

44 Tool B1 Community timeline

Sex and relationships

What is it?

This tool involves creating a 'community' timeline by acting out two 'living images' or still scenes showing life for young people in different generations.

Why use it?

To identify how and why people's sexual values and practices have changed over time and the results of this in order to influence the process of change in a positive way.

**Facilitator's notes**

- Be prepared for this tool to reveal differences of opinion about changes that have, or have not, taken place through the generations. Welcome disagreements as they can help to clarify thoughts.
- Challenge overly simple views, such as that the past was 'all good' and the present is 'all bad'. Encourage the participants to think about things that have stayed the same between the generations, as well as things that have changed.
- Remind the participants to not only state their views, but to explain them. Keep asking them, "Why do you think that?"

How to use it

Note: Before the session, think of a list of questions about social and sexual life in the community that will highlight how values and practices have changed over time. Examples might include: *What types of work do people do? How many children do a typical family have? At what age do people reach puberty? What age are people when they first have sex? How do young people learn about sex? How old are women and men when they marry? Who makes decisions about marriage? What problems happen between married people? How common is divorce? What forms of sexual violence are common?*

- 1 Explain the purpose of the tool to participants.
- 2 Divide the participants into two groups – one to represent younger people and one to represent older people. If helpful, they could form three groups to represent grandparents, parents and young people.
- 3 Ask the young people's group to create a still scene of life for young people in the present day, while the older group should create one of life for young people years ago when they were young.
- 4 Read out your list of questions. Encourage the groups to discuss the questions and to show some of their answers in their still scene.
- 5 Bring all of the participants back together. Starting with the older group, ask each group to present their still scene. Then show both scenes to form a 'community' timeline.
- 6 Discuss the 'community' timeline. Ask them what has changed least or most between the different generations, which of those changes are positive and how those changes affect the sexual lives of young people. Ask how younger and older people could work together on challenges facing the community, such as HIV and AIDS.
- 7 At the end, fill in an Activity Record Sheet as in previous sessions.



▲ **Example 1**

'Living image' of older generation

► **Example 2**

'Living image' of younger generation



Tool B2 If I knew then what I know now

What is it?

This tool involves people working in pairs and discussing the information and support that they received and needed when they started their sexual lives.

Why use it?

To identify lessons from people's experiences that could help young people to grow up to lead healthy and happy sexual lives. Also, to remind adults of the challenges facing young people and their needs for information and support.

Facilitator's notes

- This activity is about learning to listen and empathising with young people – not lecturing. As adults we often forget what it was like to be a young person.
- Remind participants to think in terms of both what has and has not changed for young people in relation to what and how they learn about their sexual lives and what they need.
- Draw attention to how the situation varies for different types of young people, such as: richer/poorer, in/out of school, in urban/rural areas, etc.

How to use it

- 1 Explain the purpose of the tool to participants.
- 2 Ask the participants to work in pairs with someone of the same sex and age. Ask each pair to discuss:
 - *What did you already know about sex when you first had sex?*
 - *At that time, what information and support about sex and becoming sexually active did you have that was helpful? What information and support did you not have? Why?*
 - *How is the situation the same or different for young people now? What information and support do young people need these days to help them learn about sex?*
- 3 Bring all of the participants back together. Ask pairs to share what they wish with the group. Encourage the participants to discuss whether it is easier or harder to be a young person today in terms of learning about sex. Ask them to explain why that is.
- 4 Based on the participants' feedback, make four lists, two for male and two for female as below:

List 1: Information and support that was helpful to them when they became sexually active.

List 2: Information and support that they would have liked to receive when they became sexually active.
- 5 From the two lists, discuss similarities and differences between male and females, with reasons. Identify the information and support that the participants would like to pass on to boys and girls, young men and women nowadays to prepare them for their sexual lives.
- 6 At the end, fill in an Activity Record Sheet. In particular, note decisions and action points made by the groups and identify next steps.

I was told to practice sex now for future perfection when I marry.



I was taught to make myself dry for sex, but now I know that this puts us at risk of HIV.



Tool B3 Keep, change, stop

What is it?

