



**love passionately**

**stop aids**

**end domestic violence**

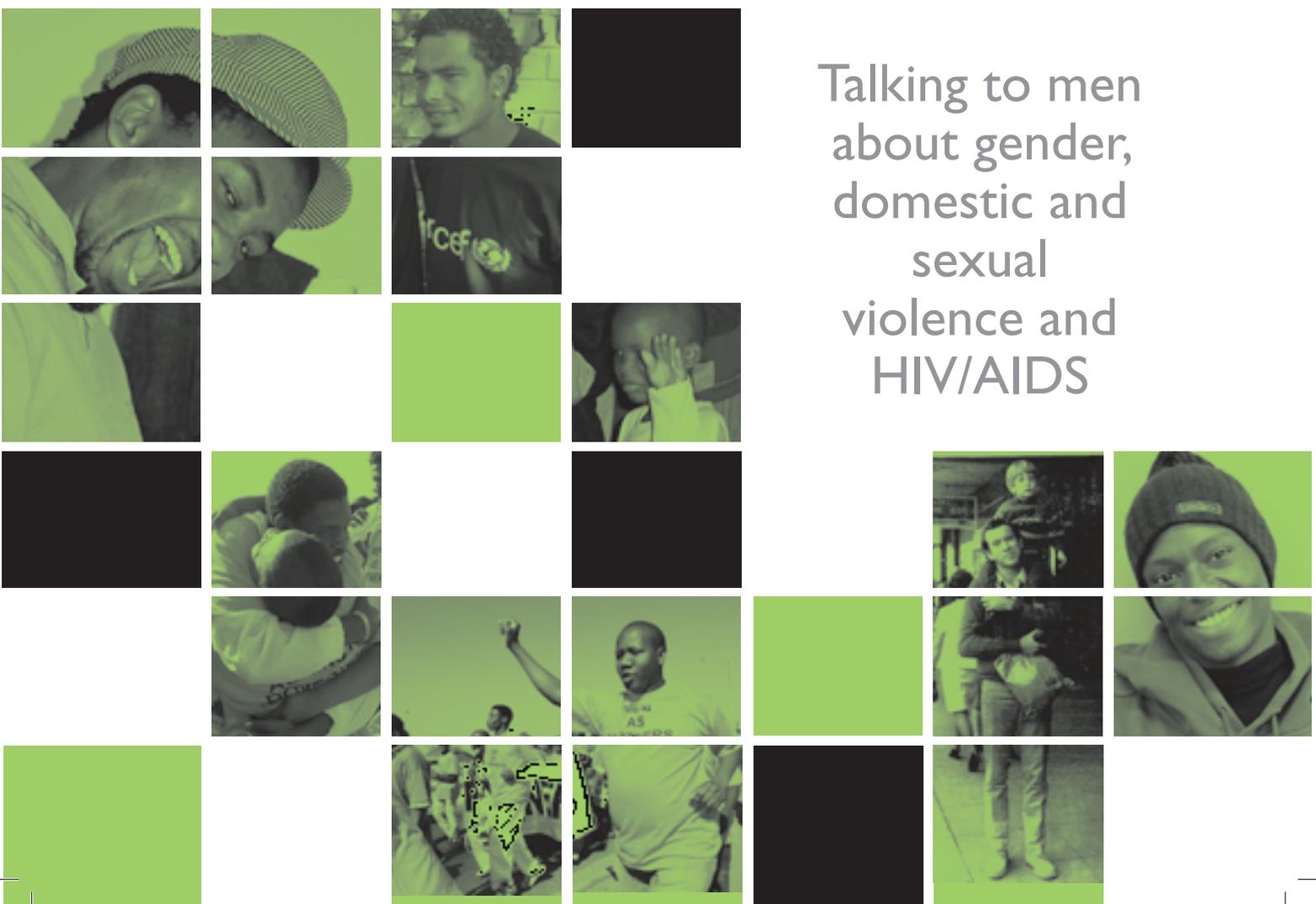
**break the cycle**

**demand justice**

**stop rape**

# WORKSHOP ACTIVITIES

Talking to men  
about gender,  
domestic and  
sexual  
violence and  
HIV/AIDS





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# Manual Overview

## Who is this manual for and what is its purpose?

This mini-manual is intended to be a resource for those working with men and boys on issues of citizenship, human rights, gender, health, sexuality and violence. The content of the activities are informed by a commitment to social justice, gender equality and engaged citizen activism. Each activity is interactive and gives people an opportunity to reflect on their own values and experiences. The activities are simple to use and don't require lots of prior facilitation experience.

