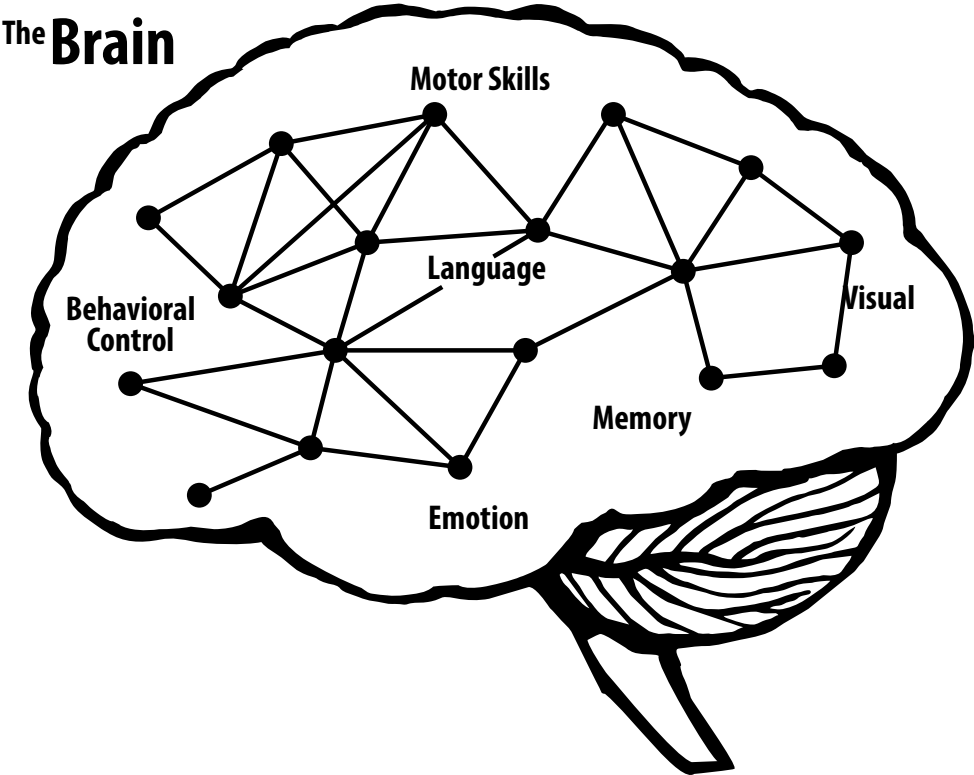
Brain images taken using scanners that use magnetic fields and radio waves to produce detailed images

The Brain

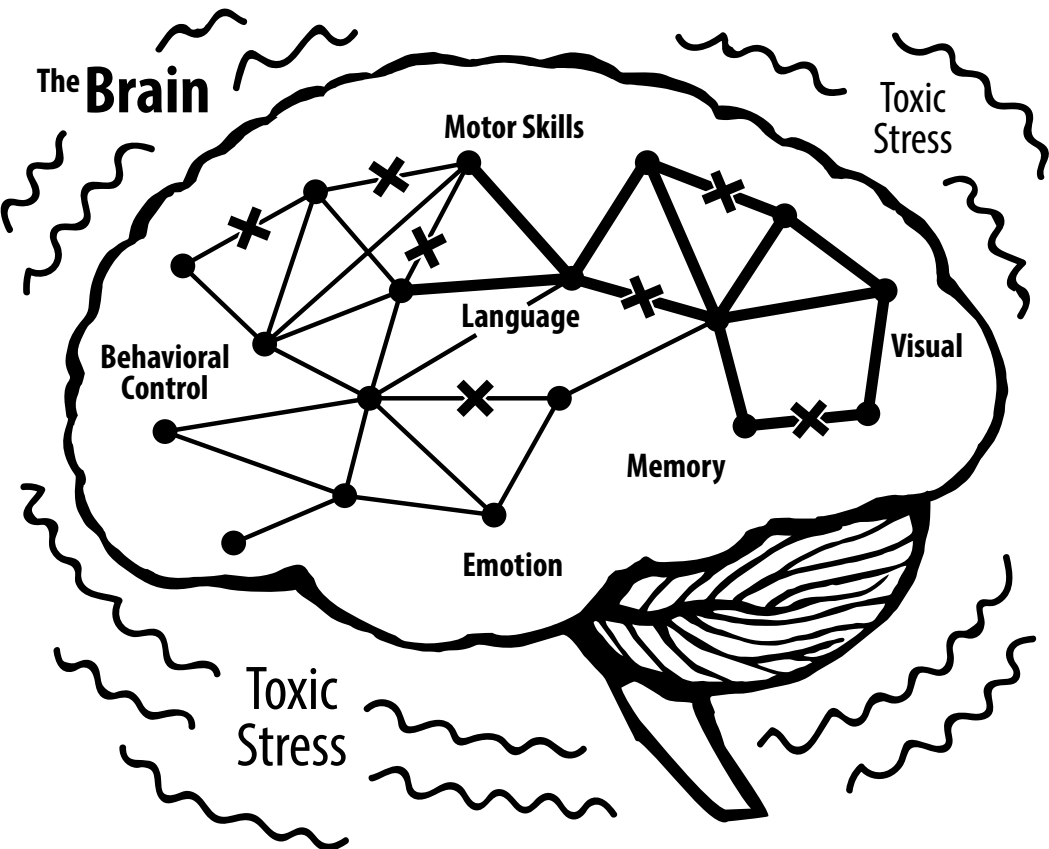
In the areas of the brain dedicated to learning and reasoning, the neuron connections that comprise brain architecture are weaker and fewer in number.

