Youth changing The River’s Flow

RIGHT the Gender Story!
Gender Transformation Training:
A Facilitator’s Guide

Harare
Youth Changing
The River’s Flow
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Gender Transformation Training: 
A Facilitator’s Guide

SAfAIDS 2016

SAfAIDS Address: 17 Beveridge Road, Avondale, 
Harare, Zimbabwe
Tel: +263-4-336193/4
Email: reg@safaids.net
www.safaids.net

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Programme Title:
Changing the River’s Flow: A gender transformative programme for young people

Programme Goal:
To reduce; HIV, GBV, teen pregnancies and barriers to accessing sexual and reproductive health and rights among young people (10–24 years) in Zimbabwe by 2017.

Programme Objectives:
- Capacity building of local partners on gender norms transformation.
- Promote positive gender norms and values among young people to reduce GBV and HIV.
- Engage community leaders and parents to reduce harmful cultural and religious practices.
- Advocate for laws and policies that enhance equitable gender norms transformation.

Expected Outcomes:
- More girls and boys practicing equitable gender norms in their communities.
- Reduction of harmful traditional and religious practices that fuel GBV and HIV.
- Development and implementation of policies that address GBV for positive SRH&R outcomes for young people.

Ultimately the programme will:
- Contribute to reducing HIV, GBV and teen pregnancies.
About SAfAIDS

Established in 1994, SAfAIDS is a regional non-profit organisation based in Harare, Zimbabwe, with country offices in Pretoria (South Africa), Lusaka (Zambia) and Manzini (Swaziland). For the last 20 years, SAfAIDS has implemented programmes in Lesotho, Malawi, Mozambique, Namibia, South Africa, Swaziland, Tanzania, Zambia, and Zimbabwe. SAfAIDS is recognised for its capacity to bring national lessons and experiences to regional advocacy and knowledge-sharing platforms.

Through its work, SAfAIDS uses advocacy, communication and social mobilisation (ACSM) strategies to influence changes in policy and social practices. In recognition of the roles that stigma and discrimination, gender inequality and related social structures and norms play in driving the HIV epidemic and creating barriers to access to health-related services in southern Africa, SAfAIDS works to address gender equality and the rights of women, girls and key population groups to access, amongst other support, sexual and reproductive health (SRH&R) services and rights by confronting complex issues like culture, human rights and stigma.

About Sonke Gender Justice

Sonke Gender Justice is a non-partisan, non-profit organisation established in 2006. Today Sonke has established a growing presence on the African continent and plays an active role internationally.

Sonke works to create the change necessary for men, women, young people and children to enjoy equitable, healthy and happy relationships that contribute to the development of just and democratic societies. Sonke pursues this goal across southern Africa by using a human rights framework to build the capacities of government, civil society organisations and citizens to achieve gender equality, prevent gender-based violence (GBV) and reduce the spread of HIV and the impact of AIDS.
‘Gender transformative’ refers to action that seeks to promote equitable relationships; transform traditionally accepted norms associated with being a man or a woman; and transform unequal gender relations. Twenty years ago, it was impressive for a programme to be ‘gender aware’. However, our thinking about gender inequities and their impact on health has advanced considerably, and the standards for gender interventions are now more ambitious. There is a growing sense that health and development programmes can and should, contribute to transforming gender norms and achieving gender equality.
Welcome to this facilitator’s guide. It is the main resource in the package of materials that support the Changing the River’s Flow for Young People (CTRF4YP) programme being implemented in Zimbabwe. This package offers a range of useful content to support gender equality through gender transformative work to be undertaken by individuals, households and communities.

The Changing the River’s Flow 4 Young People programme

The programme will target young people aged 10 to 24 years, starting in four districts and 24 schools in Mashonaland East, Masvingo, Matabeleland North and Manicaland to build on and accelerate the generational shift that is already happening in some settings, by targeting more work toward young women and men, boys and girls to reflect, challenge and shift the behaviours, attitudes and sometimes traditional and cultural practices (norms) that contribute to low levels of self-worth and esteem among girls and women, limited development opportunities, and regulated decision-making ability.

The programme will help parents and leaders to transform harmful gender practices that promote inequitable gender norms that have been shown to have harmful consequences for girls and boys during childhood, adolescence and beyond, including in terms of poor sexual and reproductive health (SRH) outcomes, violence and school dropout rates.

Beyond Training – Community mobilisation and transformation

The work of SAfAIDS and Sonke Gender Justice is guided by, SAfAIDS Community Dialogue Model. Embedded in this model is a desire to support equal and just access to rights for all (a rights-based approach). The model itself is based on evidence that shows that to bring about change, transformation needs to happen at many levels, including in individuals, as well as in the systems and groups – peers, families, communities, media and policies – that influence and socialise young people (a socio-ecological model).

SAfAIDS and Sonke staff and partners will carry out workshops and other activities in the community, bringing visibility to the personal and community benefits of improved gender equality. Community workshops and activities should however be seen as the starting point, not the end goal. Workshops and activities raise community awareness about topics such as HIV infection, unintended pregnancy, early and child marriage, as well as GBV, but alone they will not promote sustained individual or community-level change.

Real community-level change rarely occurs without community dialogue and consciousness-raising through discussion and debate. Your work as individual champions will help create the necessary change.
This package includes terms/words that you (and those you engage with) may not use often. It is important to know what these terms mean when you are facilitating activities and working with individuals, groups and communities. Here is a list of words and terms and their definitions.

<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Abuse</strong></td>
<td>Improper, harmful or unlawful use of something.</td>
</tr>
<tr>
<td><strong>Accountability</strong></td>
<td>The ability to account for the decisions and actions we take; the ability to accept the results of our decisions and not blame others for the consequences they lead to.</td>
</tr>
<tr>
<td><strong>Adherence</strong></td>
<td>With antiretroviral therapy (ART), adherence involves taking medications in the correct amount, at the correct time, and in the way they are prescribed.</td>
</tr>
<tr>
<td><strong>AIDS</strong></td>
<td>Acquired Immune Deficiency Syndrome. AIDS is the name given to a group of serious illnesses in HIV-positive people. AIDS develops when people living with HIV are no longer able to fight off infections because of lowered immunity.</td>
</tr>
<tr>
<td><strong>Antiretroviral (ARV) medicines</strong></td>
<td>Medicines used to slow the rate at which HIV makes copies of itself (multiplies) in the body. A combination of three or more ARV medicines (often taken together in a single pill) is more effective than using just one medicine (monotherapy) to treat HIV.</td>
</tr>
<tr>
<td><strong>Antiretroviral treatment</strong></td>
<td>The process of taking the ARV medicines that fight HIV.</td>
</tr>
<tr>
<td><strong>Attitudes</strong></td>
<td>Our views, opinions and feelings about something.</td>
</tr>
<tr>
<td><strong>Beliefs</strong></td>
<td>Firm opinions normally based on religious and cultural principles.</td>
</tr>
<tr>
<td><strong>Class</strong></td>
<td>A set of people grouped together by their level of wealth and/or the jobs they do in the economy.</td>
</tr>
<tr>
<td><strong>Coercion</strong></td>
<td>To be forced to do something or not do something against your will.</td>
</tr>
<tr>
<td><strong>Collective actions</strong></td>
<td>People coming together and working together to discuss and resolve issues.</td>
</tr>
<tr>
<td><strong>Community consciousness</strong></td>
<td>A community’s ability to critically reflect on their circumstances, the structures that shape these circumstances, and pathways towards change.</td>
</tr>
<tr>
<td><strong>Compassion</strong></td>
<td>To show deep caring and sympathy for the suffering of others, including the desire to help.</td>
</tr>
<tr>
<td><strong>Confidentiality</strong></td>
<td>The non-disclosure of the private information of another. Related to health information, confidentiality is the ethical principle or legal right that a physician or other health professional will hold secret all information relating to a patient, including HIV status, unless the patient gives consent permitting disclosure.</td>
</tr>
<tr>
<td><strong>Important Terms To Remember and Use</strong></td>
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<td>----------------------------------------</td>
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<tr>
<td><strong>Courage</strong></td>
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<tr>
<td>The ability and willingness to confront fear, pain, danger, uncertainty or intimidations; the ability to act responsibly in the face of popular opposition, shame, or discouragement.</td>
<td></td>
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<tr>
<td><strong>Culture</strong></td>
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<tr>
<td>The beliefs, customs and practices of a society or group within society (such as, youth culture) and the learned behaviour of a society.</td>
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<tr>
<td><strong>Date rape</strong></td>
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<tr>
<td>Sexual assault by someone you are romantically involved with, dating or out on a date with. Date rape can also involve being given drugs and/or alcohol to reduce or prevent your ability to say no.</td>
<td></td>
</tr>
<tr>
<td><strong>Disclosure</strong></td>
<td></td>
</tr>
<tr>
<td>The act of revealing HIV status to somebody else – a group or an individual. Disclosure may be partial (only telling certain people) or full (publicly revealing status). A counselor should help the client identify the possible impacts of his or her decision. Involuntary disclosure can also occur when a person reveals someone’s HIV status without the latter’s approval or knowledge, or when a person is forced to reveal his or her HIV status for workplace or international travel requirements.</td>
<td></td>
</tr>
<tr>
<td><strong>Discrimination</strong></td>
<td></td>
</tr>
<tr>
<td>A term used to describe unfair or different treatment because of a person’s HIV-positive status.</td>
<td></td>
</tr>
<tr>
<td><strong>Ejaculation</strong></td>
<td></td>
</tr>
<tr>
<td>The discharge of semen from the penis when a man or boy has an orgasm.</td>
<td></td>
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<tr>
<td><strong>Empathy</strong></td>
<td></td>
</tr>
<tr>
<td>A deep appreciation of another person's situation or point of view. The ability to put yourself in the other person's shoes.</td>
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<tr>
<td><strong>Fairness</strong></td>
<td></td>
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<tr>
<td>Free from favouritism, self-interest, or preference. Treating people equally.</td>
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<tr>
<td><strong>Gender</strong></td>
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<tr>
<td>Widely shared ideas and expectations concerning men and women and how they should behave in various situations; usually defined by geographic or cultural context.</td>
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<tr>
<td><strong>Gender-based violence</strong></td>
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<tr>
<td>Refers to any behaviour, act or threat that inflicts or intends to inflict physical, sexual, or psychological harm on an individual on the basis of their sex or gender. This includes sexual violence/abuse.</td>
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<tr>
<td><strong>Gender equality</strong></td>
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<tr>
<td>Freedom of both men and women to develop their personal abilities and make choices without limitations set by predefined stereotypes, gender roles and/or prejudices. The different behaviours, aspirations and needs of both men and women are considered, valued and favoured equally and the rights, responsibilities and opportunities of a person are not dependent on whether they are born male or female.</td>
<td></td>
</tr>
<tr>
<td><strong>Gender equity</strong></td>
<td></td>
</tr>
<tr>
<td>The fairness of treatment for men and women according to their respective needs; gender equity leads to gender equality.</td>
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</tr>
<tr>
<td>Term</td>
<td>Definition</td>
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</tr>
<tr>
<td>Gender roles/norms</td>
<td>Society’s idea of what it means to be a man or a woman, a girl or a boy, and the different roles they should play. This can be different from person to person, place to place and at different times (past, present, future).</td>
</tr>
<tr>
<td>Gender Stereotyping</td>
<td>Simplistic generalisations about the differences, characteristics and roles that men and women should play. Most stereotypes are built on inaccurate or outdated information about others.</td>
</tr>
<tr>
<td>HIV</td>
<td>Human Immunodeficiency Virus, a virus that weakens the human immune system and can lead to AIDS.</td>
</tr>
<tr>
<td>Human rights</td>
<td>The fundamental freedoms that every person in the world is entitled to just because they are human. Nobody can take away these rights, and you have them forever.</td>
</tr>
<tr>
<td>Infidelity</td>
<td>Being unfaithful to your husband, wife or sexual partner.</td>
</tr>
<tr>
<td>Monogamous</td>
<td>To be faithful to one partner</td>
</tr>
<tr>
<td>Network</td>
<td>A group or system of interconnected people.</td>
</tr>
<tr>
<td>Norms</td>
<td>Accepted forms and patterns of behaviour that are seen as ‘normal’ in a society or in a group within society.</td>
</tr>
<tr>
<td>Orgasm</td>
<td>The climax of sexual excitement, characterised by an intensely pleasurable feeling centred in the genitals in both men and women. For men it is accompanied by ejaculation.</td>
</tr>
<tr>
<td>Participatory</td>
<td>Providing the opportunity for individual participation.</td>
</tr>
<tr>
<td>Penetrative sex</td>
<td>When a penis is inserted into the vagina or when a penis is inserted into the anus. Can include oral sex when the mouth or tongue surrounds the penis or penetrates the vagina or anus.</td>
</tr>
<tr>
<td>PLHIV</td>
<td>People living with HIV.</td>
</tr>
<tr>
<td>Power</td>
<td>The ability to do something as well as having control and influence over other people and their actions.</td>
</tr>
<tr>
<td>Prejudice</td>
<td>The attitudes and feelings that people have about members of other groups – these could be positive or negative, conscious or non-conscious.</td>
</tr>
<tr>
<td>Responsibilities</td>
<td>Duties, obligations, being held accountable for your actions and behaviours</td>
</tr>
<tr>
<td>Responsibility</td>
<td>The ability to respond to the demands of a situation that one finds oneself in.</td>
</tr>
<tr>
<td>Risk</td>
<td>The potential loss or an undesirable outcome resulting from an action, activity or inaction.</td>
</tr>
<tr>
<td>Role model</td>
<td>Any person who serves as an example to others; whose behaviour others want to match or copy.</td>
</tr>
<tr>
<td>Serodiscordance</td>
<td>When a couple’s HIV test results are different (one partner is HIV positive while the other is negative).</td>
</tr>
<tr>
<td>Term</td>
<td>Definition</td>
</tr>
<tr>
<td>-------------------------------------------</td>
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</tr>
<tr>
<td>Sex</td>
<td>Biological characteristics which define a human being as male or female.</td>
</tr>
<tr>
<td>Sexual violence/abuse</td>
<td>A range of behaviours that are unwanted by the recipient and include remarks about physical appearance, persistent sexual advances that are undesired by the recipient, as well as unwanted touching and unwanted oral, or vaginal penetration. These behaviours could be initiated by someone known or unknown to the recipient, including someone they are in a relationship with.</td>
</tr>
<tr>
<td>Social cohesion</td>
<td>The level of ‘working trust’ in a community.</td>
</tr>
<tr>
<td>Sexual and Reproductive Health (SRH)</td>
<td>Good sexual and reproductive health is a state of complete physical, mental and social well-being in everything relating to the reproductive system. It implies that people are able to have a satisfying and safe sex life, the ability to reproduce, and the freedom to decide if, when, and how often to do so.</td>
</tr>
<tr>
<td>Sexual Reproductive Health Rights (SRHR)</td>
<td>Sexual and Reproductive Health Rights (SRHR) encompass the right of all individuals to make decisions concerning their sexual activity and reproduction free from discrimination, coercion, and violence. Specifically, access to SRHR ensures individuals are able to choose whether, when, and with whom to engage in sexual activity; to choose whether and when to have children; and to access the information and means to do so.</td>
</tr>
<tr>
<td>Stakeholder</td>
<td>A person or group with an interest or concern in something.</td>
</tr>
<tr>
<td>Stereotype</td>
<td>An exaggerated oversimplified belief about an entire group of people without taking into consideration individual differences.</td>
</tr>
<tr>
<td>STIs</td>
<td>Sexually transmitted infections.</td>
</tr>
<tr>
<td>Sustainability</td>
<td>The ability to continue a defined action for a long period of time.</td>
</tr>
<tr>
<td>Values</td>
<td>Accepted principles and standards of an individual or group.</td>
</tr>
<tr>
<td>Violence</td>
<td>The use of force or power to harm and/or control someone.</td>
</tr>
<tr>
<td>Viral load</td>
<td>The amount of HIV in the blood.</td>
</tr>
<tr>
<td>Voluntary</td>
<td>Done, given, or acting of one's own free will. For example, an individual's decision to test for HIV and to take ARVs should be voluntary.</td>
</tr>
<tr>
<td>Whole person</td>
<td>The multiple parts of what makes up a human being, including physical, social, emotional, sexual, intellectual and spiritual.</td>
</tr>
<tr>
<td>Window period</td>
<td>Time from infection with HIV until the body is able to make antibodies to fight HIV. The window period lasts approximately six to 12 weeks. A person may test negative for HIV during this time using standard antibody tests.</td>
</tr>
</tbody>
</table>
Part 1: What Trainers and Facilitators Need to Know!

"It always seems impossible until it's done"

- Nelson Mandela
Overview Of This Facilitator’s Guide

Who Is this guide for?

The facilitator’s guide is intended to be both a learning and facilitation resource for master trainers, district trainers as well as community and youth facilitators involved in gender transformative work.

Master trainers, trained directly by SAfAIDS and Sonke Gender Justice, will use this manual to train community leaders, parents and community members, youth peer facilitators, teachers and other school staff at district level.

The Community Training Map below outlines SAfAIDS Cascade Model for the CTRF 4 YP programme:

- ± 20 national master trainers being trained, with each then training ± 12 gender transformation community facilitators (community leaders, religious leaders, traditional leaders, men, women and business people).
- ± 240 Community Facilitators and ± 96 Youth Leaders involved in clubs, in and out of schools, including at church, community centres and more.
- At least 720 young people reached, 300 community leaders engaged, 200 parents involved by 2017.

Why this guide?

Following training, it is anticipated that information will be shared with community members and young people through community dialogues and follow-on training sessions, to promote onward learning and understanding and, ultimately, build the nation!