This tool involves placing three signs in different areas of a space and having volunteers acting out traditional practices that the group wants to 'keep', 'change' or 'stop'.

Why use it?

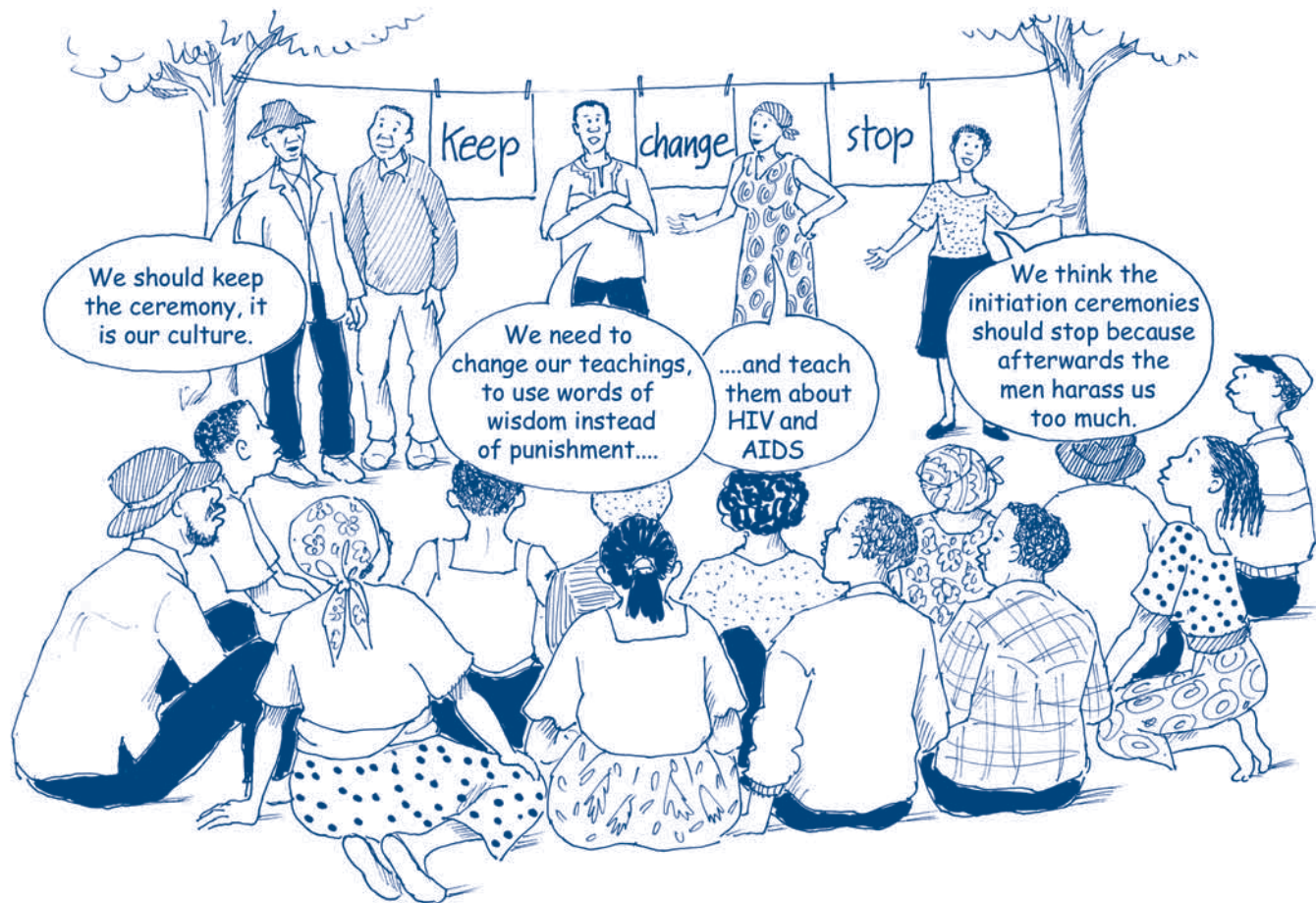
To identify aspects of culture and customs relating to gender and sexuality that are important for a community to keep, change or stop in order to support healthier and happier sexual lives.