The Brain

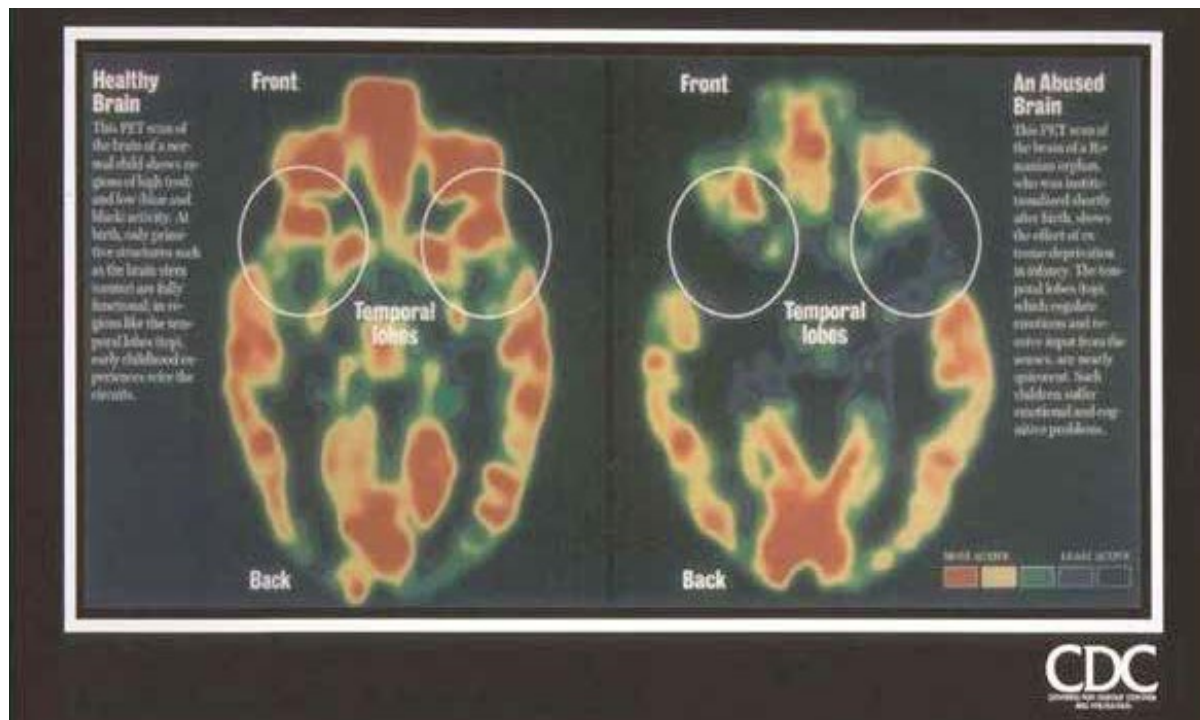
Science shows that the prolonged activation of stress hormone in earl childhood can actually reduce neuron connections in these important areas in the brain – at the time they should be growing new ones.



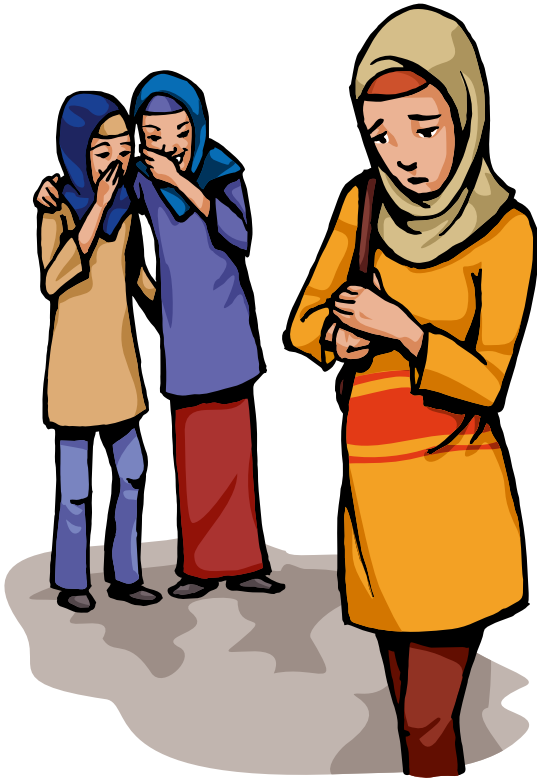
Toxic stress can be avoided if we ensure that the environment in which children are growing and developing is nurturing, stable and engaging.