The activities found in this guide are intended to encourage community members to reflect on their own experiences, attitudes and values regarding gender, HIV, and SRH&R, so that they can take action to assist young people in their communities to access the support and care they need, reduce the spread of HIV and the number of teenage pregnancies, and promote gender equality to help individuals, homes and communities to grow. The activities are generally simple to use and do not require a lot of prior facilitation experience.
How To Use This Guide

The manual provides the following information for each activity, so take note when you read and see these icons:

- **Objectives:** This describes what participants should learn as a result of doing the activity. It is a good idea to begin each activity by telling participants about its learning objectives. This helps participants understand why they are doing the activity and what they can hope to get out of it.

- **Time:** This is how long the activity should take, based on experience in using the activity. These timings are not fixed and may need to be changed depending on the group you are working with, or because of issues that arise. However, as a broad rule community dialogues should last ± four hours per dialogue. Each youth club session should be up to two hours, either once per week or in two one-hour sessions.

- **Materials:** These are the materials you will need for each activity. Some of these will require you to prepare materials before the workshop begins.

- **Steps:** These are the steps you should follow to implement the activity well. The instructions are numbered and should be followed in the order in which they are written. Part 2 uses the ‘Think, Talk, Act’ methodology, indicated by small icons against the relevant step.

- **Facilitator’s notes:** These notes will help you to facilitate the activity better by identifying issues about the process of the activity for you to think about and prepare for. Make sure you read these notes before you begin.

- **Key messages:** These are the key points that participants should learn as a result of doing the activity. These will be useful while you are facilitating the discussion during the activity, as well as in summing up the discussion at the end of the activity.

*The annex has a hand-out on good facilitation and use of facilitation techniques!*
# The CTRF 4 YP Package Of Materials

This facilitator’s guide is just part of a package of materials to be used in the CTRF 4 YP programme. It is designed for use alongside selected community action-oriented information, education and communication (IEC) materials as outlined below:

## Say NO to GBV; speak out!

This Yellow Card aims to reduce young people’s, especially young women’s and girls’, vulnerability to GBV in schools and communities. Young people and community champions can use it to highlight risky situations, for example with their peers, and open conversations about preventing GBV and staying safe.

## Know your constitution: Know your SRH rights; ACT!

This pocket-size booklet, developed under SAfAIDS’ FreshCom project, helps young people know and understand Zimbabwe’s Constitution, and how it protects and promotes their SRH&R.

## Knowledge is power!

These leaflets help empower young people to persevere through peer pressure, and increase their knowledge of SRH&R.
Programme visibility

All CTRF 4 YP community facilitators, whether working with and in schools, or working with and in communities, districts and national fora, will be easily recognisable through the additional campaign materials produced for the programme, which include programme banners, posters, t-shirts, caps and bags.

Wear your programme!

The work you do will reach beyond the small groups of young people and community members you reach in the structured workshops. Be prepared to talk about the programme and your work wherever you go, especially when coming from and to workshops and sessions.

Always be clean and smart when wearing your programme. You are an ambassador for the programme – it starts with you!

Walk the talk!

Always remember that as a community or youth facilitator you are a role model for the community on gender transformative work. Be upstanding in all you do. Your actions speak louder than words. Ensure you know, follow and live the programme’s guiding principle at all times.
# Training Of Trainers Workshop Schedule

The following is a three-day guide to train community facilitators.

## Day 1

<table>
<thead>
<tr>
<th>Time</th>
<th>Workshop</th>
<th>Topic</th>
<th>Activities</th>
<th>Key Messages</th>
</tr>
</thead>
<tbody>
<tr>
<td>30–45 minutes</td>
<td>–</td>
<td>Introduction to the Workshop</td>
<td>Welcome &amp; Introductions, Objectives &amp; Expectations, Ground Rules</td>
<td>Youth Changing The Rivers Flow</td>
</tr>
<tr>
<td>3–4 hours</td>
<td>1</td>
<td>Gender, Culture and Religion</td>
<td>Ice Breaker, Act Like A Man, Act Like a Woman, Our 24-Hour Day, Gender Values Clarification, Power, Status and Health</td>
<td>Culture, Attitudes, Beliefs and Practices Change Over Time!</td>
</tr>
<tr>
<td>2–3 hours</td>
<td>2</td>
<td>Gender and Violence</td>
<td>Ice Breaker, Test of Courage, Gender Values Clarification, Violence Against Women</td>
<td>Violence is Always Wrong, and Always The Fault Of The Perpetrator!</td>
</tr>
</tbody>
</table>

## Day 2

<table>
<thead>
<tr>
<th>Time</th>
<th>Workshop</th>
<th>Topic</th>
<th>Activities</th>
<th>Key Messages</th>
</tr>
</thead>
<tbody>
<tr>
<td>30–45 minutes</td>
<td>–</td>
<td>Recap of Day 1</td>
<td>Eyes and Ears</td>
<td>Youth Changing The Rivers Flow</td>
</tr>
<tr>
<td>3–4 hours</td>
<td>3</td>
<td>Gender and HIV</td>
<td>Ice Breaker, HIV Handshake, Levels of Risk, HIV Quiz</td>
<td>I Know my HIV Status – Do You?</td>
</tr>
<tr>
<td>2–3 hours</td>
<td>4</td>
<td>Healthy Relationships</td>
<td>Ice Breaker, The Ideal Partner, Gender Values Clarification, Gender Fishbowl</td>
<td>We All Lose Through Gender Inequality!</td>
</tr>
</tbody>
</table>

## Day 3

<table>
<thead>
<tr>
<th>Time</th>
<th>Workshop</th>
<th>Topic</th>
<th>Activities</th>
<th>Key Messages</th>
</tr>
</thead>
<tbody>
<tr>
<td>30–45 minutes</td>
<td>–</td>
<td>Recap of Day 1</td>
<td>Eyes and Ears</td>
<td>Youth Changing The Rivers Flow</td>
</tr>
<tr>
<td>3–4 hours</td>
<td>5</td>
<td>Supporting Gender Champions</td>
<td>Ice Breaker, New Kinds of Courage, Working for Gender Justice, Taking Action</td>
<td>You Can End GBV and Inequality!</td>
</tr>
</tbody>
</table>
The following is a three-day guide to train Youth Leaders

<table>
<thead>
<tr>
<th>Day One</th>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>Time</td>
<td>Session</td>
<td>Topic</td>
<td>Activities</td>
<td>Key messages</td>
</tr>
<tr>
<td>30–45 minutes</td>
<td>–</td>
<td>Introduction To the Workshop</td>
<td>Welcome &amp; Introductions Objectives &amp; Expectations Ground Rules!</td>
<td>Communities Can End GBV!</td>
</tr>
<tr>
<td>1–2 hours</td>
<td>1</td>
<td>Looking Out</td>
<td>Ice Breaker Act Like a Man, Act Like a Woman My Commitments</td>
<td>All Men and Women Should Be Viewed and Treated as Equals!</td>
</tr>
<tr>
<td>1–2 hours</td>
<td>2</td>
<td>Looking In</td>
<td>Ice Breaker The Circle of Courage My Commitments</td>
<td>We All Lose Through Gender Inequality!</td>
</tr>
<tr>
<td>1–2 hours</td>
<td>3</td>
<td>Gender and Culture</td>
<td>Ice Breaker 24-Hour Day My Commitments</td>
<td>Culture, Attitudes, Beliefs and Practices Change Over Time!</td>
</tr>
<tr>
<td>1–2 hours</td>
<td>4</td>
<td>Rights and Responsibilities</td>
<td>Ice Breaker Power Lines My Commitments</td>
<td>You Can End GBV and Inequality!</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Day Two</th>
<th></th>
<th></th>
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</thead>
<tbody>
<tr>
<td>Time</td>
<td>Session</td>
<td>Topic</td>
<td>Activities</td>
<td>Key messages</td>
</tr>
<tr>
<td>30–45 minutes</td>
<td>–</td>
<td>Recap of Day One</td>
<td>Eyes and Ears</td>
<td>Communities Can End GBV!</td>
</tr>
<tr>
<td>1–2 hours</td>
<td>5</td>
<td>You and Your Body</td>
<td>Ice Breaker Body Mapping My Commitments</td>
<td>Respect Your Body!</td>
</tr>
<tr>
<td>1–2 hours</td>
<td>6</td>
<td>You and Your Mind</td>
<td>Ice Breaker Mind Mapping My Commitments</td>
<td>I Make the Right Choices!</td>
</tr>
<tr>
<td>1–2 hours</td>
<td>7</td>
<td>Gender and Violence and HIV</td>
<td>Ice Breaker Violence Clothesline My Commitments</td>
<td>Violence is Always Wrong, and Always The Fault of The Perpetrator!</td>
</tr>
<tr>
<td>1–2 hours</td>
<td>8</td>
<td>Healthy Relationships</td>
<td>Ice Breaker Ingredients for Healthy Relationships My Commitments</td>
<td>We all Lose Through Gender Inequality!</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Day Three</th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Time</td>
<td>Session</td>
<td>Topic</td>
<td>Activities</td>
<td>Key messages</td>
</tr>
<tr>
<td>30–45 minutes</td>
<td>–</td>
<td>Recap of Day 1</td>
<td>Eyes and Ears</td>
<td>Communities Can End GBV!</td>
</tr>
<tr>
<td>1–2 hours</td>
<td>9</td>
<td>Understanding Consent</td>
<td>Ice Breaker Understanding Dating Violence My Commitments</td>
<td>End GBV!</td>
</tr>
<tr>
<td>1–2 hours</td>
<td>10</td>
<td>Better Communication</td>
<td>Ice Breaker Build Your Communication Skills My Commitments</td>
<td>Real Men Don't Communicate With Violence</td>
</tr>
<tr>
<td>1–2 hours</td>
<td>11</td>
<td>Telling Our Stories</td>
<td>Ice Breaker Storytelling Tips and Techniques Planning our Stories</td>
<td>Change the Story!</td>
</tr>
<tr>
<td>1–2 Hours</td>
<td>-</td>
<td>Way Forward</td>
<td>Recap of the Day Action Plans for Youth/ School Clubs Workshop Evaluation Handover of Visibility Materials</td>
<td>Communities Can End GBV!</td>
</tr>
</tbody>
</table>
Part 2: Right The Gender Story — Working With Young People

Youth Groups/Clubs Training Map

Youth Trainers (96)  
10 critical sessions

Young People’s Gender Clubs  
720 young people involved in clubs

Populations in Four Districts Reached  
In- and out-of-school (school, community halls, churches, homes etc.)
Youth Group/Club Session Map

These sessions follow a logical learning pathway; try to follow the sessions in this order. Each session has a clear objective – be clear on why you are doing this session and explain the reasons to the group when getting started.

<table>
<thead>
<tr>
<th>Topic</th>
<th>Activities</th>
<th>Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>Looking Outwards</td>
<td>Ice Breaker</td>
<td>• Introduce gender and describe gender roles and stereotypes</td>
</tr>
<tr>
<td></td>
<td>Act Like a Man, Act Like a Woman</td>
<td>• Examine how they affect our behaviour and influence our relationships</td>
</tr>
<tr>
<td></td>
<td>My Commitments – Brand You!</td>
<td></td>
</tr>
<tr>
<td>Looking Inwards</td>
<td>Ice Breaker</td>
<td>• Explore important personal values around gender</td>
</tr>
<tr>
<td></td>
<td>The Circle of Courage</td>
<td>• Reflect on ubuntu and link it to gender and equality</td>
</tr>
<tr>
<td></td>
<td>My Commitments</td>
<td></td>
</tr>
<tr>
<td>Gender, Culture and Religion</td>
<td>Ice Breaker</td>
<td>• Explore how gender issues can be linked to our cultures and other beliefs</td>
</tr>
<tr>
<td></td>
<td>24-Hour Day</td>
<td>• Understand negative cultural and religious practices and their link to GBV and HIV</td>
</tr>
<tr>
<td></td>
<td>My Commitments</td>
<td></td>
</tr>
<tr>
<td>Rights and Responsibilities</td>
<td>Ice Breaker</td>
<td>• Explore different forms of power as it relates to gender</td>
</tr>
<tr>
<td></td>
<td>Power Lines</td>
<td>• Practice power differently to address inequalities</td>
</tr>
<tr>
<td></td>
<td>My Commitments</td>
<td></td>
</tr>
<tr>
<td>You and Your Body</td>
<td>Ice Breaker</td>
<td>• Understand how our bodies and feelings are connected, and link them to our sexual and reproductive health</td>
</tr>
<tr>
<td></td>
<td>Body Mapping</td>
<td></td>
</tr>
<tr>
<td></td>
<td>My Commitments</td>
<td></td>
</tr>
<tr>
<td>You and Your Mind</td>
<td>Ice Breaker</td>
<td>• Understand about self-esteem and respecting ourselves and each other for better SRH</td>
</tr>
<tr>
<td></td>
<td>Mind Mapping</td>
<td></td>
</tr>
<tr>
<td></td>
<td>My Commitments</td>
<td></td>
</tr>
<tr>
<td>Understanding Gender-Based</td>
<td>Ice Breaker</td>
<td>• Explain GBV and its different forms</td>
</tr>
<tr>
<td>Violence</td>
<td>Violence Clothesline</td>
<td>• Identify actions to prevent it</td>
</tr>
<tr>
<td></td>
<td>My Commitments</td>
<td></td>
</tr>
<tr>
<td>Building Healthy Relationships</td>
<td>Ice Breaker</td>
<td>• Identify what a healthy relationship looks like</td>
</tr>
<tr>
<td></td>
<td>Ingredients For a Healthy Relationship</td>
<td>• Being a good friend</td>
</tr>
<tr>
<td></td>
<td>My Commitments</td>
<td></td>
</tr>
<tr>
<td>Keeping Healthy Relationships</td>
<td>Ice Breaker</td>
<td>• Understand values and boundaries when dating</td>
</tr>
<tr>
<td></td>
<td>Understanding Dating Violence</td>
<td>• Understand consent</td>
</tr>
<tr>
<td></td>
<td>My Commitments</td>
<td></td>
</tr>
<tr>
<td>Better Communication</td>
<td>Ice Breaker</td>
<td>• Improve child-to-parent communication for improved SRH</td>
</tr>
<tr>
<td></td>
<td>Build Your Communication Skills</td>
<td>• Improve peer-to-peer communication to avoid teen pregnancy, STIs and HIV</td>
</tr>
<tr>
<td></td>
<td>My Commitments</td>
<td></td>
</tr>
<tr>
<td>Telling Our Stories</td>
<td>Ice Breaker</td>
<td>• Sharing our stories of change</td>
</tr>
<tr>
<td></td>
<td>Storytelling in Different Forms</td>
<td>• Being a champion for change</td>
</tr>
<tr>
<td></td>
<td>Documenting My Story</td>
<td></td>
</tr>
</tbody>
</table>
Getting Started!

- Each session is designed to last no more than two hours. Stick to the time allocated to keep the interest and energy of the group high.
- The sessions are to be held once per week as a voluntary club. Existing HIV clubs, health clubs or other clubs can cover these sessions. However the members are selected, the same cadre of young people must attend and complete each session so that pre- and post-session information-gathering builds a comprehensive picture of change and impact.
- The sessions all have a similar sequence, starting and ending with what the young people know, an interactive exercise (or exercises) to get them thinking, a discussion to get them talking and a commitment to the future (action).
- Remember the guiding principles!
- Be on the lookout for potential Gender Transformative Champions – they will be the ones with natural leadership, enthusiasm for the topics and a willingness to talk to others on the subject.
- Keep a register!
- Make sure you have all you need before you get started, and that the space you are using is a suitable one.
Session 1: Who Are You On The Outside?

By the end of this activity, participants should be able to:

- Describe gender roles and stereotypes.
- Examine how messages about gender can affect behaviour and influence relationships between males and females.

Make sure you have the following for this session:

- Flipchart
- Marker pens
- Masking tape/prestik
- On flipchart paper, draw a large box or frame. At the top write the heading: ACT LIKE A MAN.
- On another flipchart paper, draw a large box or frame. At the top write the heading: ACT LIKE A WOMAN.
- Pieces of paper with the terms ‘gender’, ‘gender roles’ and ‘gender stereotypes’ on them.

Icebreaker: Mix and match

15 minutes

Put participants into small groups. Give each group eight separate pieces of paper with the following written on them in a quiz format. Two answers are wrong.

<table>
<thead>
<tr>
<th>GENDER</th>
<th>The way society defines the roles, behaviours, activities and attributes of men, women and people who are transgender. These definitions are not fixed, but change over time and from society to society.</th>
</tr>
</thead>
<tbody>
<tr>
<td>GENDER ROLES</td>
<td>Simplistic generalisations about the differences, characteristics and roles that men and women should play. Most stereotypes are built on inaccurate information about others.</td>
</tr>
<tr>
<td>GENDER STEREOTYPES</td>
<td>When women wash and clean, and men go to work or to the fields.</td>
</tr>
</tbody>
</table>

Ask the groups to match the term with its correct definition. Give them five minutes, then ask them to share back.

Share the key message from this session: All men and women should be treated as equals!
Session 1, Activity 1: Act like a man, act like a woman!

60 minutes

This activity can be started as a mixed-sex group and is suitable for both age groups.

**Step 1.** Ask participants if they have ever been told to ‘act like a man’ or to ‘act like a woman’. Ask a few contributors to share their story. They should explain: What happened? Why was it said? How did it make them feel?

**Step 2.** Use the flipchart: Act Like a Man. As a group, brainstorm how society expects men to behave. Write participants’ responses inside the box. Add messages from the facilitator’s notes. Use the questions to probe discussion.

**Step 3.** Use the flipchart: Act Like a Woman. As a group, brainstorm how society expects females to behave. Write participants’ responses inside the box. Add messages from the facilitator’s notes. Use the questions to probe and stimulate discussion.

**Sum up the discussion** by saying that men and women, girls and boys are not born with these characteristics or behaviours. They learn how to act from the spoken and unspoken messages they get from their families, communities, churches and societies as a whole.