Facilitator's notes

- Participants are likely to have strong views about these topics. Be prepared to continue the discussions into future sessions rather than trying to deal with things too quickly or in not enough depth.
- If possible form groups of older women, older men, younger women and younger men.

How to use it

- 1 Explain the purpose of the tool to participants.
- 2 Ask the participants to name some traditional practices concerning their sexual life, for example; initiation ceremonies, lobola, polygamy, etc.
- 3 Divide the participants into groups. Ask each group to discuss one of the traditional practices that have been named.
 - *What are the benefits of the practices to individuals, families and the community?*
 - *What are the negative effects of the practices to individuals, families and the community?*
 - *How different are the benefits and drawbacks for younger and older women and men?*
- 4 Bring people back together. Ask each group to share the key points from their discussions. Summarise the benefits and costs for each tradition.
- 5 Mark three places in the space where you are working with words or symbols saying 'keep', 'change' and 'stop'.
- 6 Return to the list of traditional practices and customs. Read out the first traditional practice and ask participants to stand under the 'keep', 'change' or 'stop' sign that they agree with. Ask people under each sign to explain why they are standing there. Then ask if anyone wishes to move to another place. Record the numbers from each group under each sign and their reasons. Repeat the process for the other traditional practices and customs.
- 7 Summarise customs where there is agreement that they should change or stop. Discuss what actions the group would like to take to change or stop them and areas of disagreement and agree on next steps.
- 9 At the end, fill in an Activity Record Sheet as in previous sessions.



Tool B4 Agree-disagree

What is it?

This tool involves participants standing by signs with faces (smiling, angry and puzzled) to show whether they agree, disagree or are not sure about attitudes and beliefs in relation to gender and sexuality.

Why use it?

To encourage debate and understanding about attitudes and beliefs on gender and sexuality and how they affect HIV and AIDS.

Facilitator's notes

- Remember that changing behaviour usually involves changing some part of our attitudes and beliefs. This is hard as we hold them deeply and are reluctant to value different views.
- Encourage people to understand each other and discuss deeply rather than to blame each other. Allow people to express their views before inviting others to comment. Welcome disagreement and do not move on to the next statement quickly.
- Be aware of your own attitudes and do not let them influence the first discussions. Challenge harmful attitudes in a helpful way after people have had their say.

How to use it

Before the meeting, think of three or four statements that express attitudes or beliefs about gender and sexuality. Choose statements that people are likely to have different or strong views about, such as 'men and women should decide together how to use household money and goods' or 'women are responsible for controlling sexual behaviour because they have lower sexual feelings than men and are more able to control themselves'.

- 1 Explain the purpose of the tool to participants.
- 2 Prepare three signs – a happy face, angry face and puzzled face – to represent 'I agree', 'I disagree' and 'I am not sure'. Place the signs in different parts of the space in which you are working.
- 3 Ask all of the participants to stand up. Read out one of the statements. Ask the participants to decide whether they agree, disagree or are not sure about the statement and to stand beside the appropriate sign.
- 4 Ask the participants who agree with the statement why they hold that opinion. Do the same with people who disagree or are not sure. Ask everyone to listen carefully to each group's views and try hard to understand them. Then invite people to comment on others' views one group at a time.
- 5 Repeat the process for the other statements that you have prepared. Ask the group to call out some statements of their own.
- 6 Bring participants back together. Invite them to discuss what they have learned about their own and other people's attitudes and beliefs. How do these affect the spread of HIV?
- 7 At the end, fill in an Activity Record Sheet. In particular, note any action points and decisions made by the group and identify next steps.



52 Tool B5 Sex and 'goods'

Sex and relationships

What is it?

This tool involves role-plays about different types of relationships and different types of 'goods' that are exchanged for sex.

Why use it?

To consider different kinds of exchanges that are made for sex and identify ways to make them as safe as possible.