## What is the point of these activities?

These activities are intended to encourage men to reflect on their own attitudes and values about gender, women, domestic and sexual violence, HIV/AIDS, democracy and human rights so that they can take action to prevent domestic and sexual violence, reduce the spread and impact of HIV and AIDS and promote gender equality.

## What's the connection between this manual and the One Man Can Campaign?

The One Man Can Campaign has been developed by Sonke Gender Justice and promotes the idea that each one of us can create a better, more equitable and more just world. In addition to taking action in our personal lives, the campaign encourages men to work together with other men and with women to take action in our communities - to build a movement, to demand justice, to claim our rights and to change the world.

## Why is the One Man Can Campaign necessary<sup>1</sup>?

Violence against women in South Africa is a betrayal of our new democracy and a violation of women's human rights.

South Africa has amongst the highest levels of domestic violence and rape of any country in the world. Research conducted by the Medical Research Council in 2004 shows that every six hours, a woman is killed by her intimate partner. This is the highest rate recorded anywhere in the world.

Even though domestic and sexual violence are so widespread, arrest and conviction rates for perpetrators are amongst the worst in the world. In South Africa, only 10% of rapes are actually reported and less than 10% of reported rapes lead to conviction.

This violence and the unequal power it reflects between men and women is one of the root causes of the rapid spread of HIV in South Africa. Almost one-third of sexually experienced women (31%) reported that they did not want to have their first sexual encounter and that they were coerced into sex. As a result, young women in South Africa are much more likely to be infected than men and make up 77% of the 10% of South African youth between the ages of 15-24 who are infected with HIV/AIDS<sup>2</sup>.

These levels of violence are a threat to our new democracy and undermine our ability to enjoy the rights enshrined in our widely respected

<sup>1</sup>See the *One Man Can Fact Sheet for statistics and research findings on domestic and sexual violence, HIV and AIDS and the effectiveness of programmes working with men to promote gender equality* ([www.genderjustice.org.za/onemancan](http://www.genderjustice.org.za/onemancan))

<sup>2</sup>For statistics and reference citations please see the fact sheet included in your *One Man Can Action Kit* or on the web at [www.genderjustice.org.za/onemancan](http://www.genderjustice.org.za/onemancan)



Constitution, especially Section 12, subsection 2 of the Bill of Rights which makes clear that “Everyone has the right to bodily and psychological integrity, which includes the right (a) to make decisions concerning reproduction; and (b) to security in and control over their body”.

### **Men and violence: time to act!**

Undeniably, it is men who commit the majority of all acts of domestic and sexual violence. However, many men and boys are strongly opposed to this violence and feel that it has no place in a new democratic South Africa. They recognise that it is a fundamental violation of women’s human rights.

Men are, of course, negatively affected by domestic violence and rape as well. Boys who live in homes where their fathers abuse their mothers are often terrified by their fathers and the violence they commit; as a result they can experience problems with depression, anxiety and aggression that interfere with their ability to pay attention at school. Similarly, all men are affected when women they care about are raped or assaulted.

Men’s violence against women does not occur because men lose their temper or because they have no impulse control. Men who use violence do so because they equate manhood with aggression, dominance over women and with sexual conquest. Often they are afraid that they will be viewed as less than a “real” man if they apologise, compromise or share power. So instead of finding ways to resolve conflict, they resort to violence.