BRAIN SCANS SHOWING IMPACT OF TOXIC STRESS







THE FOUR STEPS OF EMPATHY

Step 1

Identify the feeling

Step 2

Determine the reason

Step 3

Validate the feeling (honor the feeling)

Step 4

Help your child with their feelings. Take action and find a solution if appropriate.

FAMILY MEETINGS



STEPS OF A FAMILY MEETING

Step 1

Family meetings always start best with a round of positive feedback on family life. Ideally, each family member has a chance to say something positive about each family member. This encourages children to appreciate the good times they spend with each other, to express gratitude and identify what they appreciated in other family members behaviors.

E.g. Sara, I thank you for preparing dinner yesterday and Ahmed, I appreciated how you looked after your younger brothers while I was at the market.

Step 2

The family follow up on the solutions adopted during the last meeting.

E.g. We agreed during our last meeting that everybody should be home by 6 o'clock. How did it work this week? Did everybody come home on time?

Step 3

All agenda items are identified. Everyone gets a chance to say what they would like to talk about. All conflicts and issues won't be solved but this is to give an opportunity to give space to anybody to share their thoughts and to listen. Listening does not mean that we agree but this is to give a chance to better understand somebody else's perspective. Items on the agenda are not necessarily issues; it can be also family projects.

E.g. Jamila you expressed your frustration at not being able to come to the market with me. As you know, for security reasons we cannot let you go. Is there something else that you would like to do that would be safer? Would you like to attend ... activity at the youth/women center?

Step 4

Enjoy family time together. Have fun, plan family events together.

E.g. Who has an idea? What about going to the park for a picnic together next Saturday?