**Facilitator's notes**

- Encourage the participants to discuss the many different reasons behind exchanges for sex. For example, men may buy sex because they enjoy it while women may sell sex to earn a living. On the other hand, girls may expect boys to give them a gift when they have sex to show that they value them, but do not see this as exchange. Girls may also give presents to their boyfriends, which they buy with money obtained from older men.
- Remember that many of us may have used our sexuality to make progress with our lives or our money to attract partners. Challenge people in the group who say stigmatising things about exchanging sex for goods.

How to use it

- 1 Explain the purpose of the tool to participants.
- 2 Ask people to identify the types of relationships in which sex might be exchanged for something. For example: husband/wife, boyfriend/girlfriend, teacher/student, boss/employee, older man/younger girl.
- 3 Support the participants to identify a list of 'goods' (things) that might be exchanged for sex. For example: food, clothes and cosmetics, school fees, money, jobs and promotion, good grades, desirable objects.
- 4 Divide into pairs or small groups and give one type of relationship to each. Ask each pair to prepare a role-play to show a situation where sex is being exchanged for the 'goods'. Try to ensure that in some cases males are exchanging sex for 'goods' from a female. Ask each pair or group to perform their role-play to the whole group.
- 5 After each role-play discuss what they have learned and ask them to identify how exchanging 'goods' for sex affects HIV and AIDS. Ask them questions such as:
 - *Why is this person exchanging 'goods' for sex?*
 - *How does this type of exchange in this type of relationship affect both people's risk of HIV?*
 - *What could individuals, men and women and the community do to reduce that risk? Is this exchange always risky and should stop? Why? How could it be made safer?*
- 6 Summarise the actions that men and women and the community could take to support people to reduce their vulnerability to HIV in different types of relationships and different types of exchanges.
- 8 At the end, fill in an Activity Record Sheet. In particular, note any action points and decisions made by the group and identify next steps.



54 Tool B6 Money and HIV

Sex and relationships

What is it?

This tool involves discussions about 'typical' days for people earning money in different ways and identifying how they might be at risk of HIV.

Why use it?

To explore how different ways of earning money can put people at risk of HIV.

**Facilitator's notes**

Support the participants not to judge whether different ways of earning money are 'good' or 'bad'. Instead, encourage them to focus on the links with HIV and how to reduce the level of risk.

How to use it

- 1 Explain the purpose of the tool to participants.
- 2 Support the participants to list some different ways in which men and women in their community earn money. Examples might include 'work on a farm', 'work in an office', 'drive a taxi or truck', 'business man', 'gold miner', 'teach', 'sell vegetables in the market' or 'sell sex.'
- 3 Divide the participants into groups and give each of them one of the ways of earning money.
- 4 Ask each group to discuss a 'typical month' for a person that earns money that way. Ask them to think through what that person might do, where, when, why and with whom.
- 5 Ask each group to discuss how this way of earning money might link to HIV. For example, ask them to think about:
 - *How might earning money that way put someone at risk of HIV?*
 - *Would the risk be the same for women and men earning money that way?*
 - *While earning money that way, how could someone reduce their risk of HIV?*
- 6 Bring all of the participants back together. Ask the groups to share the highlights of their discussions. Encourage the participants to discuss what they have learned from the activity in terms of the links between different ways of earning money, the risk of HIV and how men and women and the community can reduce that risk.
- 7 At the end, fill in an Activity Record Sheet. In particular, note any action points and decisions made by the group and identify next steps.



Tool B7 Body mapping

Sex and relationships

What is it?

This tool involves drawing 'body maps' to identify women and men's sexual 'hotspots' and support discussions about different types of sexual pleasure.

Why use it?

To increase understanding about women and men's 'hotspots' – to increase sexual pleasure and know how to manage sexual feelings safely.



Facilitator's notes

- This activity often causes a lot of laughter, but it has a serious aim – to help people to practice talking about sex and to discover more about their own and others' sexual pleasure.
- Create a 'safe space' by starting with an icebreaker to relax the group. Never force groups to share their maps if they do not wish to, they have good reasons.
- Encourage participants to think of lots of ways to feel pleasure or reach orgasm, e.g. talking about sex, erotic dancing, stroking 'hotspots', touching ourselves (masturbation), touching each other (mutual masturbation), oral sex, thigh sex.