These definitions of manhood are a recipe for disaster. They lead to high levels of violence against women and they also contribute to extremely high levels of men’s violence against other men. South Africa’s National Injury Mortality Surveillance System tells us that the rate at which South African men kill each other is amongst the highest in the world.

### **What can men and boys do to prevent violence against women and promote gender equality?**

Our research tells us that although many men are deeply concerned about our sky-high rates of violence, they often do not know what to do about it.

Our research also tells us that many men are beginning to live more gender equitable lives with their partners and with their families. As gender roles continue to change in South Africa, a growing number of men are realising that relationships based on equality and mutual respect are far more satisfying than those based on fear and domination.

The One Man Can Campaign and this Action Kit are intended to support men to act on their convictions that violence against women is wrong and must be stopped. The action sheets and materials provided here will help men to take action in their own lives and in their communities to promote healthy relationships based on a commitment to gender equality and to supporting women to achieve their rights to health, happiness and dignity.



### **Campaign philosophy and approach:**

Our research showed us that many men and boys are concerned about widespread domestic and sexual violence and want it to stop.

We heard that men and boys do worry about the safety of women and girls - their partners, sisters, mothers, girlfriends, wives, co-workers, neighbours, classmates and fellow congregants - and want to play a role in creating a safer and more just world.

The One Man Can Action Kit provides men with resources to act on their concerns about domestic and sexual violence. It will be useful for any man concerned about these issues, as well as for representatives from government, NGOs, CBOs and community groups who work with men and women to address issues of gender-based violence and HIV/AIDS.

This workshop manual is just one of a number of different materials. The rest of the materials were designed to support men who've been through a workshop to take action. If you did not receive an action kit, you can download the materials from the campaign website at [www.genderjustice.org.za/onemancan](http://www.genderjustice.org.za/onemancan) or order an action kit from Sonke Gender Justice by emailing [onemancan@genderjustice.org.za](mailto:onemancan@genderjustice.org.za) or by calling on 011 544-1900.

### **Sonke Gender Justice Network**

The Sonke Gender Justice Network strives to build a Southern Africa in which men, women, youth and children can enjoy equitable, healthy and happy relationships that contribute to the development of just and democratic societies. To achieve this, Sonke Gender Justice works to build government, civil society and citizen capacity to achieve gender equality, prevent gender-based violence and reduce the spread of HIV and the impact of AIDS.

### **Where are the activities from?**

These activities are drawn from 3 primary sources: the Gender Equality Project manual developed by PPASA, Women's Health Project and EngenderHealth for the South African National Defence Force in 2003; Instituto Promundo's Project H manual entitled "From Violence to Peaceful Co-existence" developed for work with men in Brazil and from the manual entitled "Manual for men working with men on gender, sexuality, violence and health" developed by Men's Action to Stop Violence Against Women in Uttar Pradesh, India.

## How to use this manual

Read through this mini manual before you use the activities. Read through each activity again before you start it. The manual provides the following information on the activities:

**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 to 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 because of the group you are working with or because of issues that come up.

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

**Steps:** These are the steps you should follow in order to use the activity well. These instructions are numbered and should be followed in the order in which they are written.

**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 have read these notes before you begin.

**Key points:** These are the key points that participants should learn as a result of doing the activity. These key points 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.



# Preparation: defining the words used in this manual

This manual includes words and terms that you may not use often. It is important to know what these words and terms mean when you are facilitating the activities in this manual. Here is a list of such words/terms and their definitions:

<b>Abuse</b>	Improper, harmful or unlawful use of something
<b>AIDS</b>	Acquired Immune Deficiency Syndrome
<b>Attitudes</b>	Our views, opinions, and feelings about something
<b>Beliefs</b>	Firm opinions normally based on religious and cultural principles
<b>Breadwinner</b>	The person who is responsible for earning money to support the family
<b>Class</b>	A set of people grouped together by their level of wealth and/or the jobs they do in the economy
<b>Culture</b>	The beliefs, customs and practices of society or group within society (such as, youth culture) and the learned behaviour of a society
<b>Division of labour</b>	The way that different tasks and jobs are given to different persons and groups (in the household, in the community, in the workplace) according to the characteristics of the persons/ groups (for example, in South Africa there is a clear division of labour between men and women, with home care tasks given to women and technical tasks that may include fixing electrical appliances given to men)
<b>Ethnicity</b>	A grouping of people according to their common cultural traditions and characteristics
<b>Gender</b>	The socially-defined differences between women and men (society's idea of what it means to be a man or woman). These definitions of difference change over time and from society to society.
<b>Heterosexual</b>	Sexual desire for person of the opposite gender
<b>HIV</b>	Human Immune Deficiency Virus