**There are links between HIV, gender and GBV!** Gender stereotypes also exist, and they affect our lives in the following ways:

- They create a divide that can lead to discrimination and inequality.
- Men may believe they are superior to women and have more rights, resources and power.
- Women may believe that they are inferior to men, lose self-confidence and become vulnerable to violence, unprotected sex and HIV.
### Facilitator’s notes

#### Act Like A Man
- Be tough
- Don’t cry
- Yell at people
- Don’t show your feelings
- Take care of other people
- Stay in control
- Don’t back down
- Be the boss
- Earn money/be the breadwinner
- Have more than one girlfriend/spouse
- Have sex when you want it/get sexual pleasure from women
- Travel to find work

#### Act Like A Woman
- Be passive/don’t argue/be quiet
- Listen to others
- Be the caregiver
- Be the homemaker
- Act sexy, but not too sexy
- Be smart, but not too smart
- Be faithful
- Be obedient
- Follow men’s leads
- Provide your man with sexual pleasure in order to keep him
- Don’t complain

- How do you feel about this as young men?
- Which feelings are males not supposed to show? Does this mean that men don’t have these feelings?
- How does this gender role affect a man’s relationship with others? Especially women and girls?
- How has it affected your relationship with other males in your life?

- How do you feel about this as young women?
- Which feelings are females not supposed to show? Does this mean that females don’t have these feelings?
- How does this gender role affect a woman’s relationship with others? Especially men and boys?
- How has it affected your relationship with other females in your life?
Projecting a Better Me commitment sheet

30–45 minutes

Give each participant a piece of paper to draw on (or if resources are short, give them flipcharts in smaller groups to share). On this paper or flipchart complete a spider diagram about YOU:

You are a brand. Everything you do, say, wear and create is part of your brand!

Can you remember how you saw yourself at an earlier stage in your life? Try to recall that past identity. How has your identity changed over the years, or is that still part of the way you see yourself? Put images and ideas below that represent the YOU that you want to be!

Self reflection

At the end of the session remind everyone that young people all have hopes and dreams, and remind them of the key message – that all men and women should be treated as equals. Ask them to reflect on this.
Session 2: Who Are You On the Inside?

By the end of this activity, participants should be able to:
- Explore important personal values.
- Reflect on how to show or demonstrate these values in their lives and strengthen them.

Make sure you have the following for this session:
- Flipchart
- Marker pens
- Masking tape/prestik
- Circle of Courage Diagram

Icebreaker: Three truths and a lie

15 minutes

Give participants a small piece of paper and ask them to write on it four sentences about themselves – one of which must be a lie. They must not tell anyone else what the lie is, the others must guess!

This is a fun way for participants to get to know each other a bit more. The trick is that they must do this in silence (no talking). Give examples such as:
- I love soccer
- My favourite food is rice
- I have three sisters
- I have a boyfriend called John

Each participant (including the facilitator) must move around with their own piece of paper and share it with every other participant in turn, in silence! The other person gets one guess, they can point to the ‘lie’ and the person whose paper it is can nod or shake their head in reply.

At the end, ask if the participants had fun and whether they learned anything new before introducing the topic of self-reflection.

The topic on self-reflection is linked to the key message: **We all lose through gender inequality!**
Session 2, Activity 2: The circle of courage

60 minutes

This activity can be started as a mixed-sex group and is suitable for both age groups.

**Step 1.** Put up the circle of courage flipchart. Explain that this activity will help participants explore their own values and how they show these values in their lives. Remind them that no response is right or wrong.

**Step 2.** Give input about the circle of courage (see the facilitator’s notes), encouraging participants to share their thoughts and feelings about each value. Explain the concepts and any unfamiliar words. Remind participants to find synonyms for these.

**Step 3.** Go through the instructions with them. Explain that this is a self-reflection exercise and that participants do not need to share their responses unless they want to.

The wheel below shows four main values – generosity, belonging, independence and mastery. Participants should fill in each area of the wheel with the things and people in their lives that match specific values. For example, if they are part of a youth group, they should include it in the ‘belonging’ space. Use these notes to explain each section (it is a good idea to have prepared a flipchart with the circle and explanations ahead of time).
Belonging: Everyone needs to feel that they belong to, or are part of, a group – be it a family, school group, community or cultural group. When we feel that we belong, we learn to become a respectful part of a group and we learn to treat others with respect and care. This creates a powerful bond between us all.

Mastery: Everyone wants to know that they are competent, can solve problems, can cope with life, achieve their goals and be successful. For this to happen we need encouraging role models that we can listen to and observe; and we need opportunities to overcome challenges so that we can achieve mastery.

Independence: While community is important, we all also need to be able to function independently, with self-discipline, to make decisions, solve problems, and show personal responsibility. Adults need to model these actions and behaviours; teach values and give children feedback. They also need to give children many opportunities to make choices, without coercion or violence.

Generosity: This value is to do with being unselfish, giving back, being concerned about others, and making positive contributions to the lives of others. These actions make each of us worthy human beings.

Sum up the discussion by asking the group to think about this statement:

A person with ubuntu is open and available to others, affirming of others, does not feel threatened that others are able and good, for he or she has a proper self-assurance that comes from knowing that he or she belongs in a greater whole and is diminished when others are humiliated or diminished, when others are tortured or oppressed, or treated as if they were less than who they are.

– Archbishop Emeritus Desmond Tutu, South African social rights activist and retired Anglican bishop
Being a Better Me commitment sheet

30–45 minutes

Give each participant the following table to fill in. Let them work in pairs to complete it (allow them to choose who to pair up with – some may wish to come and discuss their choices with you, that is fine).

<table>
<thead>
<tr>
<th>Values/Needs</th>
<th>Yes</th>
<th>No</th>
<th>How To Show This More</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Belonging</strong></td>
<td>I feel I belong to a group</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>I am loved</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>I treat others with respect and care</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>I feel a bond with others</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Mastery</strong></td>
<td>I can succeed</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>I don’t mind challenges or changes</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>I complete tasks or jobs I start</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>I can solve problems without violence</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Independence</strong></td>
<td>I can say no!</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>I am independent</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>I have the power to make healthy decisions and choices</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>I take responsibility for the choices I make</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Generosity</strong></td>
<td>I share with and encourage others</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>I show appreciation</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>I respond to the needs of others</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>I have a purpose in my life</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Ask participants to add up how many ‘Yes’ ticks they have for each value or need in the table above. Discuss the following:

- Are all four parts of your Circle of Courage balanced (count #yes)?
- Which part or value is strongest in you? Why do you think this is so?
- Which part or value is weakest in you? Why do you think this is so?
- Add ideas to the final column about ways to strengthen each area or show each value more in your life.

Close with a reminder of the key message: We all lose though gender inequality!
Session 3: Exploring Gender, Culture And Religion

By the end of this activity, participants should be able to:

- Explore how gender issues can be linked to our culture and other beliefs.
- Understand negative cultural and religious practices and their link to GBV and HIV.

Make sure you have the following for this session:

- Flipchart
- Marker pens
- Masking tape/prestik
- Flipchart with the age/activity sheet in Step 1
- An understanding of local cultural and religious practices (do some research!)

Icebreaker: Simon says ...

15 minutes

Tell the group that they should follow your instructions when you say “Simon says ...”

If you do not begin the instructions with the words “Simon says”, the group should not follow the instructions! Start with something simple like “Simon says clap your hands” while clapping your hands. The participants should follow. Speed up the actions, always saying “Simon says” first. After a short while, omit the “Simon says”. Those participants who do follow the instructions anyway when the words “Simon says” are left out are ‘out’ of the game. The game can be continued for as long as it remains fun; a few minutes is often enough.

Introduce the topic of culture and religion, which often asks us to follow rules or instructions as well. Tell the group that the key message for this session is: Culture, attitudes, belief and practices change over time!
Session 3, Activity 3: How culture and beliefs define our gender roles

60 minutes

The group work for this activity can be conducted in same-sex groups, but the discussion should bring the young people together. It is suitable for both age groups.

**Step 1.** Ask participants to get into groups and think about the different roles and expectations of men and young women.

**Step 2.** Ask them to work in groups to fill in the age/activity table below, considering how young men and young women are expected to behave, what they are expected to do, the taboos that surround what they must and must not do, and how each group is treated by their communities or their church/religious groups.

<table>
<thead>
<tr>
<th>Age</th>
<th>Girl</th>
<th>Boy</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>A description of a girl/woman’s life at this stage</td>
<td>A description of a boy/man’s life at this stage</td>
</tr>
<tr>
<td>0–5 years</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6–10 years</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10–15 years</td>
<td></td>
<td></td>
</tr>
<tr>
<td>15–20 years</td>
<td></td>
<td></td>
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<tr>
<td>20–25 years</td>
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<td></td>
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<tr>
<td>25–45 years</td>
<td></td>
<td></td>
</tr>
<tr>
<td>45–65 years</td>
<td></td>
<td></td>
</tr>
<tr>
<td>65+ years</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Step 3. Once they have had some time to work on this, ask the group the following questions:

- What differences in roles and expectations do we see between men and women?
- What role does culture play in these?
- Are there any other reasons for these differences?
- Can you see any differences that put either men or women at higher risk of HIV?

Sum up with these key points. Culture is DYNAMIC. Dynamic means moving and changing like water in a river. The opposite of dynamic is STATIC, like the water in a pond. This water gets dirty and smells (which is harmful). Culture that is static can also be harmful. Different groups have different cultures. We learn our culture from our parents, families, communities, friends, church and other influences. It includes the things that we believe, what we think is acceptable, what is expected of us and what is considered unacceptable.

There are both positive and negative aspects to culture and religion – they create community; they can build trust. However, there are some aspects that put us at risk. For example, wife inheritance and early marriage put women and girls at risk.

Male dominance and male power is common. In many communities, men hold the power over decisions, money and relationships. This creates inequality. If one group benefits form the way things are, change is harder to achieve.

Sum up the discussion by asking the group to think about this statement:

When you are accustomed to privilege, equality feels like oppression!

– Unknown
**Being a Community commitment sheet**

30–45 minutes

Give participants the following table to fill in. Ask them to think about the cultural practices listed below and why they might be harmful. Let them work in small groups to complete it. The examples in the cultural practices column are just for illustration. Know your community, find out before the session what happens locally and use local examples.

<table>
<thead>
<tr>
<th>Cultural Practice</th>
<th>Why It Might Be Harmful?</th>
<th>What We Can Do To Prevent It?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Early marriage and underage marriage</td>
<td></td>
<td></td>
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<tr>
<td>Wife inheritance</td>
<td></td>
<td></td>
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<tr>
<td>Polygamy</td>
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<tr>
<td>Virginity testing</td>
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<tr>
<td>Girl child pledging</td>
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</tr>
</tbody>
</table>

Have a discussion about the responses. Ask the following questions:

- If something is harming people in our communities, why is it still going on?
- What changes would we like to see in our communities?
- Can we bring about change? How?
Facilitator’s notes:

**Early marriage and underage marriage:** Young girls are emotionally and physically not ready for marriage and sex, and are often coerced. Early pregnancy is harmful to the young mother and the baby. In Zimbabwe, the marriage age for girls is now 18 years, the same for boys.

**Wife inheritance:** including women as part of property can send mixed messages, especially when there is a breakdown in relationships across a family network. This puts women at risk of unsafe sex, STIs, abuse and domestic violence.

**Polygamy:** Being involved in a polygamous marriage or union means you become part of a sexual network, which is always a risk.

**Virginity testing for girls only:** This is an invasion of a young woman’s right to privacy and a form of physical assault. It also does nothing to encourage boys to be faithful and monogamous and can stigmatise girls who are not or do not remain virgins.

**Girl child pledging:** This is most often done in cases of murder or accidental death and will usually be the result of a consultation with a n’anga (traditional healer), following family catastrophes that can be attributed to the death. A girl child may be pledged to the family of the deceased in order to provide the family with the children they have been deprived of as a result of the death. Neither the child, nor her parents, has any say in this matter. Child pledging is illegal and should be reported.

Close by reminding the group of the key message: **Culture, attitudes, belief and practices change over time!**
Session 4: Rights And Responsibilities

By the end of this activity, participants should be able to:

- Explore different forms of power as it relates to gender.
- Know their rights and responsibilities to address inequalities.

Make sure you have the following for this session:

- Flipchart
- Marker pens
- Masking tape/prestik
- Flipchart/hand out with power lines diagram already prepared

Icebreaker: Blindfold pairs!

15 minutes

Tell the group that they will be doing the icebreaker in pairs. It is best in same sex pairs for the younger groups.

An obstacle course is set out on the floor for everyone to look at. Participants split into pairs. One out of the pair puts a scarf around their eyes, or closes their eyes tightly so they cannot see. The obstacles are quietly removed. The other member of the pair now gives advice and directions to their partner to help them safely negotiate what are now imaginary obstacles.

Introduce the topic of rights and responsibilities, which involves trust and being trustworthy, just as someone who cannot see needs to at times rely on others and rely on themselves. Let the group know that the key message for this session is: You can end gender-based violence and inequality!
Session 4, Activity 4: Power lines

60 minutes

The group work for this activity can be conducted in same sex group or mixed groups. It is suitable for both age groups.

Step 1. Work in two groups. Give each group 10 minutes to come up with a definition of the word ‘power’. Remind participants that there is no right or wrong answer.

Step 2. Ask each group to present their definition to the plenary.

Step 3. Put up the flipchart with the power diagram. Give input on each type of power. Ask participants for examples of each type of power from their own experiences. What differences in roles and expectations can be noted between men and women?

Facilitator’s Notes

Power Over:
Dominant or Control

Power To:
Influence others in positive or negative ways

Power Within:
Sense of self-worth self knowledge

Power With:
Shared equality by people in a group
Use these notes to help the discussion.

**Power over:** To have control over somebody or a situation in a negative way. This is usually associated with domination, repression, force, corruption, discrimination and abuse. It is based on the belief that power is a limited resource and so people must fight to take control and keep control of it.

**Power to:** To have the ideas, knowledge, skills, money and ability to shape and influence your own life and the lives of others who share your vision. Power here can either be used selfishly to block outsiders from gaining power, or generously to make more power for all.

**Power with:** The collective power of people or groups, based on a common goal or purpose to the benefit of all in the relationship. This power is based on support, solidarity and collaboration. Power is seen as an unlimited resource and that the more it is shared equally among all, the more power there is to share.

**Power within:** This kind of power is related to a person's feeling of self-worth, self-knowledge and self-confidence. It is based on a person's ability to imagine a better life and their ability to share this power with others. It is based on knowing and having a strong sense of rights and respecting the rights of others. This type of power also means having power over our own bodies and how we make decisions about sexual and reproductive health.

**Lead a discussion by asking the group to think about:**

- What kind of power participants felt in their group while doing the exercise?
- Did anyone dominate the rest of the group? Who had power over whom?
- Did anyone have power to influence others about his/her ideas?
- Did they feel that they had equal power with the rest of the group?
- Can anyone think of situations where they have felt or seen the different forms of power?
My Rights and Responsibilities commitment sheet

30–45 minutes

1. Think about your own family or household. Is everyone equal?

Are there any inequalities, for example, between adults and children, or between the male and female adults, or among the children? Who has the most influence? Why do you think this is so?

2. Think of an important relationship that you have with two other members of your family or household. Use the space below to show at least one of these relationships and how you feel about it. You can draw, write, use symbols, or anything else to illustrate the relationships.

Encourage self-reflection

Ask:

- How do you feel when you think about the relationships in your family?
- How do you feel about each person?
- How can you use your influence to prevent harm, to repair harm and to promote wellbeing in your family?

Highlight the following:

Power and responsibilities: Having power is not just about rights, it is also about taking responsibility and making space for others to take responsibility. An important goal in working with men on the imbalance of power is to challenge and support them to take responsibility for their actions. It is also important to help men ensure that their peers also take responsibility and are accountable for their actions. Finally, it is important to help men respect women’s decisions, especially their power to say no.

The right use of power: The ‘right use of power’ means using our power and our influence for good rather than for harm. In other words, it involves using our power to prevent or repair harm, and to promote well-being (Cedar Barstow, author of The Right Use of Power).

Share a copy or copies of the Rights in your Pocket Booklet with participants. Read through together, have a discussion, or give as homework to be discussed at a later date. Remind the group of the session’s key message: You can end gender-based violence and inequality!
Session 5: You and Your Body

By the end of this activity, participants should be able to:

- Understand how the body and feelings are connected.

Make sure you have the following for this session:

- Flipchart paper (several sheets)
- Marker pens and/or chalk (at least three different colours of each will help)
- Masking tape/prestik
- Individual sheets of paper (one per participant)

Icebreaker: Knots

15 minutes

Put participants into one big group of girls and one big group of boys. Ask them to each stand in a circle and join hands. Keeping their hands joined, they move in any way that they want, twisting and turning and creating a ‘knot’. They must then unravel this knot, without letting go of one another’s hands.

Introduce the topic of our bodies and how important it is to know what our bodies can do to help us better love and respect our bodies.

The key message to take away from this session is: Respect your body!
Session 5, Activity 5: Body mapping

60 minutes

The group work for this activity can be conducted in same sex groups, but the groups should come together for discussion. It is suitable for both age groups as the language used can be regulated by the students and facilitators. This session does not replace the lessons young people receive in class about their bodies at different ages and stages, instead it complements it.

**Step 1.** Introduce to the group that body mapping is a way of helping us understand our bodies better. Then put them into one group of girls and one of boys. Give each group several flipchart sheets to stick together (this can also be done on a clean hard concrete floor with chalk if you prefer).

**Step 2.** Ask a volunteer from each group to lie on the paper/floor and the other group members to draw around their bodies to create their shape with the pen/chalk. If this is not possible pre-prepare either two large drawing for the group or give everyone their own paper and ask them to draw (see below).

**Step 3.** There are now two shapes, a boy and a girl (although they may look the same).

1. Ask each group to mark in **green** parts of the body they like. Discuss.
2. Mark in **red** the parts of the body they don’t like. Discuss.
3. Mark in **blue** the parts of the body where they feel pleasure. Discuss.
4. Mark in **black** the parts of the body where they feel pain. Discuss.