How to use it

- 1 Explain the purpose of the tool to participants.
- 2 Divide the participants into two groups – women-only and men-only. Ask each group to draw a 'body map' (an outline of a person of their sex) on the ground, a blackboard or wall. Ask the participants to mark on any parts of the body that are related to sex, reproduction and sexuality.
- 3 Ask each group to mark 'hotspots' – the places on the body where people of their sex like to be touched to make them feel sexy. Discuss whether people like different hotspots.
- 4 Ask the groups to repeat the process, but this time drawing a 'body map' for the other sex.
- 5 Bring all of the participants back together. Ask the groups to share any of their results that they feel happy to share. Encourage the participants to discuss what they have learned by asking questions such as:
 - *What did you learn about the 'hotspots' for women/men? How well do women/men understand each other's 'hotspots'? What would help to improve that understanding?*
 - *What risk of transmitting HIV is involved in touching 'hotspots'? How can we reduce the risk while still getting pleasure?*
 - *How can we stop ourselves before intercourse, for example if we need to use a condom?*
- 6 Ask the participants to go back into their groups. Ask them to develop a short role-play or song about a woman and a man encouraging each other to try some new ways of enjoying sexual pleasure as well as, or instead of sexual intercourse.



- 7 Bring all of the participants back together. If they are happy to do so, ask each group to present its role-play or song. Encourage people to discuss what they have learned from the activity, especially about how to sexual partners can encourage each other to try new ways of sexual pleasure.
- 8 At the end, fill in an Activity Record Sheet. In particular, note any action points and decisions made by the group and identify next steps.

Tool B8 Turning it up, turning it down

What is it?

This tool involves discussions and a 'fishbowl' activity about ways to 'turn up the pleasure, turn down the risk' in our sexual lives.

Why use it?

To look at the ways that couples can increase pleasure and reduce risk in their sexual lives.



Facilitator's notes

- Ensure that specific answers remain anonymous when they are shared.
- Emphasise that the participants outside of the 'fishbowl' should not say anything while the others are answering the questions. It is your job, as facilitator, to ask for clarifications or more details if necessary.
- Be aware that this discussion involves a lot of frank discussion about sex. Some participants may not approve. Remind them that the activity is about ways to help people in their relationships to stay safe from HIV infection.

How to use it

- 1 Explain the purpose of the tool to participants.
- 2 Ask the participants to identify ways to 'turn up the pleasure, turn down the risk' in sexual life. Examples might include 'using condoms to prevent infection and pregnancy', 'going for an HIV test', 'staying faithful to each other' or 'enjoying sexual pleasure without intercourse'.
- 3 Divide the participants into two groups – women-only and men-only. Give each group one of the ways to 'turn up the pleasure, turn down the risk'. Read out the following questions and ask them to prepare answers. It is fine for people to have different views.
 - *How much might this way 'turn up the pleasure'? How much might it 'turn down the risk'? What else do we need to do to reduce the risk?*
 - *How easy is it?*
 - *How enjoyable is it?*
 - *Is it as easy or enjoyable for women and men? In what way and why?*
- 4 Ask the women-only group to sit in a 'fishbowl' – a circle in the middle of the space where you are working. Ask the male participants to sit around them in a larger circle, so that they are close enough to hear what is said, but not so close that they are part of the group. Tell the men that it is their job to watch and listen, but not to interrupt.
- 5 Go through the questions about the way to 'turn up the pleasure, turn down the risk' and ask the women-only group to share and discuss their answers. The men should not speak.
- 6 Ask the groups to switch places. Then repeat the process.
- 7 Bring all of the participants back together. Based on the 'fishbowls', ask them to identify ways in which people in their community can 'turn up the



pleasure, turn down the risk' in their sexual lives, the barriers involved and how those barriers could be removed.

- 8 Repeat the process for the other ways to 'turn up the pleasure, turn down the risk'.
- 9 At the end, fill in an Activity Record Sheet. In particular, note any action points and decisions made by the groups and identify next steps.