TIME OUT



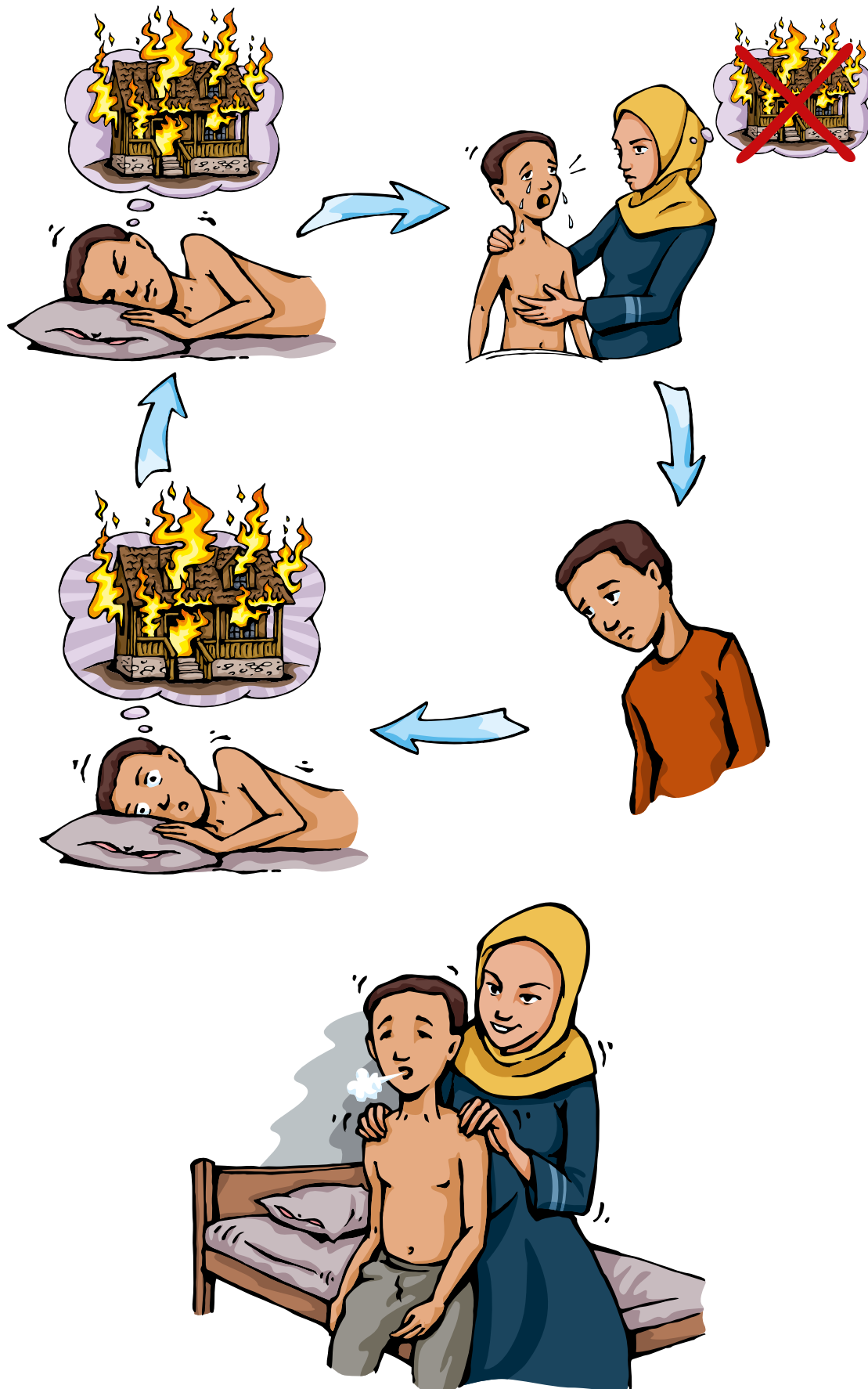
IMPACT AND SYMPTOMS ANSWER KEY

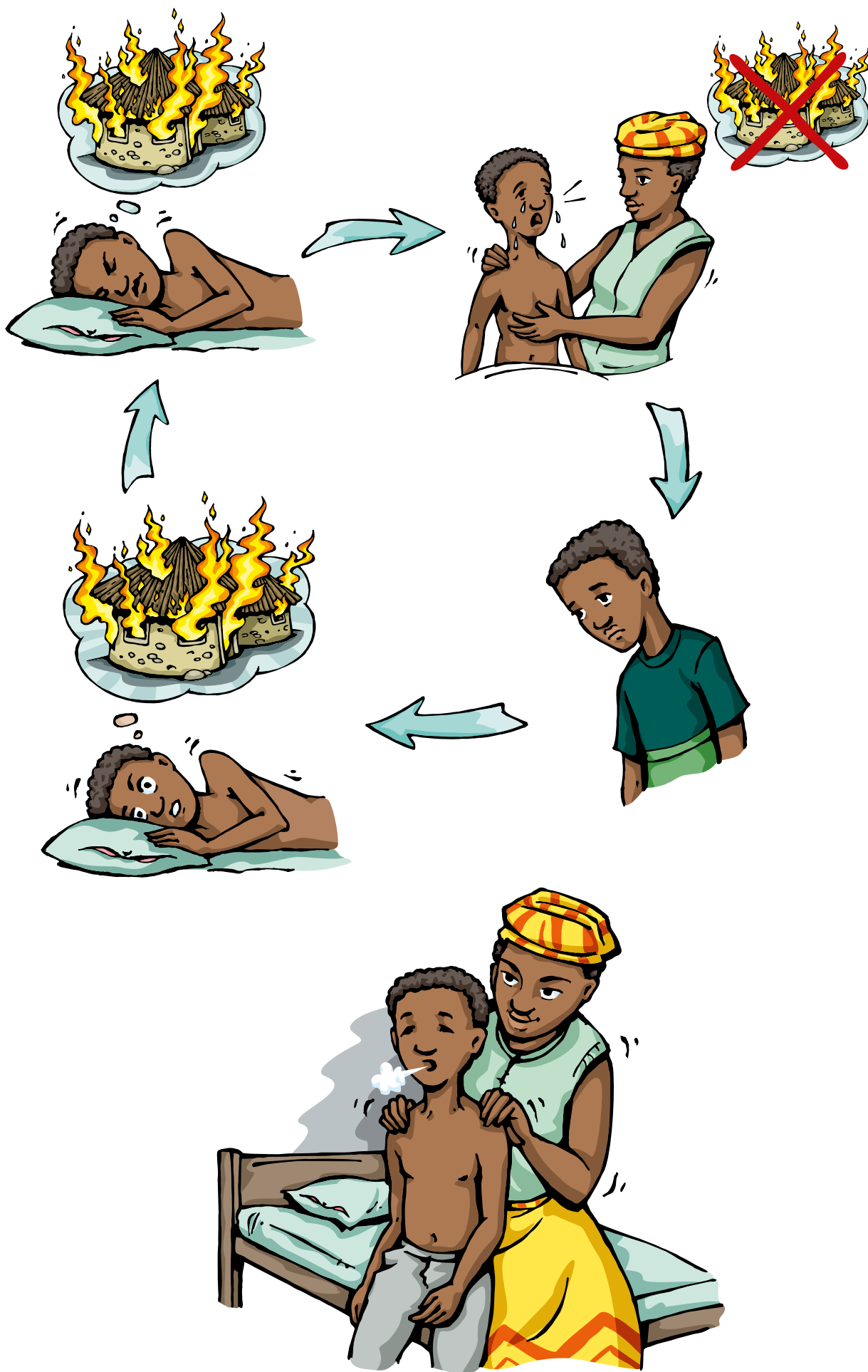
Age	What are the impacts of war on children?	What are the psychosocial symptoms that can be observed?
9 years old	• Loss of friend, education opportunities, toys, clothes • Loss of marks of identity, change of food, of environment, loss of routine. • Less attention from their parents, less interaction, less stimulation. • Loss of hobbies, pastimes (TV, books, games, etc.) • Memories of the war, exposed to a violent environment.	• Crying • Depressed • Jumpiness, especially at loud noises • Difficulty falling asleep • Nightmares • Refusing to eat • Eating too much • Isolation • Refusing to leave the tent • Scared of everything • Eczema • Stomach aches • Feeling sick • Starts smoking • Playing war games • Loss of empathy • Moodiness or rapid mood changes • Problems concentrating