**Sum up** by reminding the group that body mapping is a creative process that helps us explore how we feel about our bodies. We can use images, symbols and words to map places on our bodies that we like and don’t like, that are full of life or full of pain; and places that hold hope for the future. In the process, we discover links between the places in us and gain a deeper understanding of our own power to become healthier in our bodies and through the way we live in this world.

Remind participants that we can feel both pleasure and pain on the same place on the body depending on the situation, who we are with, and what happens. Also, our feelings can vary from time to time, and over time. For example, something we don’t like today may change into something we like in the future.
Respecting Our Bodies commitment sheet

30–45 minutes

**Commit to taking action – what does this mean for you?**

Use the action chart below to write down ideas for actions to take to respect your body!

**Action chart**

<table>
<thead>
<tr>
<th>Actions that I can take:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Actions that we can take:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Actions that others should take (say who):</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>
Session 6: You And Your Mind

By the end of this activity, participants should:

- Understand the concept of self-esteem and respecting ourselves and other people.

Make sure you have the following for this session:

- Flipchart paper (several sheets)
- Marker pens and/or chalk (at least three different colours of each will help)
- Masking tape/prestik
- Individual sheets of paper (one per participant)

Icebreaker: Names and adjective
15 minutes

Ask participants to sit in a circle. Ask each person to think of a word to describe how they are feeling or how they are. The word must start with the same letter as their name (or sound the same like a rhyme), for example, I am Henry and I am Happy!

Introduce the topic of our minds and how important it is to be in control of our feelings and emotions, especially when under pressure to have sex or do something that you are not ready for or when experiencing peer pressure.

Tell the group that the key message for this session is: I make the right choices!
Session 6, Activity 6: Mind mapping

60 minutes

The group work for this activity can be conducted in mixed sex groups. It is suitable for both age groups.

Step 1. Introduce to the group that our emotions, feelings and thoughts affect how and who we are. Ask the group to remember the previous session on body mapping. How did that session make them feel? What was the voice inside their head saying? Were they positive or negative things?

Step 2. Give each participant a copy of the following table to complete:

<table>
<thead>
<tr>
<th>Tick Only One For Each Question</th>
<th>Always</th>
<th>Sometimes</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>How I feel about myself depends on what others think of me</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>When I am criticised by others, I criticise myself for being so stupid</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I easily ask for and accept help from others</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I easily accept compliments and praise</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>When I look in the mirror, I see faults with how I look</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I do activities that support my health and well-being</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I don’t express my opinion and feelings in my relationships</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I don’t admit that I don’t know or understand something</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I am confident and value myself</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I openly express my opinions</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I am jealous of others</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>My life would be better if I were more attractive</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>No matter what I do, I always find something wrong with the result</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I will never really be happy</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
When they have finished, take them through the ‘answer sheet’ below:

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Positive self-esteem comes from inside yourself and not from others. It comes from your own thoughts, feelings and behaviours, which are not fixed. Change your thoughts to positive ones and your confidence will improve</td>
</tr>
<tr>
<td>2</td>
<td>As soon as you notice you are judging yourself, you could try focusing on a new, more positive thought that supports positive self-esteem</td>
</tr>
<tr>
<td>3</td>
<td>It takes courage to know you need help, to ask for it and then to gratefully accept it</td>
</tr>
<tr>
<td>4</td>
<td>If you find it hard to accept compliments and praise, you may want to practice by just saying “Thank you”, and feeling the good feelings that come with recognition</td>
</tr>
<tr>
<td>5</td>
<td>When you look in the mirror, you can remind your eyes to focus on your strengths and your gifts</td>
</tr>
<tr>
<td>6</td>
<td>You may choose to make time for activities that support your health, well-being and self-confidence</td>
</tr>
<tr>
<td>7</td>
<td>Don’t be afraid to admit that there are things you don’t know and understand. People won’t think less of you</td>
</tr>
<tr>
<td>8</td>
<td>Try turning down the volume on this negative self-talk. Could you choose more positive and affirming self-talk instead?</td>
</tr>
<tr>
<td>9</td>
<td>Often we feel worried about expressing ourselves. We may think others will judge us or laugh at us. It does take courage, but you may want to try expressing yourself without worrying so much about the reactions of others</td>
</tr>
<tr>
<td>10</td>
<td>Jealousy is based on a belief that we are not good enough</td>
</tr>
<tr>
<td>11</td>
<td>Rather than feed your jealousy, you could focus on what you do have and what you are grateful for</td>
</tr>
<tr>
<td>12</td>
<td>Focus on what you are good at and what you have accomplished or achieved, instead of the stuff you get wrong</td>
</tr>
<tr>
<td>13</td>
<td>Whatever your life situation, you can learn to become your own friend. Rather than listening to the negative voice in your head, you can choose to live a happier life just by changing your thoughts, feelings and behaviour.</td>
</tr>
<tr>
<td>14</td>
<td>Think it and it will become true. Replace negative self-talk and thoughts with positive ones and learn to enjoy the small things in life.</td>
</tr>
</tbody>
</table>

**Positive affirmation!** Ask the group to write their name on a separate piece of paper. Tell the group that they are going to pass the paper around and each person is going to write something POSITIVE about the person whose name is at the top of the paper. Collect the sheets and give them back to each person to keep.
Knowing Our Minds commitment sheet

30–45 minutes

Commit to taking action – what does this mean for you?

Use the action chart below to write down ideas for actions to take to respect and show your own values and principles to yourself and others. Remind the group of the key message: I make the right choices!

**Action chart**

<table>
<thead>
<tr>
<th>Actions that I can take:</th>
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</tbody>
</table>
Session 7: Understanding Gender-Based Violence

By the end of this activity, participants should be able to:

- Explain GBV and its different forms.
- Identify actions to prevent it.
- Make sure you have the following for this session:
  - Flipchart paper (several sheets)
  - Marker pens and/or chalk (at least three different colours of each will help)
  - Pencils/pens and paper for participants
  - Masking tape/prestik/clothes pegs
  - Scissors/string or wool
  - Several cut-out copies of the GBV Jigsaw icebreaker diagram

Icebreaker: The Gender-based violence jigsaw

15 minutes

Copy and cut out the following diagram along all the dotted lines (there is a copy at the end of this guide). Put participants into small groups and ask them to reassemble the jigsaw pieces.

Introduce the topic of GBV and that it is used to control and manipulate. Highlight that recognising GBV is the starting point for breaking the cycle. Emphasise that everyone has the power to stop GBV by speaking up and speaking out. Knowledge is power!

The key message for this session is: Violence is always wrong, and always the fault of the perpetrator!
Session 7, Activity 7: Violence clothesline

60 minutes

The group work for this activity can be conducted in mixed sex groups. It is suitable for both age groups. Tell the group that because women are disproportionately affected by GBV, this session will focus more on the abuse of women by men.

**Note:** This session should be debriefed as it can raise emotions and negative experiences. If a school or community counsellor/nurse is available, ask them to attend this session (or be available after the session if you think their presence will prevent open discussion.

Prepare four large labels ahead of the session.

- Violence I have used
- Violence used against me
- How I felt when violence was used against me
- How I felt when I used violence

**Step 1.** Put up four clotheslines and peg or stick a label on each one. Explain that together the group will explore their understanding of and experiences with violence. Remind them that full participation is encouraged, but that talking about violence can be difficult and that no one should feel pressured to disclose anything they are not ready to talk about.

**Step 2.** Do a quick brainstorm recapping the different types of violence from the GBV Jigsaw. Give each participant four sheets of paper and explain that they should write examples of the following:

- Paper 1: Types of violence that have been used against me
- Paper 2: Types of violence that I have used against others
- Paper 3: How I felt when violence was used against me
- Paper 4: How I felt when I used violence against others.

**Step 3.** Ask participants to peg or stick up each paper on the corresponding clothesline. When everyone is done, ask them to walk around and read the papers and reflect on their reactions to them. Bring the group together to discuss reactions to the papers. Be aware that some people will have strong reactions based on their own experiences with violence. Focus on the following:

- What did you think or feel as you read the statements of others?
- How did it feel to have your experiences available for others to read?
- Who uses violence more, men or women and why?
- How does violence impact on men, women, girls and boys?
Sum up with these key points

- **Violence is a choice.** People who use violence may try to excuse their behaviour by saying that they ‘lost control’ or ‘couldn’t stop themselves’. But in reality these people do know how to control their anger. After all, they don’t assault their friends or people in authority. And when they do use violence against women, they are often careful not to leave bruises where people can see them.

- **Violence is a learned behaviour and so it can be unlearned.** No one is born violent or abusive. People learn to use violence as a strategy to gain power and maintain control. They can unlearn this and relearn healthier ways of relating to others.

- **Violence damages all our lives – both males and females.** It is the people we care about who are harmed – our sisters, mothers, daughters, cousins and friends, and this impacts on us all. We each have a role to play in stopping violence.

- **Violence is everyone’s business.** If we continue to accept GBV and do nothing about it, we give males permission to treat females as inferior and unequal, and to abuse their human rights.
Preventing GBV commitment sheet

30–45 minutes

GBV is everyone’s business!

Introduce the Yellow Card to the group. Read through it together. Ask the group to share how and when they can use it.

**Role playing**

Get them involved in role plays to show when they can use the yellow card and how they can use it. Here are some role play scenarios to get started (but ask the group to come up with their own first!):

- A group of boys are standing near the school as some girls walk past. The boys start calling the girls names but the girls ignore them.
- You are walking home from school and you see your friend with a boy. She looks uncomfortable and he seems to be putting her under pressure.
- A teacher asks your friend to take his books to his house at the end of the day.
- You are on a date and your boyfriend keeps buying you alcoholic drinks, even after you tell him you have had enough.

Ask for volunteers to use the card and to feedback their experiences at future sessions.

Give everyone a yellow card to take home and keep. Not everyone will have the courage to speak out, and sometimes it might not be safe to do so. The card can be a reminder to tell someone else about incidences of abuse they may witness.

Remind them of the key message of this session: **Violence is always wrong, and always the fault of the perpetrator!**
Session 8: Building Healthy Relationships

By the end of this activity, participants should be able to:

- Identify what a healthy relationship looks like.

Make sure you have the following for this session:

- Flipchart paper (several sheets)
- Marker pens and/or chalk (at least three different colours of each will help)
- Pencils/pens and paper for participants
- Masking tape/prestik

Icebreaker: Knees Up

15 minutes

Split the group into two – one group of girls and the other of boys. Participants in each group should stand in a close circle with their shoulders touching and then turn, so that their right shoulders are facing into the centre of the circle. Ask everyone to put their hand on the shoulder of the person in front and to carefully sit down so that everyone is sitting on the knees of the person behind them.

Keep trying until both groups are successful. Congratulate everyone for doing it successfully, it might take a few attempts! Ask them how they felt doing it, what challenges they faced and so on.

Now introduce the topic of building healthy relationships, and that friendship and trust are important for any relationship, whether it is a romantic one or not.

The key message for this session is: Healthy relationships are built on the foundations of mutual trust and respect!
Session 8, Activity 8: Understanding healthy relationships

60 minutes

This activity is suitable for mixed groups of girls and boys of all ages.

**Step 1.** Brainstorm: What do you understand from the term ‘healthy relationship’? Write participant’s ideas in a list on a flipchart or chalk board.

**Step 2.** Give input about healthy relationships and the ingredients for a healthy relationship (see facilitator’s notes below). Add points to the list on the flipchart which participants have not mentioned (especially communication and setting boundaries).

In a healthy relationship between two people, both people feel supported and connected, but they still feel like independent people.

**Facilitator’s notes**

Here are some signs of a healthy relationship. In a healthy relationship both people:

- Treat each other with respect
- Feel supported to do things they like
- Don’t criticise each other
- Allow each other to spend time with friends and family
- Listen to each other and compromise
- Share some interests such as sports, dancing or music
- Aren’t afraid to share their thoughts and feelings
- Celebrate each other’s successes
- Respect boundaries
- Trust each other and don’t require their partner to ‘check in’
- Don’t pressure the other to do things that they don’t want to do
- Don’t constantly accuse each other of cheating or of being unfaithful.

There are two main ingredients of healthy relationships: communication and setting boundaries.

**Communication:** This allows a deep understanding of each other, to feel connected and heard when expressing feelings.

**Setting boundaries:** Each person should express to their partner what they are and are not comfortable with, especially when it comes to their sex life, money, family and friends, personal space and time.
In the end, the two people in the relationship decide what is healthy for them and what is not. If something doesn’t feel right, they should have the freedom to voice their concerns to their partner.

**Step 3:** Work in small groups of 4 to 6 people. Give each group one of the situations below to discuss and role play. Or let them choose another, more familiar example.

**Situations to role play:**
1. A teen boy insults, pushes, bumps or shoves you.
2. Someone you know steals from you.
3. A teen boy boasts about hitting a girl.

**Step 4:** Discuss the role plays, probing: if any used violence and how the situation could have been played out differently. Assign participants the task of redoing the play in such a way that the issues being contested are resolved without violence.

**Ask the group to reflect on this statement:**

```
My father always used to say, don't raise your voice. Improve your argument.

– Archbishop Emeritus Desmond Tutu, South African social rights activist and retired Anglican bishop
```
Good Friend commitment sheet

30–45 minutes

The ages 10 to 17 years are a critical and vulnerable stage of human development. As young people go through their teen years, they experience many biological, social, and cognitive changes. They challenge authority and develop a sense of independence, but are under mounting peer pressure and may begin experimenting with smoking, drinking and doing drugs.

Young people usually start to explore their sexuality and become sexually active during these years. This is the time that they need to: be empowered with knowledge, learn about their bodies and what they do or do not want to do, have good and consensual sex (and sex is so much more than intercourse), build good self-esteem and promote a healthy life. They also need to learn how to protect themselves and make healthy choices that do no place them at risk sexually or in any other way.

Draw a mind-map with the word, ‘alcohol’ in the middle. Ask participants to call out whatever comes into their head when they think of the word ‘alcohol’. Record their words/phrases on the mind-map. Repeat this with the word ‘drugs’ in the middle. Make sure that both good and bad feelings are recorded.

Peer pressure to take drugs is high, and sometimes life feels so difficult. However, drugs and alcohol only make things worse in the longer term. Discuss with the group how they can help their friends resist temptation (and how their friend can in turn help them back). Ask for real examples to share. Some of the skills they might need to be good friends include:

- **Timing:** Know when to and when not to engage your peers in discussions.
- **Listen:** Be a good listener and encourage your friends to speak about how they feel and what they think.
- **Identify and explore problems together:** Use ‘I’ or ‘we’ statements, rather than ‘you’ ones. Avoid criticising or blaming.
- **Be honest:** Say what you think and feel. When you don’t know the answer or solution, say ‘I don’t know’.
- **Respect boundaries:** Help friends set their own goals and find their own solutions (which might not be your solutions).
- **Be a role model:** Lead by example. Even if your behaviour in the past has been risky, show that you can change and, therefore, that your friends can too.
Session 9: Understanding Consent

By the end of this activity, participants should be able to:

- Understand values and consent when dating.

Make sure you have the following for this session:

Flipchart paper (several sheets)
- Marker pens and/or chalk (at least three different colours of each will help)
- Pencils/pens paper for participants
- Masking tape/prestik

**Icebreaker: Yes/no game**

**15 minutes**

Split participants into two lines, so that each person faces a partner. Line one has to say “Yes” in as many different ways as possible, and line two has to try to change their partner’s minds by saying “No” as convincingly as possible. Give both lines a chance to say both “Yes” and “No”.

Then discuss how people felt. How did it feel to say “Yes” or “No”? Was it easier to say one than the other?

Now introduce the topic of consent. Explain what it means and let the group know that you are going to talk about dating and dating violence.

**Dating violence:** Any form of controlling, abusive or aggressive behaviour against someone you are dating. It can include physical, emotional or sexual abuse, like forcing your date to do something sexual (such as kissing, touching or having sex) or doing something sexual to your date when he/she cannot consent (like when the person has knowingly or unknowingly consumed alcohol and/or drugs).

**Date rape:** Sexual assault by someone you are romantically involved with, dating or out on a date with. Date rape can also involve unknowingly being given drugs and/or alcohol to reduce or prevent your ability to say “no”. Rape of any kind is a violation of a person’s human rights. People often unfairly blame the survivor for rape because of something she did, said or wore. There is NEVER an excuse for rape. No one ever wants to be raped. It is a deeply traumatic experience that scars people for life.

**Consent:** To agree to do or not to do something; to give permission.

**Coercion:** To be forced to do something or to not do something against your will.

Let the group know that the key message for this session is: End gender-based violence!
Session 9, Activity 9: Attitudes towards dating

60 minutes

This activity is suitable for mixed groups of girls and boys of all ages.

Prepare these four large signs:

- STRONGLY AGREE
- STRONGLY DISAGREE
- AGREE
- DISAGREE

Step 1. Put up the four signs around the room. Leave enough space between each sign to allow a group of participants to stand near each one. Explain that this activity will help participants explore their values and attitudes towards consent and coercion in a dating relationship. Clarify what consent and coercion mean if necessary.

Step 2. Ask participants to stand in the centre of the room. Explain that you want them to think about whether they strongly agree, strongly disagree, agree or disagree, with each statement you will read out to them. Read Statement A (only) below out loud. Ask participants to go and stand next to the sign that shows what they think about this statement.

Step 3. Once everyone is at a sign, ask one or two participants next to each sign to briefly explain why they feel this way about the statement. When the participants have explained their reasoning, ask if anyone wants to change their mind and move to another sign. Let them do this. They can explain why they changed their mind if they want to. Bring everyone back into the centre of the room and read Statement B. Continue in this way until all the statements below have been covered.

Statements:

1. If a young man is aroused it is very difficult for him not to have sex.
2. If a young woman is on a date with me and has been drinking with me, I expect to be able to have sex with her.
3. If you are dating someone then it is okay to pressure them into having sex with you.
4. Dating violence is a private matter between the people who are dating and is not my business.
5. If a girl is wearing scanty/provocative clothes she is asking for it, so it is not rape.
After discussing all of the statements, lead a discussion about values and attitudes towards dating violence. You can ask these questions:

- Which statements did you feel most strongly about? Why?
- Why do you think dating violence and date rape happens?
- What is the difference between sexual consent and sexual coercion?
- What do you think you’ll do differently as a result of this exercise?