Tool B9 Condoms – safe and sexy

Sex and relationships

What is it?

This tool involves practising condom use, discussing ways to make condoms sexy and role-playing persuading a partner to use a condom.

Why use it?

To learn how to use condoms in ways that are not only safe, but sexy.



Facilitator's notes

- Encourage the participants to think of a variety of different ways to make condoms more sexy. Examples might include:
 - using water-based lubrication outside of the condom. But not using Vaseline or oils (as they will make the condom break)
 - using the condom as part of getting each other excited
 - putting the condom on by using the mouth
 - stroking the penis with the condom on
 - using the penis with the condom on to stroke the woman's 'hotspots.'
- Ensure people understand that the condom goes on the penis not the object.

How to use it

- 1 Explain the purpose of the tool to participants.
- 2 Demonstrate the correct use of a condom, using whatever materials you have available (e.g. model of a penis, banana, fingers).
- 3 Divide the participants into pairs of the same sex. Give each pair some condoms and any materials that you have available (as above). Ask each person to demonstrate the correct use of a condom to their pair. Encourage them to give feedback to each other and to keep practising until they are confident.
- 4 Bring all of the participants back together. Ask some of them to demonstrate the correct use of a condom. Encourage the participants to ask any questions that they have about condoms.
- 5 Encourage the participants to discuss what they like and dislike about using condoms. Ask them to suggest ways to make the use of condoms more sexy.
- 6 Ask the participants to return to their pairs. Then ask:
 - *Half of the sets of pairs to role-play a conversation between sexual partners in which one is persuading the other to use condoms because they are safer.*
 - *The other pairs to role-play a conversation in which one is persuading the other to use condoms because they are sexy.*
- 7 Ask the pairs to change over their roles, so that they take it in turns to be the person who wants to use a condom and the person who does not.
- 8 Bring all of the participants back together. Ask some of the pairs to perform their role-plays. Encourage the participants to discuss what they have learned from the activity, asking questions such as:

- What are good ways to persuade your partner to use condoms?
- How can they be made more sexy?
- What can we all do to increase condom use in the community?

10 At the end, fill in an Activity Record Sheet. In particular, note any action points and decisions made by the groups and identify next steps.



▲ How to put on a condom

Remember to dispose of the used condom safely



62 Tool B10 Sex talk

Sex and relationships

What is it?

This tool involves looking at pictures about communication between sexual partners to support discussions about why communication matters and how we can improve it.

Why use it?

To understand what helps or prevents people talking in their sexual relationships and how more open communication can improve our sexual lives.

**Facilitator's notes**

- There are many personal and social reasons for poor communication between sexual partners.
- People may find it uncomfortable to talk about communication on sexual matters between partners. They may think that sex should be done and it is immoral to talk about it.
- Women and men may disagree about communication between sexual partners and blame each other. Point out that blame is not useful because everyone needs to take responsibility for improving communication between partners.

How to use it

Before starting this activity, prepare three pictures: picture 1 showing a couple having sex and not communicating well, picture 2a showing a couple communicating well about an everyday matter, picture 2b showing the same couple communicating well about having sex (see following pages).

- 1 Explain the purpose of the tool to participants.
- 2 Ask the participants to describe what makes a good relationship and what makes good communication between sexual partners. Ask them whether people like them in their community talk to each other about sexual matters and what sorts of things they talk about.
- 3 Divide people into two single sex groups. Ask the groups to discuss what helps or prevents men and women from communicating well about sex.
- 4 Show picture 1 to the groups, for example, by drawing it on a blackboard, distributing photocopies or asking volunteers to act it out. Ask the groups to discuss what they think the picture shows about how the couple is communicating with each other.
- 5 Show picture 2a to the groups. Ask them whether they think this couple will communicate well about sex and explain why. Show picture 2b. Tell them that it is the same couple in both pictures. What do they think about the communication in 2b? What is helping this couple to communicate well about sex?
- 6 Bring all of the participants back together. Ask the groups to share their discussions. Talk about what helps and hinders men and women to talk openly about sex and the effect of this on sexual health.
- 7 At the end, fill in an Activity Record Sheet. In particular, note any action points and decisions made by the groups and identify next steps.