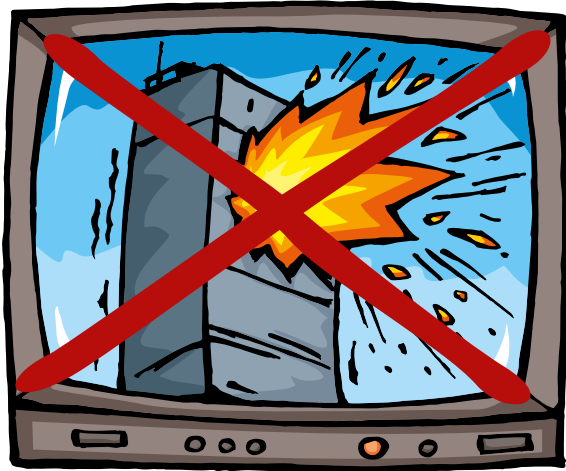
IMPACT AND SYMPTOMS

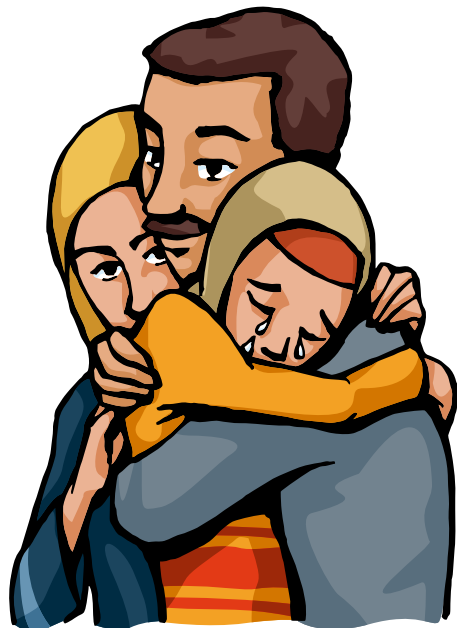
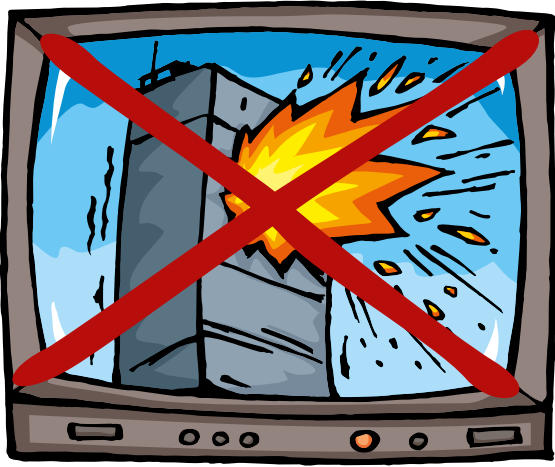
Age	What are the impacts of a war on children?	What are the psychosocial symptoms that can be observed
9 years old		

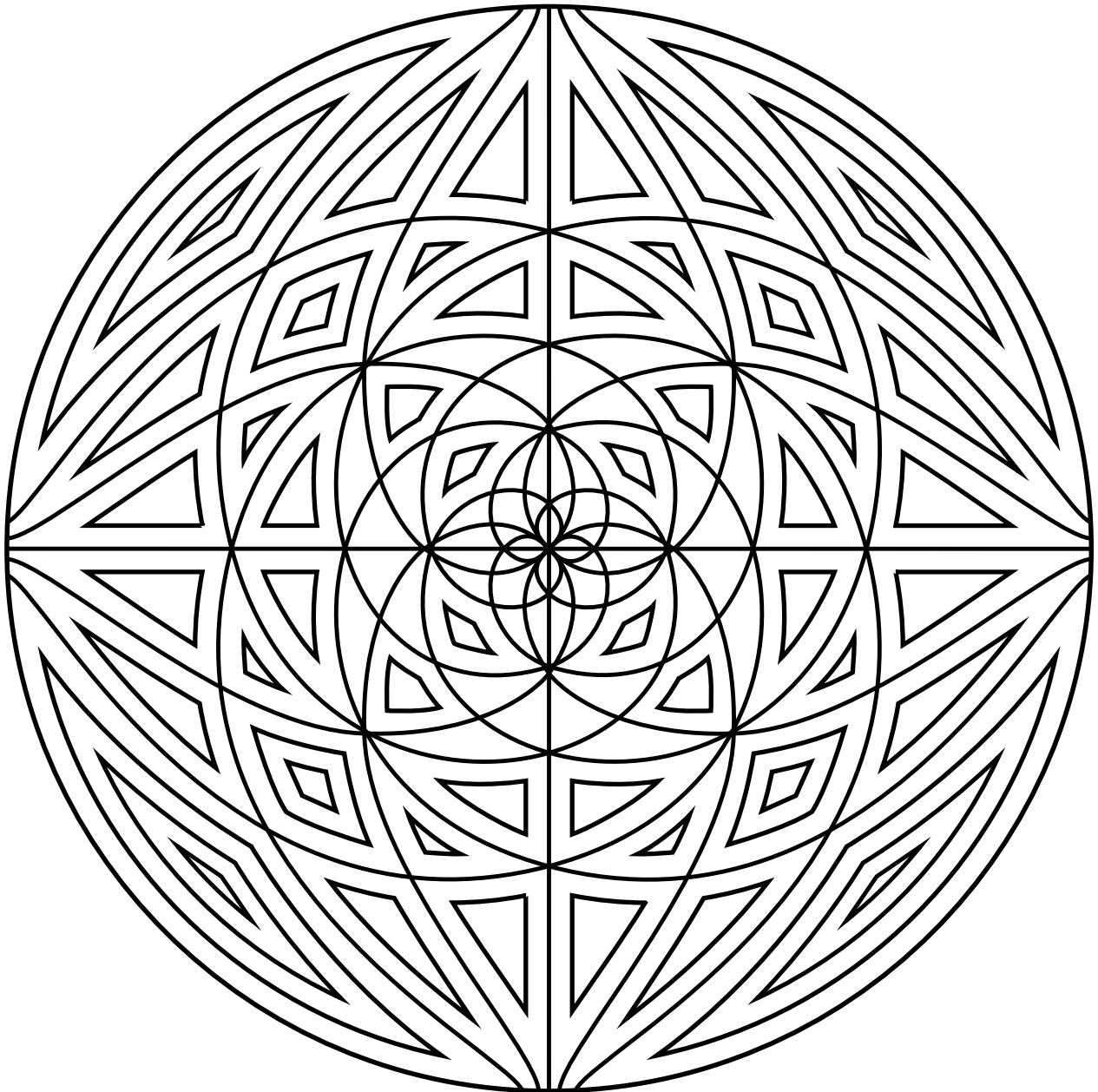
IGNORING SYMPTOMS OF STRESS- A VISCIOUS CYCL