Ask the group to consider the following statement:

> If an elephant has its foot on the tail of a mouse and you say that you are neutral, the mouse will not appreciate your neutrality

— Archbishop Emeritus Desmond Tutu, South African social rights activist and retired Anglican bishop
Say NO to GBV commitment sheet

30–45 minutes

Commit to taking action – what does this mean for you?

Use the action chart below to write down ideas for actions to take to prevent GBV in your community and to end GBV!

Action chart

<table>
<thead>
<tr>
<th>Actions that I can take:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Actions that we can take:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Actions that others should take (say who):</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>
Session 10: Better Communication

By the end of this activity, participants should be able to:

- Improve parent-to-child communication for improved SRH outcomes.
- Improve peer-to-peer communication to avoid teen pregnancy, STIs and HIV.

Make sure you have the following for this session:

- Flipchart paper (several sheets)
- Marker pens and/or chalk (at least three different colours of each will help)
- Pencils/pens/paper for participants
- Masking tape/prestik

Icebreaker: Muddling messages

15 minutes

Ask participants to sit down in a circle. Think of a long message, such as;

“I’m going to go to the market to buy some bananas and mangoes tomorrow morning, and then I am going to meet my cousin for lunch”.

Whisper this message to the person sitting on your right. That person then whispers the same message to the person on their right and so on. Once the message has been passed around the circle, ask the last person to say the message aloud. Compare the final message with the original version.

Communication: To express thoughts, opinions, feelings and values through speaking, listening, reading and writing.

Conflict management: To discuss, manage and resolve conflict in healthy ways.

Now introduce the topic of communication and the need to improve it to help individuals, families and communities to work together better and help reduce teen pregnancy, HIV and prevent GBV. Share the key message for this session: Real men do not communicate through violence!
Session 10, Activity 10: Improving our communication skills

60 minutes

This activity is suitable for mixed groups of girls and boys of all ages.

Step 1. Put everyone in pairs (of their choice) and let them know that each person in the pair will take turns talking while the other listens. The objective of the exercise is to see how good a communicator each person is - a good communicator can BOTH talk and listen well.

Step 2. The person who is going to listen chooses a topic and asks the other person to speak on it. Let them do this for two minutes. Stop, then ask them to swap around. Give them another two minutes each.

Step 3. Have a report-back for about five or 10 minutes, and discuss these questions with the whole group:

- How did it feel to be a ‘thinking pair’?
- What was it like to ‘think’ with your partner’s full attention?
- What was it like to create a safe and supportive environment in which your partner could think?
- What about ‘thinking pairs’ would you like to use to help you build healthy communication in your relationships?

Step 4. Now, ask the whole group to suggest a few controversial problems. This works best if the problems are current and involve a lot of debate. Write them up on a flipchart. Ask participants to work in small groups of four to six people to debate one of the problems and find a solution as a group. Let the discussion run for about 15 minutes. Then ask each group to report back their decision to the plenary. After the report back, discuss these questions with the whole group:

- How did it feel to have to find a group solution to a controversial problem in a short timeframe?
- What criteria did you use to make a decision?
- Did the group arrive at the same decisions or was there discussion and even conflict on the path to arriving at a decision?
- What problems or issues did you face in trying to arrive at a group decision? How did you deal with these?

Step 5. Now ask the group to rate their listening skills using the tables on the next page
### Step 5 tables

#### Rate your listening skills

<table>
<thead>
<tr>
<th>Do You</th>
<th>Yes</th>
<th>No</th>
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</thead>
<tbody>
<tr>
<td>Listen to the person’s words as well as focus on their body language?</td>
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<td></td>
</tr>
<tr>
<td>Not interrupt people while they are speaking?</td>
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<tr>
<td>Pay attention and ignore things that distract you?</td>
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<td></td>
</tr>
<tr>
<td>Listen to the person’s words as well as to their body language?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Forget your own prejudices or judgement so that you do not react before you understand what is being said?</td>
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<tr>
<td>Show that you are listening by looking at the person, smiling, nodding, saying ‘yes’?</td>
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<td></td>
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<tr>
<td>Check that you understand what the person is saying, by repeating it in your own words; or by asking questions?</td>
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<tr>
<td>Wait until you have all the information before you respond?</td>
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<td></td>
</tr>
</tbody>
</table>

Give yourself 1 point for each **YES** answer.

- **6–8:** Well done!
- **3–5:** You can improve!
- **Below 2:** You have lots of work to do!

#### Rate your speaking skills

<table>
<thead>
<tr>
<th>Do You</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wait until you have all the information before you speak?</td>
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<td></td>
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<tr>
<td>Delay your response for about 10 seconds to give yourself time to think and prepare what you are going to say?</td>
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<tr>
<td>Use the word, ‘I’ when you talk about your own thoughts, opinions and feelings?</td>
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<tr>
<td>Speak in a clear, calm voice?</td>
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<tr>
<td>Remain focused on a topic?</td>
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<tr>
<td>Make sure you say what you want to say in an open honest way?</td>
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<tr>
<td>Treat others with respect, even if you don’t agree with their opinion or ideas?</td>
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<tr>
<td>Show empathy by putting yourself in the other person’s situation or ‘shoes’ and thinking about how you would feel.</td>
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</tbody>
</table>

Give yourself 1 point for each **YES** answer.

- **6–8:** Well done!
- **3–5:** You can improve!
- **Below 2:** You have lots of work to do!
Sum up the exercise with the following points:

**The ‘thinking partner’**

- Gives full attention
- Uses eye contact
- Does not interrupt
- Shows interest through body language
- Allows silence
- Creates a safe space for the ‘thinker’
- Trusts the ‘thinker’s’ intelligence

**The ‘thinker’**

- Thinks of a problem or issue they want to solve
- Speaks out loud any thoughts, feelings or ideas that come up
- Allows silence. It is natural to move between silence and talking. Silence is the space where ideas take shape.
- Trusts the process
My Good Communication commitment sheet

30–45 minutes

Introduce the He Says/She Says leaflets to the group. Read through them together. Ask the group to share how and when they can use them.

**Role playing**

Get them involved in role plays to show when they can use the leaflets and how they can be used. Use the scenarios on the leaflets and act them out in pairs!

Introduce the Talking to Parents/Talking to Kids leaflets to the group. Read through them together. Ask the group to share how and when they can use them.

**Role playing**

Get them involved in role plays to show when they can use the leaflets and how they can use them. Use the scenarios on the leaflets and act them out in double pairs, some being parents and others being younger people/children.

Give everyone a set of leaflets to take home and keep (they are in English, Shona and Ndebele).

Remind them of the key message for the session: **Real men do not communicate through violence!**
Session 11: Telling Our Stories

By the end of this activity, participants should be able to:

- Share their stories of gender transformation.
- Document their experiences for others.

Make sure you have the following for this session:

- Flipchart paper (several sheets)
- Marker pens and/or chalk (at least three different colours of each will help)
- Pencils/pens and paper for participants
- Masking tape/prestik

Icebreaker: I was walking down the road and I saw ...

15 minutes

Everyone sits in a circle. Someone starts a story with one sentence and the person on their right must continue the story by adding another sentence, and this goes on until the story is broken or the last person is reached.

If a person cannot continue the story they must start a new one.

An example is “I was walking down the road and I saw a giraffe in the window of a shop ...”. Someone might continue “… the giraffe was drinking tea with a zebra ...” and so on.

When everyone has had a chance to be part of the story thank them all. Open a discussion on the importance and value of stories and local voices in information-sharing. You can use the following questions to prompt discussion:

- Why are stories important in our community/culture?
- Can you think of any examples of stories or folktales that have been used to pass information from generation to generation in the community?
- What sort of information can be captured in a story?
- Why is the use of personal stories useful in documentation and communication?
- When might it be useful for us to share information through stories or story telling?
- Now, introduce the topic as telling our stories and that the group will both share some experiences and learn how to document them for others to learn from.

The key message is: Change the story!
Session 11, Activity 11: My story

60 minutes

This activity is suitable for mixed groups of girls and boys of all ages.

Every community and individual has stories and memories to share. Stories and storytelling are powerful transformational tools that help to communicate important issues in ways that other people can easily relate to. The use of stories as a documentation and communication tool focuses on:

- Describing qualitative experiences
- Sharing personal anecdotes
- Describing situations and experiences that are identifiable to the audience
- Building trust, rapport and a relationship with the audience – audience members should be able to imagine themselves in a similar situation
- Connecting people through common values, rules or environments.

When told as a story, rather than as facts and figures, information also tends to remain longer in the memory. A well-constructed story co-ordinates three types of knowledge:

- Facts or information from the current situation
- Knowledge about similar situations
- Generic expectations about what makes a complete story, such as believing that people do what they do for a reason.

Storytelling is an important way for communities to retain information and pass it on from one generation to another, particularly in societies where oral communication is the norm, as in much of southern Africa. Often, stories and folktales are used to pass on information regarding expectations of community members, community history, traditions and messages on morality.

**Step 1.** Tell the group that stories can be told in a number of different ways, including writing or narrating a story or testimony, writing a poem, signing a song, acting (skits) and drawing (pictures, comics, cartoons and paintings). Ask group members to break into small groups. Ask each to choose HOW they will tell a story using one of the methods above. WHAT the story is about is very important. It has to be about gender transformation in their community. It can be a personal story from one member of the group, or a story they have seen or heard about in their community. Check each group’s story before they proceed, give them guidance if need be to ensure that the story has a place in the project – one that can help others understand and learn about the topics covered in the sessions.
Step 2. Remind participants that stories should have the following components:

- **Introduction:** introduce characters, describe the setting and current situation
- **Initiating action:** the point of a story that starts to build towards the action
- **Rising action:** events leading up to the height/peak of the story or turning point
- **Peak:** the most intense point or turning point of the story
- **Falling action:** your story begins to conclude
- **Resolution:** a satisfying ending to the story in which the central conflict is resolved – or not! Whether the story is resolved in a positive way or not, it should be clear what the moral of the story is.

Step 3. Ask each group to present their story in turn. If you have time, encourage them to practice a different storytelling technique – you can switch the scenarios around.
My story sheet

30–45 minutes

Have a group discussion on issues around documentation. You can use the following questions to guide the discussion:

- How can storytelling help us to share information around gender transformation issues?
- Are some storytelling techniques better suited to sharing certain information/sharing information with certain audiences? Explain.
- Telling our stories can be a helpful way to overcome traumatic experiences. What can we do to encourage others to share their stories in a safe way?

Where can we plan to share stories to increase understanding about gender inequality and GBV today?

Ask for volunteers to write their own stories, poems or songs about ANY of the issues they have learned over the past 10 sessions. It must be a personal story and one that a young person from another community can read, understand and learn from.

They should write their first name and their age only on the paper. Remind the group about the purpose of the documentation and the key message for this session: Change the story!
Part 3: Youth
Changing The Rivers Flow — Working With Parents And Guardians

± 20 national master trainers being trained, with each then training ± 12 gender transformation community facilitators (community leaders, religious leaders, traditional leaders, men, women and business people).

± 240 Community Facilitators and ± 96 Youth Leaders involved in clubs, in and out of schools, including at church, community centres and more.

At least 720 young people reached, 300 community leaders engaged, 200 parents involved by 2017.

Gender transformation clubs.
Community dialogue session plan

These sessions follow a logical learning pathway; try to follow the sessions in the suggested order. Each session has a clear objective – be clear about why you are doing this session and explain the reasons to the group when getting started.

<table>
<thead>
<tr>
<th>Topic</th>
<th>Activities</th>
<th>Objectives</th>
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</thead>
<tbody>
<tr>
<td>Gender Culture and Religion</td>
<td>Ice Breaker</td>
<td>• Introduce gender and describe gender roles and stereotypes</td>
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<tr>
<td></td>
<td>Our 24-Hour Day</td>
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<tr>
<td></td>
<td>Gender Values Clarification</td>
<td>• Examine our cultural and religious values and norms around gender</td>
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<td></td>
<td>Who Has the Power?</td>
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<tr>
<td>Gender and Violence</td>
<td>Ice Breaker</td>
<td>• Examine violence in daily life and the role of men in GBV</td>
</tr>
<tr>
<td></td>
<td>Risk and Violence</td>
<td>• Understand the impact of violence in our everyday lives</td>
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<td></td>
<td>Gender Values Clarification</td>
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<tr>
<td></td>
<td>Violence Against Women</td>
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<tr>
<td>Gender and HIV</td>
<td>Ice Breaker</td>
<td>• Increase our understanding of HIV</td>
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<td></td>
<td>HIV Handshake</td>
<td>• Explore the links between gender and HIV</td>
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<td>Body Mapping</td>
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<td></td>
<td>HIV Quiz</td>
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<tr>
<td>Healthy Relationships</td>
<td>Ice Breaker</td>
<td>• Explore the different needs of women and men in relationships</td>
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<td></td>
<td>The Ideal Partner</td>
<td>• Understand each other to achieve more equitable relationships</td>
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<td></td>
<td>Gender Values Clarification</td>
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<td></td>
<td>Gender Fishbowl</td>
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<tr>
<td>New Kinds of Courage</td>
<td>Ice Breaker</td>
<td>• Build partnerships and leadership for gender transformation</td>
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<tr>
<td></td>
<td>New Kinds of Courage</td>
<td>• Create an enabling environment for young people's SRH</td>
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<td></td>
<td>Working for Gender Justice for Young People</td>
<td>• Provide a platform for local action</td>
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<td></td>
<td>Community Action Plans</td>
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</tbody>
</table>
Getting started!

- Each workshop is designed to last no more than four hours. Stick to the
time allocated to keep the interest and energy of the group high.

- Workshops should ideally be held once a week, on a day when community
members are not out tending their fields (this varies from community to
community). Existing groups in the community can cover these sessions,
as long as they are a mix of men and women. However the members are
selected, the same cadre of men and women must attend and complete
each session so that pre- and post-session information-gathering builds
a comprehensive picture of change and impact.

- The sessions all have a similar sequence, starting and ending with what
the participants know, and interspersed with a series of high-impact, low
literacy interactive exercises to get community members talking and
sharing and learning across a broad range of topics.

- Remember the guiding principles!

- The very last workshop is a call to action for participants to reach out to
others.

- Be on the lookout for potential Gender Transformative Champions – they
will be the ones with natural leadership skills, enthusiasm for the topics
and a willingness to talk to others on the subject.

- Keep a register!

- Make sure you have all you need before you get started, and that the
space you are using is a suitable one that does not prevent those
who want to attend from joining in (consider distance, neutrality of
venue etc.).
Workshop 1: Gender, Culture And Religion

By the end of this workshop, participants should be able to:

- Understand gender, gender roles and stereotypes.
- Examine cultural and religious values and norms around gender.

Make sure you have the following for this session:

- Flipcharts
- Marker pens
- Masking tape/prestik
- Two flipcharts with 24-Hour Day table one
- Strongly agree, Strongly disagree, Agree, Disagree signs for Activity 2
- Cards/papers with power roles on them for Activity 3

Icebreaker: What we have in common

30 minutes

Bring all participants together and welcome them all. Ask everyone to introduce themselves and share the name they would like to be known by during the workshop.

Explain to the group that the workshop is going to be very interactive and that the process of learning is about getting involved, participating and sharing. So let’s get started!

Start by calling out a characteristic of people in the group, such as having children. Say “All those who have children should move to one corner of the room/space”.

Call out more characteristics, such as ‘all those who likes football’, moving participants from space to space. Some groups will have more women than men and vice versa, and others will be mixed. Take note as you go along. After several iterations bring the group together to reflect on the exercise. What did they like about it? What can they take from it?

Introduce the topic for the workshop as ‘gender, culture and religion’ noting that we all have things in common, and that we all belong to many different groups.

Share the key message for the workshop as: Culture, attitudes, beliefs and practices change over time!
Workshop 1, Activity 1: Our 24-hour day

60 minutes

Prepare two of the following tables for group work ahead of time. This activity will start in same sex groups but come together for discussion.

<table>
<thead>
<tr>
<th>Time</th>
<th>Men’s Activity</th>
<th>Paid? Yes/No</th>
<th>Women’s Activity</th>
<th>Paid? Yes/No</th>
</tr>
</thead>
<tbody>
<tr>
<td>1am</td>
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Step 1. Ask participants to get into two gender groups, men and women. Ask each group to imagine a typical day in the lives of a wife or husband from the community. Ask them to fill in the table provided; they should fill in the most common activity that a woman or man in the community would likely be doing at the time indicated and in the column next to it say if this activity is paid or unpaid work.

Step 2. Ask each group to present their tables in plenary. Ask participants to talk about what they are learning about how men and women spend their days. Use the following questions to lead a discussion about women’s and men’s roles and their status in society:

- What seem to be women’s roles and men’s roles?
- How are these roles different?
- Does culture influence these different roles? How?
- Does our religion influence these different roles? How?
- Why do women’s roles often become unpaid work? How does this affect women and their status in society?
- Why do men’s roles mostly become paid work? How does this affect men and their status in society?

Step 3. Discuss what actions need to be taken to make women’s and men’s roles more equal. Summarise this discussion, making sure that all the points in the key points section below are covered.

Key Points

Women and men have different roles.

- Women and men do different things during the day
- Women usually work longer hours
- Men usually have more leisure time
- Women have more varied tasks, sometimes doing more than one thing at a time
- A woman’s role is that of caregiver and mother, and a man’s role is that of provider (breadwinner), protector and authority/head of the household.

Women’s roles carry a lower status – and are often unpaid.

- Women’s work in the home is not viewed as work
- When women work outside the home, this is generally an extension of the work they do in the house. This work is usually paid less than men’s work. Even when women work outside the home, they also do a substantial amount of household work as well
- Men’s work is usually outside the home, is usually paid and is seen to be work.
- More of women’s work is unpaid, compared to men’s work

Gender roles are not only different; they are also unequal.