▲ Picture 1

Couple having sex and not communicating well



▲ **Picture 2a**
Couple communicating well about an everyday matter



▲ **Picture 2b**

Couple communicating well about having sex

Introduction to Section C: Sexual violence

Overview

This section of 'Keep the best, change the rest' provides tools to explore issues relating to gender-based and sexual violence and how they affect women and men's vulnerability to HIV.

This section includes two tools:

- C1** Sexual violence and daily life
- C2** Taking action against violence

Sexual violence

We can define gender-based violence as any form of violence that results from and contributes to gender problems. For example: men's violence against women, men's violence against homosexual men, women's violence against men and violence against children.

We can define sexual violence as any form of violence that involves the deliberate use of sex to hurt another person. It includes any act such as rape, incest, child sexual abuse and sexual harassment that targets someone with less power than the person who does it.

Violence is not only physical, but also psychological and emotional. It involves not only direct force, but also threats, making someone afraid and putting pressure on someone to do something they do not want to do. Violence happens not only between individuals, but also groups of people. The threat of violence (whether or not it actually happens) has a large impact on people's lives and the choices and decisions they are able to make. Physical, sexual or

emotional violence between close sexual partners (such as married couples) is often described as domestic violence because it is seen as taking place in the home.

Gender-based and sexual violence are common in many societies. But they are often hidden. A lot of violence is accepted as a normal part of life. In other cases, people will try to deny the reality or extent of violence.

A useful way to understand the variety of sexual violence is to think in terms of a range from most to least visible. The most visible are those acts of violence, such as some cases of rape that get reported as crimes to the police. However, most acts of sexual violence never get reported and we may not even recognise them as violence. An example is the harassment that young women can experience on a daily basis in the street. One of the challenges for working on sexual violence in the community is to raise people's awareness of all the ways that this happens and its effect on our lives, including HIV.

While some women physically or verbally abuse men, the people that carry out violence (the 'perpetrators') are usually men. However, boys and men can also be the victims, for example if they are in situations (such as prison, the military or boarding school) where they have less power than the men or women who commit the violence against them. Children and young people are especially at risk for this reason. For women or men, every form of sexual violence is a violation of fundamental human rights. It can damage the victim's health, wellbeing and sense of safety and control in their lives.

The impact of sexual violence

Sexual violence has many impacts. Survivors may experience physical injury, unwanted pregnancy and sexually transmitted infections (STIs), including HIV. However, the physical consequences of sexual violence may be easier to understand than the psychological, emotional or spiritual damage that can result. It is important to understand that such damage can be:

- long-term as well as immediate
- indirect as well as direct. For example, an act of rape against a woman may not only physically harm the victim,

but affect her sense of safety and ability to assert her rights

- collective as well as individual. The impacts of sexual violence can ripple out from the immediate victim to affect the wellbeing of their intimate relationships, families, friends and community.

Talking about how to deal with these different levels of impact is an important task for community groups who want to take action on issues relating to sexual violence.

Involving everyone in stopping sexual violence – keep the best, change the rest

A key aspect of any community action on sexual violence is to raise awareness of the problem, particularly among men. 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 may not understand how actual and threatened sexual violence is such a regular feature of women's daily lives and its impact on everyone's lives. If they do, they may not think it matters. A good way to get men to appreciate this reality is to discuss such violence in terms of the women

in their own lives, and to think of times when they felt powerless and threatened in their own lives.

Men have many roles to play in stopping violence. In their official capacity as community leaders and decision-makers, they can set the policies and budgets that can provide more help to prevent and intervene in cases of violence. As family and community members, they can intervene with perpetrators to stop the violence and provide support to those children with whom they are in contact. Men can also serve as role models and give positive peer pressure to other men and as allies for women in relation to gender equality.

Girls and women are a strong force for change as they work together to educate men about the damage caused by violence and act to protect each other and advocate for change. 'Keep the best, change the rest' is an important principle of this toolkit. It is based on the view that people can make choices about what issues in relation to gender and sexuality, including sexual violence, they want to keep and which they want to change.