SUPPORTING A SURVIVOR

As a male partner, spouse, relative, friend or colleague of a woman who has survived violence, you may feel it's easier to stay silent. You might be worried that you're going to say the wrong thing or upset her further. But there are many ways you can support survivors emotionally and practically. This handout offers some suggestions and tips.

PROVIDING EMOTIONAL SUPPORT

Listen and try to understand: You may not know what it feels like to be a woman, but you do know how helpful it is when someone listens and supports you through difficult times. Take the time to simply be with her and listen to what she has to say without judging or placing blame.

Believe what she is telling you: It will have taken a lot of courage for her to have told you what she has experienced or is continuing to experience. You can validate her courage in having done this by letting her know that you understand the truth of what she is saying. Be sure to respect her privacy, and never share the information she provides with someone else unless she has requested that you do.

Don't judge or blame her: Regardless of circumstances, no one ever has the right to abuse or rape, and no one ever deserves to be raped. Don't ask her questions about why she thinks it happened; this might imply that you think that what happened is her fault. This is victim blaming, and it's wrong.

Allow her to express her emotions: If she wants to cry, give her the space to do so. If she doesn't cry, don't take this as a sign that she wasn't raped or assaulted. Different people respond to sexual violence in different ways. She could be dealing with delayed shock or feelings of denial. If she experiences depression for a long time or seems suicidal, encourage her to seek support from someone trained in the community.

Give her time: Do not say things like, "Try to forget what happened." Particularly if she has been raped, she is not going to feel better immediately and may have good and bad days. If she's feeling scared at night, encourage her to have a friend stay with her until she falls asleep. You can also offer to accompany her to places where she doesn't feel safe.

Be available to talk: Make sure she knows you are open to talking about the issue and really want to listen to how she is feeling. At first, she might feel that all men are potential perpetrators of violence. This is perfectly normal given what she has been through. Help her see that she can rely on you and other men in her life for support.

Let her take control of her own healing: It's important that victims of violence recover a sense of control over their lives. You can't tell her what to do, but you can support her in what she does and offer her information.

Get support for yourself: You might feel anger, frustration, sadness, and pain because someone you care about has been hurt. Try to remain aware of your own feelings, and take care of yourself by reaching out to someone trusted like a counselor or religious leader. (Remember to maintain the survivor's confidentiality even if you're discussing with someone else how you have been affected by the violence.)