- Men’s roles (breadwinner, authority figure and protector) carry a higher status and give men more power and privilege in society.

Remind the group of the key message: **Culture, attitudes, beliefs and practices change over time!**
Workshop 1, Activity 2: Gender values clarification

60 minutes

Prepare these four large signs:

![Signs with options: STRONGLY AGREE, STRONGLY DISAGREE, AGREE, DISAGREE]

**Step 1.** Put up the four signs around the room. Leave enough space between each sign to allow a group of participants to stand near each one. Explain that this activity will help participants explore their different gender values and attitudes.

**Step 2.** Ask participants to stand in the centre of the room/space. Explain that you want them to think about whether they strongly agree, strongly disagree, agree or disagree with each statement you will read out to them. Read Statement A (only) below out loud. Ask participants to go and stand next to the sign that shows what they think about this statement.

**Step 3.** Once everyone is at a sign, ask one or two participants next to each sign to briefly explain why they feel this way about the statement. When the participants are finished explaining their reasoning, ask if anyone wants to change their mind and move to another sign. Let them do this. They can explain why they changed their mind if they want to. Bring everyone back into the centre of the room and read Statement B. Continue in this way until all the statements below have been read out.

**Statements:**

a. It is easier to be a man than a woman.

b. Women make better parents than men.

c. A woman is more of a woman once she has had children.

d. Sex is more important to men than to women.

e. Women who wear short skirts are partly to blame if men sexually harass them.

f. A man is entitled to sex with his partner if they are in a long term relationship.

g. Domestic violence is a private matter between couples.

h. Women would leave an abusive relationship if they really didn't like the violence.
For the sake of discussion, if all the participants agree about any of the statements, play the role of ‘devil’s advocate’ by expressing an opinion that is different from theirs. If some participants really do not want to answer, let these participants stand in the middle of the room and make up a ‘don’t know’ group.

**Step 4.** After discussing at least four of the statements, lead a discussion about gender. You can ask these questions:

- Which statements, if any, did you feel most strongly about? Why?
- How did it feel to talk about an opinion that was different from that of some of the other participants?
- How do people’s answers affect how they treat each other? Is their culture or religion influencing this?
- Are any of the cultural or religious attitudes and/or practices improving or preventing violence against women or the spread of HIV?
**Workshop 1, Activity 3: Power, status and health**

60 minutes

**Step 1.** Explain to the participants that this exercise will help them to understand how gender and people’s access to resources can contribute to positive or negative reproductive health outcomes. Ask the participants to stand in one straight line. Give each of the participants a piece of paper that you would have prepared earlier that have descriptions of different people in the community/society printed on them (See facilitator’s notes below).

This activity requires a large open space to facilitate, ideally indoors so conversation can happen easily. On individual pieces of paper, write the following descriptions of different types of people in the community/society (please adjust to the local structures in your area):

**Facilitator’s notes**

<table>
<thead>
<tr>
<th>Local Member of Parliament (male)</th>
<th>Married mother of three, employed in town as a domestic worker</th>
<th>Unemployed AIDS activist living openly and positively (male)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unemployed 25-year-old woman</td>
<td>Female nurse</td>
<td>Male teacher, 30 years old</td>
</tr>
<tr>
<td>Grandmother taking care of seven orphaned grandchildren with her pension</td>
<td>Male doctor</td>
<td>Widow with children, living with late-stage AIDS</td>
</tr>
<tr>
<td>Commercial sex worker (Female)</td>
<td>Street kid, 10 years old, male</td>
<td>Kraal head (male)</td>
</tr>
<tr>
<td>Young girl, 12 years old, living in an informal settlement</td>
<td>Pastor (male)</td>
<td>Woman active in her church</td>
</tr>
<tr>
<td>Businessman</td>
<td>Pastor (female)</td>
<td>Woman, mid-60s, active in community policing forum</td>
</tr>
</tbody>
</table>
Step 2. Introduce the activity by asking all the participants to read out the ‘role’ that has been given to them. Explain to the participants that for this activity you want them to assume the role written on the piece of paper you gave them. You will read a series of statements. For each statement, you would like them to consider whether that statement applies to the role they have been given. If it does, they should move forward one step. If it does not, they should stay where they are. For example, one of the participants has been asked to assume the role of a Member of Parliament. You then read the statement ‘I can protect myself from HIV’. Since it is likely that the Member of Parliament can choose to protect himself or herself from HIV, the person playing this role would move forward one step.

Continue reading each of the statements that follow:

Take one step forward if …

- I can negotiate safer sex with my partner.
- I can find the time to read the newspaper each day.
- I can get a loan when I need extra money.
- I can read and write.
- I can refuse a proposition of sex for money, housing or other resources.
- I don’t have to worry about where my next meal will come from.
- I can leave my partner if s/he threatens my safety.
- If I have a health problem, I can get the help I need right away.
- I have had or will have opportunities to complete my education.
- If my sister were pregnant, I would have access to information to know where to take her.
- I can determine when and how many children I will have.
- I can protect myself against HIV.
- If I become HIV positive, I can access anti-retroviral treatment when I need it.
- If I have a crime committed against me, the police will listen to my case.
- I can walk down a street at night and not worry about being raped.
- I can travel around the city easily.
- I am respected by most members of my community.
Step 3: After finishing all the statements, look around and see who is where. Who is first and who is last? Discuss.

Now ask the participants the following questions

- Do the participants agree with the steps that different people took? Why or why not?
- Why did the participants get distributed in this way even though they all started at the same place in the game?
- How do the participants feel about where they have ended up on the line?
- Ask people what social forces caused them to have the options they did.
- Ask different people to explain if the character they assumed would be at high risk of HIV, and the reasons why.
- Ask different people to explain if the character they assumed would be at high risk of violence, and the reasons why.
- Ask what impact it had to be a member of a community organisation or activist group.
- Ask what community groups people are members of or would like to join. Encourage them to explore this before the next meeting.

Point out that individuals are discriminated against on the basis of their class, caste, age, sex, educational levels, physical abilities, and so on.

Power structures operate to keep discrimination in place and very often use violence to achieve this. Our position, or status, in society, plays a big role in determining how vulnerable we are to poverty, violence, HIV and other health problems.

Point out that those who are involved in community structures and know their rights are more likely to have greater control of their lives and be able to access rights and services.

Remind the group of the key message: Culture, attitudes, beliefs and practices change over time!
Workshop 1: Reflections And Actions

30 minutes

Commit to taking action – what does this mean for you?

Use the Action Chart to write down ideas for actions to take to ensure that cultural practices and religious beliefs are responsive to helping to prevent GBV in our communities (and not the other way around).

**Action Chart**

<table>
<thead>
<tr>
<th>Actions that I can take:</th>
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</table>

<table>
<thead>
<tr>
<th>Actions that we can take:</th>
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<tr>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Actions that others should take (say who):</th>
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</table>

Key message for this workshop: **Culture, attitudes, beliefs and practices change over time!**
**Workshop 2: Gender And Violence**

By the end of this workshop, participants should be able to:

- Examine violence in daily life, and the role of men in GBV.
- Understand the impact of violence in our everyday lives, especially the vulnerability of women and girls.

Make sure you have the following for this session:

- Flipcharts
- Marker pens
- Masking tape/prestik
- Two flipcharts with 24-Hour Day table one on them
- Papers with role plays and items to support role play in Activity 1
- Strongly agree, strongly disagree, agree and disagree cards for Activity 2

**Icebreaker: Mirror image**

**30 minutes**

Ask participants to sort themselves into pairs. Each pair decides which one of them will be the ‘mirror’. This person then copies (mirrors) the actions of their partner.

After some time, ask the pair to swop roles so that the other person can be the ‘mirror’.

Once everyone has had a turn, bring the group together and ask how they felt doing the exercise. Was it easy to copy the other person? What made it easy and what made it hard to follow the other person?

Introduce the topic and objectives of the workshop. Highlight that young people often mirror what they see happening at home or elsewhere. As parents, guardians, teachers and leaders in our community, what we do affects what young people do. Emphasise that it is not just young people who ‘copy’ the actions of others. As adults we also do the same, and sometimes this leads to certain behaviours becoming normal, whether they have good outcomes or not!

Let the group know that the key message for this workshop is: **Violence is always wrong, and always the fault of the perpetrator!**
Workshop 2, Activity 1: Test of courage

60 minutes

Step 1. Explain that the activity aims to provide an opportunity for participants to talk about exposure to risks and danger. Divide participants into small groups and give each a sheet of paper with the start of a role play story that they will have to complete in any way they like and then present to the others. Allow each group about 20 minutes to complete this task. The role play should not last more than a few minutes.

Step 2. Ask each group to present their role play and then open up the discussion using the guiding questions below.

- What tests of courage have we performed?
- What did we want to prove and to whom?
- How did we feel?
- Did you ever think something could have gone wrong?
- If we refused to perform one of these ‘tests of courage’, where would that leave us?
- Does anyone know of a case like this that had a tragic end?
- What would help you to avoid taking risks like this?

Frequently, to be accepted by a group of friends, young men place themselves in risky situations to show courage and manliness. Anyone who refuses to do so is accused of being weak or a coward. Sometimes, the things men do to prove their manhood have a tragic ending, resulting in injury, sometimes serious and irreversible, and sometimes in death. Why do men feel they have to prove their courage and their manliness?

This activity seeks to encourage a discussion on this question, since often young men are too embarrassed to talk about it, or simply do not want to talk about the subject. The examples included here should be adapted to each setting, as ‘tests of courage’ vary from place to place, depending on the country, town, social class, urban or rural environment, etc. Ask the group what their impressions are about the stories, as well as their own personal stories. Point out how tests of courage and willingness to take risks can have negative consequences for men and for women – especially in a time of HIV. Remind them that the key message of this workshop is: Violence is always wrong, and always the fault of the perpetrator!
Here are some ideas for role plays to put on the papers below, but you can make up scenarios related to important GBV issues in your community!

Victor has seen family members die of AIDS-related illnesses and has promised himself that he will not have sex until he and his partner have been tested together. His friends tease him constantly for not having sex with his new girlfriend and tell him he’s not a real man. One night after a few drinks and more teasing, he …

Kudzaish has seen family members die of AIDS-related illnesses and has promised himself that he will not have sex until he and his partner have been tested together. His friends tease him constantly for not having sex with his new girlfriend and tell him he’s not a real man. One night after a few drinks and more teasing, he …

Thulani used to go to a disco with his friends every weekend. Some of them liked to drink and take drugs before going out. They were always saying that Thulani was a wimp because he never wanted to take drugs. One day, coming back from the dance, Thulani decided …
Workshop 2, Activity 2: Gender values clarification

60 minutes

Prepare these four large signs:

- STRONGLY AGREE
- STRONGLY DISAGREE
- AGREE
- DISAGREE

**Step 1.** Put up the four signs around the room. Leave enough space between each sign to allow a group of participants to stand near each one. Explain that this activity will help participants explore their different gender values and attitudes.

**Step 2.** Ask participants to stand in the centre of the room/space. Explain that you want them to think about whether they strongly agree, strongly disagree, agree or disagree with each statement you will read out to them. Read Statement A (only) below out loud. Ask participants to go and stand next to the sign that shows what they think about this statement.

**Step 3.** Once everyone is at a sign, ask one or two participants standing next to each sign to briefly explain why they feel this way about the statement. When a number of participants have finished explaining their reasoning, ask if anyone wants to change their mind and move to another sign. Let them do this. They can explain why they changed their mind if they want to. Bring everyone back into the centre of the room/space and read Statement B. Continue in this way for the other statements below.

**Statements:**

a. If a man is aroused it is very difficult for him to not have sex.

b. It is okay when a woman I am in a relationship with does not want to have sex.

c. If a woman has been drinking with me, I should expect to be able to have sex with her.

d. Women who wear short skirts are to blame if they get raped.

e. Sex is more enjoyable when my partner also wants to have sex.

f. It is okay for a man to pressure his partner when she doesn’t want to have sex.

g. If I see a friend pressuring a woman to have sex, I should tell him to stop.
For the sake of discussion, if all the participants agree about any of the statements, play the role of ‘devil’s advocate’ by expressing an opinion that is different from theirs. If some participants really do not want to answer, let these participants stand in the middle of the room and make up a ‘don’t know’ group.

**Step 4.** After discussing at least four of the statements, lead a discussion about gender. You can ask these questions:

- Which statements, if any, did you feel most strongly about? Why?
- How do people’s answers affect how they treat each other? Is their culture or religion influencing this?
- Are any of the cultural or religious attitudes improving or preventing violence against women or the spread of HIV?

Explain to the participants that rape is a violation of an individual’s human rights. People often unfairly blame survivors for rape and excuse the perpetrators’ behaviour. Often, people blame the survivor because of something she did, said or wore. Remind the group of the key message of this workshop: **Violence is always wrong, and always the fault of the perpetrator!**
Workshop 2, Activity 3: Violence against women in daily life

60 minutes

Step 1. Draw a line down the middle of a flipchart paper (or chalk board) from top to bottom. On the one side draw a picture of a man and, on the other, a picture of a woman. Let the participants know that you want them to reflect on a question in silence for a moment. Tell them that you will give them plenty of time to share their answers to the question once they have thought it over in silence first. Ask the question:

- What do you do on a daily basis to protect yourself from sexual violence?
- What do you lack in order to be able to adequately protect yourself?

Step 2. Ask the men in the group to share their answers to the questions. Most likely none of the men will identify doing anything to protect themselves. If a man does identify something, make sure it is a serious answer before writing it down. Leave the column blank unless there is a convincing answer from a man. Point out that the column is empty or nearly empty because men don’t usually even think about taking steps to protect themselves from sexual violence. Ask the women to do the same.

Step 3. Once you have captured ALL the ways in which women limit their lives to protect themselves from sexual violence, break the group into pairs and tell each pair to ask each other the following question – explain that each person will get five minutes to answer the question:

- What does it feel like to see all the ways that women limit their lives because of their fear and experience of men’s violence?

Step 4. Bring the pairs back together after 10 minutes and ask people to share their answers and their feelings. Allow plenty of time for this discussion as it can often be emotional. Then ask each pair to find two other pairs (to form groups of six people) and discuss the following questions (write these out on newsprint) for 15 minutes:

- How much did you already know about the impact of violence perpetrated by men on women’s lives?
- What does it feel like to have not known much about it before?
- How do you think you were able to not notice this given how significant its impact on women is?
- How does violence perpetrated by men damage men’s lives as well?
- What do you think you can do to change this situation and to create a world in which women don’t live in fear of men’s violence?
**Step 5.** Bring the small groups back together after 15 minutes and ask each group to report back on its discussion.

Sexual violence and the threat of violence is an everyday fact for women. Sexual violence against women is a problem in Zimbabwe, across all parts of the country and society.

Because men do not live with the daily threat of sexual violence, they often do not realise the extent of the problem that women face. Men usually do not understand how actual and threatened sexual violence is such a regular feature of women’s daily lives.

Men’s lives are damaged too by sexual violence against women. It is men’s sisters, mothers, daughters, cousins and colleagues who are targeted by this violence – women that men care about are being harmed by sexual violence every day. Accepting this behaviour gives men permission to carry on. Remind the group of the workshop’s key message: **Violence is always wrong, and always the fault of the perpetrator!**
Workshop 2: Reflections And Actions

30 minutes

Commit to taking action – what does this mean for you?

Use the Action Chart to write down ideas for actions to take to ensure that men and women are more involved in helping to prevent GBV in their communities.

Let the group reflect on the session’s key message: Violence is always wrong, and always the fault of the perpetrator!

Action Chart

Actions that I can take:

Actions that we can take:

Actions that others should take (say who):
Workshop 3: Gender And HIV

By the end of this workshop, participants should have:

- Increased their knowledge of HIV transmission and prevention.
- Explored the links between gender and HIV.

Make sure you have the following for this session:

- Flipcharts
- Marker pens
- Masking tape/prestik
- Cards (or pieces of paper) and pens for each participant for the ‘HIV Transmission Game’
- High/low risks labels and risky behaviour cards for Activity 2
- First and second deck cards for Activity 4

Icebreaker: Stand, sit and sing

15 minutes

Ask the participants to sit in a circle and sing a song they all know.

Choose two letters (or words) that occur frequently in the song, and ask the men to stand up when they sing a word beginning with one letter and the women to stand up when they sing a word beginning with the other letter. For example, all the men have to stand up each time the group sings a word that starts with the letter ‘m’, while all the females have to stand up every time the group sings a word that starts with the letter ‘f’.

Thanks everyone for their energy and introduce the topic for the day as ‘Gender and HIV’. Emphasise that just as the group worked together to sing the song, they have to work together as a community and as men and women to overcome HIV. Also highlight that, just as the men and women had to respond to different words/letters in the song, men and women have different vulnerabilities when it comes to HIV and that it is important to understand them if communities are to be HIV-free.

Let the group know that the key message of this workshop is: I know my HIV status – do you?
Workshop 3, Activity 1: HIV handshake

60 minutes

**Step 1.** Give a pre-prepared card (see materials) to each participant in the room. Ask them to sign their names in the top right-hand corner of the card. Their name identifies their card, and the participants should keep track of their card throughout this activity.

Prepare enough small cards to distribute to all the participants. Mark the cards as follows: Mark one card with an ‘X’, one third of the remaining cards with a ‘C’ and one third of the cards with an ‘N’. Leave one third of the cards blank.

```
| X | C | N |
```

**Step 2.** Ask the participants to go around the room, and shake hands with five other participants. (Note: If the group is smaller than 15 people, you should ask them to shake hands with only three other participants). Instruct the participants to sign each other’s card after they shake each person’s hand. Once each participant has shaken hands with five other people, he or she should have five signatures on his or her card. After the task is completed, ask the participants to return to their seats.