Tool C1 Sexual violence and daily life

Sexual violence

What is it?

This tool involves participants working on their own and then in pairs to support discussions about how sexual violence affects women's everyday lives.

Why use it?

To explore the ways in which women's daily lives are affected by fear or experience of sexual violence and to identify ways to prevent this.

Facilitator's notes

- This tool can bring up feelings and disagreements. It may remind people of experiences, as victims or perpetrators, that they may have never talked about. Reactions may include anger, sadness, shame, defensiveness and denial. It is normal to have these kinds of feelings.
- Remind people that anger can be a powerful force for change and identify ways to use it.
- If people are denying their role in this problem, you can help them to look more closely at their reactions.

How to use it

- 1 Explain the purpose of the tool to participants.
- 2 Ask the participants to discuss what they understand by sexual violence and to give some examples.
- 3 Ask the participants to think about the following question for a few minutes, by themselves and in silence:
 - *What do you do on a daily basis to protect yourself from sexual violence?*
- 4 Ask the men in the group to share their answers to the question. It is likely that none of them will identify doing anything to protect themselves.
- 5 Ask the women in the group to share their answers to the question. Then summarise all the ways in which women have to limit their lives in order to protect themselves.
- 6 Divide the participants into pairs – if possible with one woman and one man. Tell each pair to ask each other:
 - *What does it feel like to hear all the ways that women limit their lives because of their fear and experience of men's violence?*
- 7 Bring all of the participants back together. Ask some of the pairs to share their answers and their feelings. Encourage the participants to share what they have learned from the activity, including in relation to:
 - *How much did you already know about the impact of violence on women's lives?*
 - *What can we do to reduce violence in women's lives?*
- 8 At the end, fill in an Activity Record Sheet. In particular, note any decisions and action points made by the group and identify next steps.



We try not to go alone to the well or bush because we can easily be jumped on.

I feel ashamed that women are forced to take these precautions because of men. What can we do to change it?

ZAMBIA
IS
BEAUTIFUL

70 Tool C2 Taking action against violence

Sexual violence

What is it?

This tool involves making lists, discussing questions and acting out role-plays about people's responses in situations of sexual violence.

Why use it?

To explore the links between men's violence and unequal gender roles, and identify possibilities and responsibilities for reducing this violence.

**Facilitator's notes**

- Emphasise that the activity is not about blaming people for not intervening against violence. It is about learning from experiences.
- Remember that participants may themselves be survivors, witnesses or perpetrators of violence. Support the discussions by: mapping local support services with the group; being prepared to respond sensitively to people who want the group to discuss their own experiences of violence and challenging group members who try to reduce the significance of violence, in particular against women and children.

How to use it

- 1 Explain the purpose of the tool to participants.
- 2 Ask the participants to make two lists in response to the questions:
List 1: Who suffers from violence? List 2: Who carries out violence?
- 3 Ask the participants to consider the first list and to identify who is most likely and least likely to suffer from violence. Repeat the process for the second list.
- 4 Encourage the participants to discuss why some people are more likely to suffer violence and others to carry out violence.
- 5 Some people intervene when they see violence happen and some do not take any action. Ask the participants to share their experiences of responding to violence
- 6 Ask the participants to discuss why some people may not intervene in violent situations. For example:
 - *'She probably deserved to get beaten – it's a private affair'*
 - *'My friends won't take me seriously if I speak against violence'*
 - *'I may get hurt myself if I get involved'*
 - *'That is the job of the police'*
- 7 Divide the participants into small groups. Ask each one to prepare a short role-play showing a conversation between an 'active' person who tries to persuade their 'passive' friend to become 'active'.
- 8 Bring all of the participants back together. Ask some of the groups to perform their role-plays. Encourage the participants to discuss what they have learned from the activity, especially about how to persuade people to take action to prevent and stop violence.
- 9 At the end, fill in an Activity Record Sheet. In particular, note any decisions and action points made by the group and identify next steps.