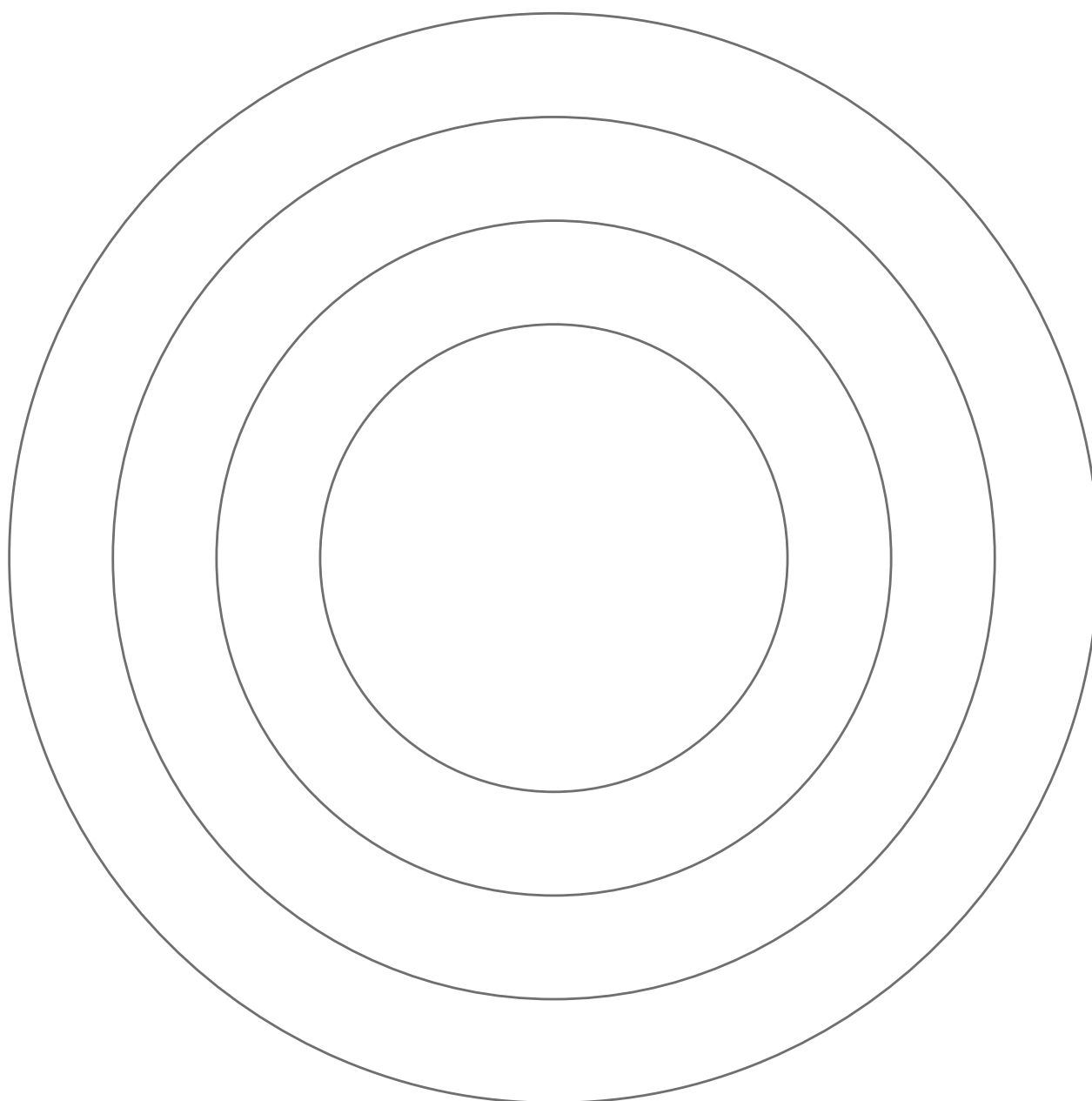
Reach an understanding about sex: If you are a husband or boyfriend of someone who was raped, you might wonder when it is all right to be sexually intimate again. The answer to this question varies from person to person. It is very important to be patient and find non-sexual ways to show her that you love her. If you aren't sure how she feels, talk about it. Sometimes a particular touch or smell can initiate flashbacks to the rape. Flashbacks are very scary and extremely upsetting. If this happens during sexual contact between the two of you, try not to take it personally; it's not about you. She might "freeze up" during sex, so be aware of how she is responding, and stop if you are unsure how she is feeling. If your sexual attraction to your partner has been affected because of the rape, talk to someone about your feelings.

PROVIDING PRACTICAL SUPPORT

Help her access medical care: Within 72 hours following a rape, it is critical that women obtain both emergency contraceptives and a 28-day course of post-exposure prophylaxis (PEP) to prevent HIV infection. If someone you know has been raped, let her know the importance of these measures and offer to help her access them. Learn about these treatments and their possible side effects, so that you can better understand what she is going through and support her in taking the full course of PEP.

Talk with her about her options: The more you know about available options, the more you can help her decide what course of action she wishes to take. She might decide to report the incident to the police, visit a social worker or an NGO providing psychosocial support, etc. Your role is to help her explore what will feel right for her and to respect her decisions.

ROOM LAYOUT



CIRCLE OF INFLUENCE CHARACTER NAMETAGS

1. Lisette	2. Richard	3. Laure
4. Richard's father	5. Richard's Friend	6. In-law
7. Neighbor	8. Lisette's friend	9. Elder
10. Priest/Imam	11. Health Care Provider	12. Food Seller

13. Police Officer	14. Taxi Driver	15. Farmer
16. Local leader	17. Teacher	18. Pharmacist
19. Doctor	20. Parliamentarian	21. Radio Announcer
22. UN Official	23. Minister of Health	24. Newspaper Editor
25. Actor		

CHARACTER STATEMENTS

Lisette

- i) My name is Lisette. I'm married to Richard. We used to be okay, but nowadays Richard shouts at me a lot and even sometimes hits me. I fear him and so does our daughter Laure.
- ii) My name is Lisette. My husband now respects me. We talk about our problems and solve them together. There is no more fear in my heart or my house.