**Step 3.** Now you can inform the group that this is an exercise to demonstrate how quickly HIV can spread within a community. Ask the group if HIV infection can occur between two people who are uninfected. Acknowledge that it cannot and that HIV needs an infected host in order to spread. Therefore, for the purposes of this exercise, you will need a participant to represent a person infected with HIV. **Remind the group that the person who is chosen to have HIV is not really infected, but instead is being used in this activity to make a point.** Ask the participants to look at their cards and see if there is an ‘X’ on their card. Ask the one person with the ‘X’ to stand up.

**Step 4.** Inform the group that for purposes of this exercise, you are going to say that the person standing up is infected with HIV. **Remind the group AGAIN that the person who is chosen to have HIV is not really infected, but instead is being used in this activity to make a point.** Make the point that you cannot tell if someone has HIV simply by looking at the person. Most people who are infected with HIV do not show any visible signs or symptoms. In fact, many individuals with HIV do not even know that they are infected. Next, ask the participants how HIV is spread. Make sure that the group agrees that HIV can be transmitted through the following ways:

- During unprotected sexual intercourse.
- By HIV-infected blood transfusions or contaminated injecting equipment or cutting instruments.
- From an HIV-infected woman to her baby during pregnancy delivery, and breastfeeding.
Step 5. Ask the group if HIV can be spread by shaking hands. Acknowledge that HIV cannot be transmitted through shaking hands. However, for the purposes of this exercise, you will say that shaking hands represents having sex with another person. Therefore, the participants will be considered at risk for HIV from anyone with whom they shook hands. Ask the participant with the ‘X’ card to state the names of the people on his or her card. Next, ask those who hear their names to stand up when called. Note that all of those standing are now also infected with HIV. Ask those standing to share the names of those with whom they shook hands. Those who hear their names should also stand when called. Continue to do this activity until all of the participants are standing. If a person’s name is called more than once, remind the participants that this signifies re-infection.

Step 6. Explain that in a world of unprotected sex, HIV can spread very quickly through the social networks of a community. Remind the participants that a single handshake does not mean that every time a person has one act of unprotected sex with an infected person, the virus is passed, but the chances are high. Introduce the idea of prevention. Remind the participants that HIV infection can be prevented several ways. Ask the participants to check if they have an ‘N’ on their card. Inform the group that every person with an ‘N’ on his or her card said ‘No’ to sex and, therefore, is not infected with HIV. Those with an ‘N’ may sit down. Ask the participants if they have a ‘C’ on their card. Inform the group that those with a ‘C’ on their card used a condom consistently and correctly every time they had sex and, therefore, were protected from HIV. Those with a ‘C’ may sit down. Inform the group that those still standing did not say ‘No’ to sex, did not use a condom, and, therefore, are infected with HIV. Remind the group that this is just a game, and allow everyone to sit down. After the exercise, discuss the following questions:

- How many people started out infected? (Remind the group again that the person who had the ‘X’ card is not really infected with HIV).
- How many people ended up being infected? Did the original person who was infected directly infect every person in the room?
- How does this exercise help explain how HIV can spread so quickly in a community?
- Did anyone realise that he or she was infected before passing on HIV to someone else?
- Does anyone think in real life that HIV is often passed from one person to another without someone realising that he or she is infected? Why is this?

Ensure everyone has the basic information on transmission and prevention after this exercise. Give out the SAfAIDS leaflet on HIV transmission and prevention to each participant.

Remind everyone of the key message of the workshop: I know my HIV status – do you?
Workshop 3, Activity 2: Levels of risk

30 minutes

Step 1. Inform the participants that they are going to complete an activity that examines the behaviours that carry risks of contracting HIV. Place the sexual behaviour cards you have prepared in advance face down in a stack (see below).

<table>
<thead>
<tr>
<th>HIGHER RISK</th>
<th>LOWER RISK</th>
<th>VERY LOW RISK</th>
<th>NO RISK</th>
</tr>
</thead>
<tbody>
<tr>
<td>Abstinence</td>
<td>Vaginal sex with a condom</td>
<td>Kissing</td>
<td></td>
</tr>
<tr>
<td>Masturbation</td>
<td>Hugging a person who has AIDS</td>
<td>Dry sex – no condom</td>
<td></td>
</tr>
<tr>
<td>Vaginal sex – no condom</td>
<td>Fantasising</td>
<td>Infant breastfeeding from an HIV-infected mother</td>
<td>Thigh sex</td>
</tr>
<tr>
<td>Massage</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Having sex with a woman if you are circumcised</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Having sex with a woman if you are not circumcised</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Step 2. Ask the participants to pick a card and place it on the wall under the appropriate category ('Higher risk', 'Medium risk', 'Lower risk', 'Very low risk', or 'No risk') with respect to HIV transmission. Once all of the cards are on the wall, ask the participants to review where the cards have been placed. Then ask for volunteers to state whether they:

- Disagree with the placement of any of the cards.
- Do not understand the placement of any of the cards.
- Had difficulty placing any of the cards.

Step 3. Discuss and make sure everyone understands the risk as outlined below. Remind the group that even circumcised men should use condoms!

No Risk
- Abstinence
- Masturbation
- Hugging a person who has AIDS
- Kissing
- Fantasising
- Massage
- Ukusoma

Lower Risk
- Vaginal sex with a condom
- Performing oral sex on a man with a condom

Medium Risk
- Performing oral sex on a man with no condom
- Infant breastfeeding from an HIV-infected mother

Higher Risk
- Vaginal sex with no condom
- Dry sex with no condom

Remind them of the key message of the workshop: I know my HIV status – do you?
Workshop 3, Activity 3: Getting tested and staying negative

30 minutes

Step 1. Ask participants to come up with all the reasons they can think of to go for an HIV test. Can they think of any reasons for not getting tested? Use the key points below to assist this discussion. Lead with the key message: I know my HIV status – do you?

Voluntary Counselling and Testing (VCT) services provide confidential counselling. Before the test, counselling is used to help people decide whether or not to get tested. After the test, counselling is used to help people deal with the result of the test.

Why test? It is important to be clear about the reasons both for and against taking an HIV test. Although the HIV test is confidential, it can be difficult for people to keep their HIV positive result private, especially in small communities. Therefore, they run the risk of facing stigma and discrimination, which is still very common against people who are HIV positive. However, treatment is becoming much easier to access, and all government clinics in Zimbabwe supply and support people living with HIV.

Why test early? There is evidence that people who find out their HIV positive status earlier (before they get sick) are able to live longer. This is because they can change the way they live so that they protect their health and also because getting onto treatment earlier is now recommended for a long, healthy and productive life.

Step 2. Ask participants to say what ‘VCT’ means. Use the information above to explain VCT. Ask participants if they know about VCT services in their area. If they do not, provide information about local VCT services (in fact, you can organise HIV testing service providers to visit on this day, or for a health practitioner from the community to join you for this workshop).

Step 3. Now break the group into pairs. Tell them they have five minutes for discussion.

All the pairs on the left side of the room should discuss the question:

- What makes it hard for men to go for VCT services?

All the pairs on the right side of the room to discuss the question:

- What would help more men go for VCT services?

Step 4. After five minutes, tell each of the pairs on the left side of the room to link up with one of the pairs on the right side. Ask them to share what they talked about with each other in these new groups of four. Give all the groups another five minutes to make a list of actions that could increase men’s use of VCT. Bring the small groups back together. Ask participants to report back on their discussions.
Step 5. Close this activity with a five-minute role play. It should begin with a man getting an HIV negative test result, and end with him getting infected with HIV. Give the groups five to ten minutes to prepare their role plays. Then call on each group to show their role play to the rest of the participants. After each role play, allow a few minutes for a brief discussion, which could include questions from the audience about the behaviour of the characters. When all the role plays are completed, discuss using these questions:

- Why do some people get HIV after they have tested negative?
- What can VCT services do to help men get tested and stay negative?
- What can men in the community do to help men get tested and stay negative?
Workshop 3, Activity 4: Sexual vulnerabilities

60 minutes

**Step 1.** Divide the group down the middle of the room. Give the first ‘deck’ of ‘person cards’ face down to the participants on your left. Give the second ‘deck’ face down to the participants on your right. Explain that this activity is going to be examining what makes some people more vulnerable to STIs (such as HIV) than other people.

Before the session, prepare these two ‘decks’ of cards by writing (and/or drawing) each person out on a separate piece of paper/card:

<table>
<thead>
<tr>
<th>First deck</th>
<th>Second deck</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wealthy local politician</td>
<td>Vendor</td>
</tr>
<tr>
<td>NGO worker</td>
<td>Miner</td>
</tr>
<tr>
<td>Local business person</td>
<td>Nurse</td>
</tr>
<tr>
<td>Unemployed youth</td>
<td>Widow</td>
</tr>
<tr>
<td>Doctor</td>
<td>Traditional birth attendant</td>
</tr>
<tr>
<td>Teacher</td>
<td>Student</td>
</tr>
</tbody>
</table>

**Step 2.** Instruct both groups that when you say ‘first card’ they are to turn over the top card on their ‘deck’ and show it to the other group. Call out ‘first card’. Wait for both groups to turn over their top card. Now ask:

- Imagine a situation in which these two people have had sex together or are having a sexual relationship. In this situation, who is more vulnerable to STIs or infection with HIV? What makes this person more vulnerable?

Allow time for the participants to discuss the vulnerability of the two people. Write on a chalk board or flipchart the group’s conclusion on who is more vulnerable. Write up the reasons that the group gives for this. Call out ‘next card’ and wait for both groups to turn over the next cards on their ‘decks’.
Step 3. Engage the group on four issues as follows (making notes for each on the chalk board or flipchart):

- Who on the list had fewer choices when it came to staying safe from HIV?
- Who on the list was most exposed to HIV?
- Who on the list had the least capacity/ability to prevent themselves from becoming infected with HIV?
- Who in the group was under greater pressure to take risks that exposed them to HIV?

Ask the group which of these aspects of sexual vulnerability will be easier to work on in order to reduce individual vulnerabilities in their own community. Make links to previous workshop topics here such as Workshop 1 with ‘Power, Status and Health’, and Workshop 2 around ‘Violence Against Women’.

Reinforce the key message for the workshop: I know my HIV status – do you?
Workshop 3: Reflections and actions

30–45 minutes

Commit to taking action – what does this mean for you?

Use the Action Chart to write down ideas for actions to take to ensure that everyone in the community understands more about HIV transmission and prevention, including the vulnerability of women and girls to HIV infection.

**Action chart**

<table>
<thead>
<tr>
<th>Actions that I can take:</th>
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</thead>
</table>

<table>
<thead>
<tr>
<th>Actions that we can take:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Actions that others should take (say who):</th>
</tr>
</thead>
</table>

Key Message 2: *I know my HIV status – do you?*
Workshop 4: Healthy Relationships

By the end of this workshop, participants should be able to:

- Explore the different needs of women and men in relationships.
- Understand sexual and reproductive health and their rights (as well as those of young people).
- Understand each other better, towards building more equitable relationships.

Make sure you have the following for this session:

- Flip charts
- Marker pens
- Masking tape/prestik
- Prepared list of questions for Activity 1
- STAR hand-out or poster for participants to use/see in Activity 2
- Men’s and women’s questions on flipcharts for Activity 3
- Pre-prepared SRH rights statement cards or papers and pre-prepared SRH responsibility cards/paper for Activity 4

Icebreaker: Clap exchange

15 minutes

Ask participants to sit or stand in a circle. They send a clap around the circle by facing and clapping in unison with the person on their right, who repeats the clap with the person on their right, and so on.

Do this as fast as possible. Send many claps, with different rhythms, around the circle at the same time.

Now introduce the workshop topic of healthy relationships. Remind the group that the clapping exercise took partnership, communication and cooperation, and that this needed to be maintained, even when they were under pressure to go faster. The same skills used in this game are needed for healthy relationships.

Let the group know that the key message for this workshop is: We all lose through gender inequality!
### Workshop 4, Activity 1: The ideal partner

45 minutes

**Step 1.** Divide participants into smaller groups of about five people each. If there are both women and men in the workshop, divide the groups by gender so that participants are working in same-gender groups. If there are only one or two women, have some men join this group and take part in the discussion as if they were women. If there are no women in the workshop, ask one of the groups of men to do the activity as if they were women.

**Step 2.** Give each participant a piece of paper and a pencil or pen. Ask each participant to write on a piece of paper all of the qualities they would want in the ideal romantic partner. Let them write as many possible qualities as they can for five minutes. Check in with the groups as they write their responses, and make suggestions (concrete examples of qualities) when they get off track. If participants are only listing physical characteristics, encourage them to think about other qualities that they would want in a partner.

**Step 3.** When time is up, ask participants to share with each other in their groups what they have written. Tell each small group to decide what they think the three most important qualities are and write these out on newsprint. When the groups are finished, have each group present its lists to the rest of the participants. After each group has presented its lists, discuss the activity using the following questions:

- How similar are the qualities of the ideal romantic partner as defined by the different small groups?
- Are there any differences between the ideal partner as defined by the male groups and female groups?
- What are these differences? How do you explain them?
- What are the differences between what men and women want in relationships?
- How equal are the roles of men and women in relationships?
- If the roles are not equal, why is this? Is this fair?
- How well/badly do you think men and women communicate with each other about what they want from a romantic relationship? Why?
- Why is it important to communicate about what we want from each other in romantic relationships?
- What do women and men need in order to communicate better about what they want from each other in romantic relationships?

**Step 4.** Ask the group for any suggestions for action to support women and men in forming and maintaining better romantic relationships.

Remind them of the key message for this workshop: We all lose through gender inequality!
Workshop 4, Activity 2: Ingredients for a healthy relationship

45 minutes

Step 1. Ask participants what they understand by the term ‘healthy relationship’. Make a list on a chalkboard or flipchart with their suggestions. Use the points below to guide discussion.

In a healthy relationship between two people, both people feel supported and connected, but they still feel like independent people.

Below are some signs of a healthy relationship. Both people:

- treat each other with respect
- feel supported to do the things they like
- don’t criticise each other
- allow each other to spend time with friends and family
- listen to each other and compromise
- share some interests such as sports, dancing or music
- aren’t afraid to share their thoughts and feelings
- celebrate each other’s successes
- respect boundaries
- trust each other and don’t require their partner to ‘check in’
- don’t pressure the other to do things that they don’t want to do
- don’t constantly accuse each other of cheating or being unfaithful.

There are two main ingredients for healthy relationships

**Communication:** This allows both people a deep understanding of each other and to talk openly, and to feel heard when they express their feelings.

**Setting boundaries:** There are two separate people in a relationship and it is important that both people have their needs met. Each person should express to their partner what they are and are not comfortable with, especially when it comes to their sex life, money, family and friends, personal space and time.

Step 2. Ask participants to think of their current or a past relationship they have had. They should go through each point on the list and decide whether or not these aspects characterised their relationship. At the end, they should decide whether or not the relationship is/was healthy.

Step 3. Ask participants to think about when communication in a relationship breaks down or when boundaries are crossed. This causes conflict in a relationship. What can be done when there is conflict? Brainstorm some solutions. Ask the group to share some of the common conflict issues they see in the community and list them on the board/flipchart. Make two lists. One for conflict between couples and the other between parents and children. Now share with them the Be A Star diagram on the next page. This is a model to help reduce conflict in relationships. Discuss
Step 4. Ask the participants to work in small group of four to six people to role play some of the conflict situations discussed. The role plays should go beyond the conflict and suggest way to overcome and resolve it. At least one role play should be about a parent and child relationship. After each role play, ask the group to discuss:

- Was the conflict resolved? If so, how?
- What else can you do to resolve the conflict without using violence?
- Could YOU use the Be A Star steps to try and resolve conflicts in your relationship, home and community?

Remind them of the key message of the workshop and the reason for trying harder in relationships: We all lose through gender inequality!

Be A Star – A Framework for improving our communications

1. **STOP**
   - Take a deep breath. Get your feelings under control. Think! Breathe!
   - Agree to try to work together to find a solution peacefully. Establish ground rules (e.g. no name-calling, blaming, yelling or interrupting).

2. **THINK**
   - Think about the situation, the actions you can take and the outcomes.

3. **ACT**
   - Use everything you know at this point to make a decision and put it into action. Try out the solution to see how it works.

4. **REFLECT**
   - Evaluate the outcome of your decision and action. How did it work? What happened? What have you learned?

**a. Identify the problem.** **ASK:** What is the conflict about? Who is involved? How do we each see the problem? How are we each affected by the problem? Each person should have a chance to explain their side of the story, while everyone else really listens without interruptions.

**b. Explore the problem together.** **ASK:** What caused the problem? When did it happen? How did the problem get worse? How have we tried to solve the problem? Do we really want to find a solution?

**c. Set goals.** **ASK:** What do we each want or need? Why? What is our end goal? Are we prepared to discuss this and try to find a compromise so that we can get to our end goal? Do you feel that you can openly talk to your partner?

**d. List possible solutions.** **ASK:** What different kinds of solutions we think of? Are we prepared to ask others to help us find solutions?

**e. Choose a solution.** Together choose one solution that each person is prepared to try out.
Workshop 4, Activity 3: Gender fishbowl

60 minutes

Step 1. Divide the participants into a male group and a female group. Ask the women to sit in a circle in the middle of the room, and the men to sit around the outside of the circle facing in. Begin a discussion with the women by asking the questions listed below (facilitator’s notes). The men’s job is to observe and listen to what is being said. They are not allowed to speak. Once the women have spoken for a maximum of 20 minutes, close the discussion.

Facilitator’s notes

<table>
<thead>
<tr>
<th>Questions for Women</th>
</tr>
</thead>
<tbody>
<tr>
<td>What do you think is the most difficult thing about being a woman in Zimbabwe?</td>
</tr>
<tr>
<td>What do you think men need to better understand about women?</td>
</tr>
<tr>
<td>What do you find difficult to understand about men?</td>
</tr>
<tr>
<td>How can men support women?</td>
</tr>
<tr>
<td>What is something that you never want to hear again about women?</td>
</tr>
<tr>
<td>What rights are hardest for women to achieve in Zimbabwe?</td>
</tr>
<tr>
<td>What do you remember about growing up as a girl in Zimbabwe? What did you like about being a girl? What did you not like? What was difficult about being a teenage girl?</td>
</tr>
<tr>
<td>Who are some of the positive male influences in your life? Why are they positive?</td>
</tr>
<tr>
<td>Who are some of the positive female influences in your life? Why are they positive?</td>
</tr>
</tbody>
</table>

Step 2. Now ask the men to switch places with the women and lead a discussion with the men while the women listen. The questions for the men are also listed below. The men also get a maximum 20 minutes to discuss.

<table>
<thead>
<tr>
<th>Questions for Men</th>
</tr>
</thead>
<tbody>
<tr>
<td>What do you think is the most difficult thing about being a man in Zimbabwe?</td>
</tr>
<tr>
<td>What do you think women need to better understand about men?</td>
</tr>
<tr>
<td>What do you find difficult to understand about women?</td>
</tr>
<tr>
<td>How can men support women?</td>
</tr>
<tr>
<td>What do you remember about growing up as a boy in Zimbabwe? What did you like about being a boy? What did you not like? What was difficult about being a teenage boy?</td>
</tr>
<tr>
<td>Who are some of the positive male influences in your life? Why are they positive?</td>
</tr>
<tr>
<td>Who are some of the positive female influences in your life? Why are they positive?</td>
</tr>
</tbody>
</table>

Step 3. Discuss the activity after both groups have completed the discussion.

This activity works best with a mixed-gender group of participants. However, you can run it with an all-male group. Simply divide the male participants into two smaller groups. Ask the first group to answer the first three questions from the list of questions for men. You might also ask a fourth question: ‘What do you think is the most difficult part about being a woman in Zimbabwe?’ Then ask the second group to answer the final four questions from the list of questions for men.

Close the activity with a reminder of the key message for the workshop: **We all lose through gender inequality**
Workshop 4, Activity 4: Understanding sexual and reproductive health rights

45 minutes

Step 1. Introduce the word ‘rights. We use it every day, ‘she has the right to do that’ or ‘he has the right to do this ...’ Ask participants for their own examples. Open the discussion by asking:

- Where do we get our rights?
- Who gave them to us?

The aim of this discussion is not to come up with right or wrong answers, but to get everyone thinking about their rights. Encourage lots of viewpoints. If someone says ‘God gives us rights’ ask what about others who believe in a different god or no god at all? Or if someone says ‘Government gives us rights’ ask ‘Can the government decide which rights we can have and which we cannot?’ Some key points to also introduce are:

- When we talk of human rights we are talking of natural rights – to food, water, shelter, good health and a good life. Natural rights cannot be given or taken away by anyone.
- A government can support and protect our rights by creating laws, but governments do not give us our human rights. We are entitled to them from birth.
- Every culture has an understanding of human rights – even if they do not use the word ‘rights’.
- When people demand their rights they are fighting for justice, not appealing to the goodwill of people.
- When a person’s rights are not respected it is an act of injustice.

Step 2. Introduce SRH. Ask the group what they understand about this. Have a brainstorming session. Use the definitions below to assist. Then split the participants into eight smaller groups and introduce the idea that everyone also has SRH&R, they are part of our human rights and also form part of our Constitution of Zimbabwe. Ask participants to discuss each statement (see table on the next page) and then give feedback on what they agreed the statement means.

Sexual and reproductive health is when people are able to have a responsible, satisfying and safe sex life, and that they have the ability to have children and freedom to decide if, when and how often to have sex and bear children.

Good SRH means that you have the knowledge, skills, services and ability to make responsible, positive, informed and safe sexual choices – including choosing not to have sex. Being able to access your SRH rights, and being responsible, helps to ensure that you attain good SRH and can support others to do the same.
Step 3. Introduce to participants that when we talk about rights we are also talking about responsibility. Responsibility goes hand-in-hand with any right, whether it is human rights or SRH rights. We must demand our rights if they are not given. This is our responsibility to ourselves, our children and our communities. Being responsible means honouring the rights of others. Ask the group what responsibilities they have for each of the rights statements. Put the statements from the responsibilities column and ask each group to match the correct set of responsibilities with their rights statement. Review the list together. Remind the group of the key message for this workshop: We all lose through gender inequality!

SRH roles and responsibilities table

<table>
<thead>
<tr>
<th>RIGHTS</th>
<th>RESPONSIBILITIES</th>
</tr>
</thead>
</table>
| The right to life | • Protect yourself against unintended results of sex and STIs  
| | • Access health care services to protect yourself from life threatening illnesses  
| | • Access health care information if you are pregnant or planning to have a baby  
| | • Know your HIV status. |
| The right to equal treatment | • Treat everyone equally and with respect  
| | • Choose your partner wisely  
| | • Respect your partner’s right to decide freely when to engage in sex  
| | • Know your HIV status before engaging in sex. |
| The right to personal security | • Do not be violent towards anyone  
| | • Seek help and advice if you experience or worried that you are at risk of experiencing violence of any kind  
| | • Seek medical advice immediately after experiencing sexual violence as you may have been exposed to STIs, HIV and pregnancy. |
| The right to privacy | • If you are under 16, the law considers you too young. Wait until you are ready  
| | • Know and demand your privacy when it is violated. |
| The right to information | • Look for accurate information on SRHR from credible sources  
| | • Think about starting an SRHR information club with your friends  
| | • If there is a FreshCom programme in your area, become a YPISA champion. |
| The right to decide when and who to marry | • Focus on your education and career first  
| | • Be responsible and safe when in a relationship  
| | • Take your time to understand your partner. |
| The right to plan your family | • Men have the responsibility to protect their partners by supporting their right to use family planning methods  
| | • Men and women have an equal responsibility in their relationships to plan effectively for their families. |
| The right to health care | • Find out your HIV status  
| | • Seek medical advice as soon as possible if pregnant, or planning to have a baby  
| | • Help others if their SRHR are not being upheld  
| | • Be a role model: Be responsible by making safe, mature and responsible decisions about your SRH. |
Workshop 4: Reflections And Actions

30 minutes

Commit to taking action – what does this mean for you?

Use the Action Chart to write down ideas for actions to take so everyone in our community understands their SRH&R, and supports young people to know and access theirs!

**Action chart**

<table>
<thead>
<tr>
<th>Actions that I can take:</th>
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</thead>
<tbody>
<tr>
<td></td>
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<table>
<thead>
<tr>
<th>Actions that we can take:</th>
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<td></td>
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</tbody>
</table>

Key Message 4: **We all lose through gender inequality!**
Workshop 5: New Kinds Of Courage

By the end of this workshop, participants should be able to:

- Build partnership and leadership for gender transformation.
- Create an enabling environment for young people to access and enjoy their SRH.
- Provide a platform for local action.
- Understand gender, gender roles and stereotypes.

Make sure you have the following for this session:

- Flipcharts
- Marker pens
- Masking tape/prestik
- Blindfolds or scarves for icebreaker
- ‘Least’, ‘some’ and ‘most’ courage signs for Activity 1
- Papers/cards with levels of courage statements for Activity 1

Icebreaker: Leading and guiding

30 minutes

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

Now introduce the workshop topic of taking action for change. With knowledge comes responsibility, to ourselves, our families and communities. The ice-breaker exercise helps us see the powerful role we can play in leading within our community, and the joys and challenges of doing so. A lot of leadership is about trust.

Introduce the key message of this workshop as: You can end gender-based violence and inequality!
Workshop 5, Activity 1: New kinds of courage

60 minutes

Prepare these three signs and put them on the wall in this order: one should say ‘Least courage’, and be placed on the left side of the wall, the ‘Some courage’ sign should be placed in the middle, while the ‘Most courage’ sign should be located on the right.

| Least Courage | Some Courage | Most Courage |

Step 1. Ask participants why they think men especially should be concerned about violence against women, promoting fairer and more responsible sexual practices and encouraging more equal relations between women and men. Discuss the key points below.

- **Men can play a critical role in setting a positive example for other men**, by treating women and girls with respect and by challenging other men’s harmful attitudes and behaviours.

- **Most men care deeply about the women and girls in their lives**, whether they are their wives, girlfriends, daughters, other family members or colleagues, fellow parishioners or neighbours.

- **When men commit acts of violence, it becomes more difficult for the affected women to trust any man**. This is seen in how men follow the gender norms and roles that are set by society, which in turn benefit men. This exercise thus calls on men to challenge those very norms and roles.

- **Studies show that men commit the vast majority of domestic and sexual violence and therefore have a special responsibility to end the violence**. Traditional ideas of what a man should be promote unequal relations between women and men and encourage the spread of HIV and AIDS. It is, in other words, men's work to end male violence, and address the lack of caring about the consequences of their sexual practices and unequal relations between women and men.

Step 2. Explain that there are different actions that men can take to end violence against women, prevent HIV and AIDS and promote more equal and healthier relationships between women and men, and girls and boys. Some of these actions will take more courage than others. Deal out the action cards to all participants (see list over the page) and ask them to consult and work together to place them on the wall.
**Step 3.** Discuss the placement of each card with the whole group. Move some if the participants come to an agreement to. Now focus on the ‘Most courage’ items.

Divide the participants into smaller groups to cover at least three to five of the items under ‘Most courage’. Ask each group to come up with a role play that shows men taking the action described on their card. Allow only a few minutes for the role play and a few minutes for questions from the audience afterwards. Do the same for all the groups. Once all the role plays are finished, make sure to remind the participants that the role plays are over and that they are no longer in character.

Lead a general discussion about the courage needed to take action by asking:

- What was it like to be in the role play? What was it like to watch the role play?
- Which situations felt harder/easier to imagine in real life?
- What kinds of courage do men need in order to take these actions in the real world?
- What kinds of support do men need to take these actions?

Remind the group of the workshop’s key message: **You can end gender-based violence and inequality!**
### Levels of courage

- Ignore a domestic dispute that is taking place in the street in front of your house.
- Tell a friend that you are concerned that she is going to get hurt by her partner.
- Call a boyfriend out on a date.
- Tell a man that you don’t know very well that you don’t appreciate him making jokes about women’s bodies.
- Walk up to a couple that is arguing to see if someone needs help.
- Call the police if you hear fighting from a neighbour’s house.
- As a man, tell your female friend that her husband is cheating on her.
- Keep quiet when you hear jokes that excuse or promote violence against women.
- Tell your partner about your HIV positive status. *
- Tell a colleague that you think he’s sexually harassing female co-workers.*
- Let your wife/girlfriend have the last word in an argument.
- Encourage your son to pursue a career in nursing. *
- Put your arm around a male friend who’s upset.
- Tell your son that it’s ok if he cries.
- Tell a woman that you are not ready to have sex with her.
- Gather wood or water to assist women in your village.
- Wear a ‘men against violence’ t-shirt.
- Speak to your priest and ask him to include messages about HIV and gender-based violence in his sermons.
- Disclose an HIV positive diagnosis to your close friends.
- Get circumcised to protect yourself from HIV infection.
- Encourage the traditional leader in your area to speak out about HIV and violence against women.
- Accompany a rape survivor to the police station to demand that the police take action.
Workshop 5, Activity 2: Working for gender justice for young people

60 minutes

**Step 1.** Ask the group to list the main institutions in society that teach men and women about gender roles. See key points for a list of six of the most important social institutions. Ask the group to identify the most important institutions that teach men about gender. They need to be clear about why each institution is important. Encourage participants to be clear about their reasons for saying that one institution is more important than another. Agree on a list of the six most important institutions in teaching men about gender. Use the list below to help.

**Key points**

1. The family
2. Schools
3. The workplace
4. Religious institutions
5. The media
6. Internal policing and external security (police, prisons, military)

**Step 2.** Divide the group into six smaller groups. Tell each small group to work on one of the top six social institutions. Ask the small groups to discuss the following questions and prepare a report-back to the rest of the participants:

- What does this social institution teach men about gender?
- How does this social institution help to maintain the imbalance of power between women and men?
- What could men within this social institution do to make sure that it promotes gender equality?
- What could other men outside this social institution do to make sure that it promotes gender equality?

Allow 20 minutes for this small group work. Then bring everyone back together. Ask each small group to report back to the rest of the participants on their discussion. Round up with the notes below and a reminder of the workshop’s key message: **You can end gender-based violence and inequality!**
Different institutions play different roles in maintaining gender inequality. Some institutions (such as the family and religious institutions) teach men that it is natural that they have more power than women. Other institutions (such as the military and some workplaces) are dominated by men and express male power. Other institutions (schools and the media) send messages to men and women about men’s superiority.

Men within these institutions can promote gender equality in policies and culture. Men in leadership positions within institutions make decisions on the policies and culture of the institution. These men have a key role to play in promoting gender equality through influencing institutional policies and culture. Other men within the institution can try to influence policy and culture through arguing or pressuring for change.

Men on the outside can challenge the part played by institutions in gender inequality. Depending on the institution, men on the outside may have many possible roles to play in challenging the gender inequalities inherent in a particular institution. This can range from lobbying for change with leaders to being involved in protests against the gender inequalities produced by these institutions.
Workshop 5: Reflections And Actions

30 minutes

Start the reflections by asking participants to break into pairs or small groups and take five minutes each to think about and fill out the commitment to action table hand-out listed here.

**Commitment to action**

<table>
<thead>
<tr>
<th>What changes do I want to make in my personal life?</th>
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<table>
<thead>
<tr>
<th>What changes do I want to promote amongst my friends, family and community members? Are there specific people I want to promote change with?</th>
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</table>

<table>
<thead>
<tr>
<th>What skills and/or strengths do I have that I can use to promote change?</th>
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<table>
<thead>
<tr>
<th>What support do I have?</th>
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<table>
<thead>
<tr>
<th>What support do I need?</th>
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</table>

Bring the group back together and ask for a few volunteers to share the commitments and strategies identified.

Divide participants into groups of no more than six to eight and ask them to develop role plays that capture the ideas they have identified in their commitment to action table.

Explain that the purpose of this is to rehearse what they have committed to in their commitments table. Ask that people take enough time to really think through what they would say and how they would go about it, and then depict this in the role play.

Have all groups present and then discuss themes and issues emerging.

Remind people that it is always easier to make commitments than to implement them. Ask participants what support they think they will need to act on their commitments. Ask them to agree on a date when they will meet with at least one other group member to discuss progress made by a particular date.

Remind the group of the key message of this workshop: **You can end gender-based violence and inequality!**
Progress is impossible without change & those who cannot change their minds cannot change anything.

- George Bernard Shaw
Facilitating Better ...
Make It An Enjoyable Experience

Before training …
- KNOW the topic, review all materials and think about your own knowledge and experience around the topic
- Have a PLAN for each session that you will conduct
- PREPARE your session well in advance
- Learn about your PARTICIPANTS
- Know your VENUE
- Have your HANDOUTS ready
- Choose the EQUIPMENT you wish to use beforehand, and check that it is working
- Familiarise yourself with the PARTICIPATORY METHODS you will employ during the training, and prepare any materials you will need for this.

During training …
- Be ENTHUSIASTIC
- FACE your participants, make eye contact
- SPEAK audibly; do not shout, and pronounce clearly
- WRITE legibly, not using bright colours or shorthand
- Keep within your allocated TIME, avoid rushing and respect the next facilitator
- Allow time for QUESTIONS and INPUT from participants, facilitate the sharing process
- LEARN from the participants
- DRESS appropriately; avoid tight and exposing clothing and heavy make-up or jewellery that will distract participants and interfere with your freedom of movement
- Do not make vulgar or insensitive JOKES
- Avoid referring to participants’ PERSONAL LIVES (unless agreed in advance)
- Control DOMINANT participants and encourage SHY/PASSIVE ones
- Use ENERGISERS, especially if the weather is hot, the topic difficult or the session long.

Ice breakers/Energisers: Come up with your OWN to fill the learning with fun. They are a tool to embed learning (especially through repetition!). School clubs and Community Champions can have their own ‘thank you clap’, such as ‘the mosquito’, ‘the email’ or ‘the rain’. Get the group involved – ask them to sing a song on the topic!

Role Plays: Use them as often as you can. Use the KISS principle (Keep It Short and Sweet). No more than five minutes. ALWAYS remember when you role play to make sure the group ‘de-roles’ so they do not get stigmatised or made fun of after the meeting. This means ensuring that EVERYONE knows it was a role and everyone involved was just acting.
Circle of courage

- Generosity
- Belonging
- Independence
- Mastery
GBV jigsaw

POWER AND CONTROL

VIOLENCE

PHYSICAL

SEXUAL

COERCION AND THREATS:
Making you do what you do not want or do not believe in.

INTIMIDATION:
Anything that makes you afraid.

MALE PRIVILEGE:
Making all decisions.

EMOTIONAL ABUSE:
Insults, humiliation, disrespect, guilt.

ECONOMIC ABUSE:
Stopping you work, making you ask for money, taking your money.

ISOLATION:
Limiting what you do, where you go and who you see. Using jealousy.

USING CHILDREN:
Threats to take them, making them messengers, comments about child rearing.

MINIMIZING, DENYING AND BLAMING:
Shifting responsibility to you or others.
References

Baseline Assessment Results for Changing the River’s Flow for Young People – A Gender Transformative programme for the Young People in Zimbabwe, SAfAIDS 2015

One Youth Can: Changing Gender Norms and Promoting Gender Equality, Sonke

One Man Can: Working with Men and Boys to reduce the Spread and Impact of HIV and AIDS, Sonke

Mainstreaming HIV, AIDS and Genders into Culture: Community Education handbooks 1 & 2, SAfAIDS 2009

Young People’s Sexual and Reproductive Health Information and Services Community Activity Handbook, SAfAIDS 2014

UNAIDS Terminology Guidelines, 2015

Websites and other sources:

www.unfoundation.org

www.choiceforyouth.org

www.unfpa.org
Youth changing The River’s Flow

SAfAIDS Regional Office: 17 Beveridge Road, Avondale, Harare, Zimbabwe.
Tel: +263 4 336 193/4, 307 898 | Fax: +263 4 336 195
Email: info@safaids.net
www.safaids.net

Facebook: SAF AIDS | Twitter: @SAfAIDS