Richard

- i) My name is Richard. I'm married to Lisette. For some time now, things have not been so good. My wife annoys me, and I have no choice but to shout at her. Sometimes I even beat her. I guess this is what happens in marriage.
- ii) My name is Richard. I made a commitment to Lisette and my daughter Laure that I will not solve problems or frustrations through shouting or hitting. Our house is now a happier place, even Laure is doing better.

Laure

- i) My name is Laure. I'm twelve years old. My parents are Richard and Lisette. My parents have started to fight often. My father is always yelling at my mother, and sometimes he hits her. I'm scared he will hit me next.
- ii) My name is Laure. I'm twelve years old. My parents have stopped fighting now and we have a happy family. I no longer live in fear in my house.

Richard's Father

- i) I am your parent. We were raised knowing that men can discipline women. This is how things should be.
- ii) I am your parent. Violence is not acceptable in our family/clan.

Richard's Friend

- i) I am a friend. We go to the drinking joint together. I see how you drink and then go home angry. But it is normal for men.
- ii) I am a friend. When we go out drinking, I advise you to stop before taking too much, so you won't go home drunk.

In-law

- i) I am your in-law. You are now part of our family where women stay quiet and don't complain.
- ii) I am your in-law. In this family, women and men have equal rights and live violence free.

Neighbor

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

Lisette's Friend

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

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

Elder

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

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

Priest/Imam

i) I am priest. I keep silent. God will take care of things.

ii) I am a priest. I went through the Safe at Home program and now do premarital counseling with all couples about non-violence and respect.

Healthcare Provider

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

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

Food Seller

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

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

Police Officer

i) I am a police officer. Men sometimes can't avoid using small violence at home. It is a domestic issue.

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

Taxi Driver

i) I am a taxi driver. I think violence should be used against a woman once in a while. Otherwise, women start thinking they can do everything.

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

Farmer

- i) I am a farmer. I think a women is not equal to a man. A woman should obey her husband.
- ii) I am a farmer. I made a presentation at my farmer's meeting about how women and men can work together for a better harves.t

Local Leader

- i) I am a local leader. I assure that you adhere to the law in the community. You respect me.
- ii) I am a local leader. Violence between partners in our community is not tolerated! We have a bylaw against it.

Teacher

- i) I am a teacher. Making jokes about girls is just for fun; it doesn't do any harm.
- ii) I am a teacher. I role model to my students that girls and boys are equally valuable, and that harassment is not okay.

Pharmacist

- i) I am a pharmacist. You buy things from me, and ask for my advice. I think women must be patient and endure.
- ii) I am a pharmacist. When you come to buy medicine for your cuts, I refer you to a counselor to talk about violence.

Doctor

- i) I am your doctor. I advise you on many issues but don't see how GBV between couples is my business.
- ii) I am your doctor. I ask you about violence in your relationship. I explain how violence can lead to various health concerns and help you understand the types of assistance we can offer.

Parliamentarian

- i) I am a parliamentarian. There are not laws in my country specifically about violence in the home- that's a private matter.
- ii) I am a parliamentarian. The law of this country says no person has the right to use violence against another person- no matter what their relationship.

Radio Announcer

- i) I am a radio announcer. You hear my messages every day. We joke about women and violence- what's the harm?
- ii) I am a radio announcer. I organize a talk in which many different people come to talk about the negative consequences of violence against women.

UN Official

- i) I am a United Nations official. I monitor countries' progress on international conventions, but I don't see the connections between GBV and power.
- ii) I am a United Nations official. Women's and children's rights is covered in international conventions. I'll ask governments how they are responding to these issues.

Minister of Health

- i) I am a Minister of Health. I decide which services are available at health centers. Women's and children's rights issues don't belong in clinics- we prescribe drugs!
- ii) I am a Minister of Health. Our health care providers are trained on how to ask clients about violence.

Newspaper Editor

- i) I am a newspaper editor. I show explicit photos of women in my paper because it sells!
- ii) I am a newspaper editor. Our newspaper has a policy to protect the rights and dignity of all the people in the stories and images we publish.

Actor

- i) I am an actor. I play roles in movies. I like to play macho characters to show other men how real men should act.
- ii) I am an actor. I play roles in movies. I choose movies that display men treating women and children well.

PERSONAL ACTION PLANS

Name of Participant:

Date:

Site/Community:

This action plan can help you to determine what key actions you will take to make changes in different areas of your life and what steps will help you to achieve your goals. Please fill out this form and hand it in to the EMAP facilitator.

STEPS TO HEALTHY DECISIONS	What 2-3 actions will I take in this area?	What steps will help me achieve my goals?
CHANGES IN MY HOME		
CHANGES IN MYSELF		
CHANGES IN MY RELATIONSHIP WITH MY SPOUSE		
CHANGES IN MY RELATIONSHIPS WITH MY CHILDREN		
CHANGES IN MY COMMUNITY		