<b>Homosexual</b>	Sexual desire for person of the same gender
<b>Norms</b>	Accepted forms and patterns of behaviour that are seen as 'normal' in a society or in a group within society
<b>Patriarchy</b>	A social system in which men are seen as being superior to women and in which men have more social, economic and political power than women
<b>Power</b>	The ability to do something as well as control and influence over other people and their actions
<b>Rape</b>	Forcing a person to have any type of sex (vaginal, anal or oral) against their will
<b>Resources</b>	A supply of something (for example, abilities, money, time, people) that can be used
<b>Sex</b>	The biological differences between the male and the female
<b>Sexual Rights</b>	“Equal relations between men and women in matters of sexual relationships and reproduction, including full respect for the integrity of the person, require mutual respect, consent and shared responsibility for sexual behaviour and its consequences” (Fourth World Conference on Women, Beijing, 1995)
<b>Sexual responsibilities</b>	Being accountable to someone or something for promoting and protecting sexual rights
<b>Socio economic</b>	Involving social and economic factors
<b>Status</b>	The position or standing of a person in a society or group in relation to others (for example the social and economic status of women in most societies is regarded as lower than that of men)
<b>STIs</b>	Sexually Transmitted Infections
<b>Values</b>	Accepted principles and standards of an individual or group
<b>Violence</b>	The use of force or power to harm and/or control someone



# One Man Can workshop activities: principles and philosophy

## What principles inform the activities in this manual:

**Domestic and sexual violence are against international and national laws and violate the South African Constitution and international human rights.**

The South African Constitution makes it clear that the South African government has a responsibility to protect all South Africans from domestic and sexual violence. Section 12, subsection 2 of the bill of rights states that “Everyone has the right to bodily and psychological integrity, which includes the right (a) to make decisions concerning reproduction; and (b) to security in and control over their body”.

**Domestic violence and dating violence is everyone’s business - it is not a “private matter”**

Too many people still say that domestic and sexual violence are private matters and argue that “it is not my business to intervene”. Sexual and domestic violence are, of course, all of our business. Violence affects all of us and we each have a role to play in stopping it. There are many opportunities in our daily lives to take action when we witness someone being mistreated, disrespected or abused. We have to find the courage to act on our convictions that violence is wrong.

**There are no accurate stereotypes when it comes to men’s violence against women.**

Domestic violence and sexual violence against women occur in all communities - Black, White, Coloured, Indian, rich, poor, religious and non-religious.

**No one is safe until everyone is safe.**

If violence against one group or individual goes unchallenged, then it allows violence to be justified against all of us. We all have a responsibility to ourselves and to each other to take a stand against violence. Remember, silence can be interpreted as approval.

**There are lots of reasons why dating violence, sexual violence and domestic violence are issues that boys and men should care about and take action to prevent**

Men are often deeply affected by dating violence and domestic violence - as individuals by the pain suffered by victims they know and care about - their daughters, mothers, sisters, friends, colleagues, and as a group, by the fear and suspicion all men encounter as a result of violence committed by other men. Increasingly men are recognizing this and choosing to play a critical role in constructing a healthier world for women and men, free of violence and founded on principles of equity and compassion.

**Violence is learned; it can be unlearned.**

No one is born violent or abusive. These behaviours are learned and they can be unlearned. We can work together to promote the changes needed to build healthy relationships and healthy communities where we do not have to fear violence or worry about our loved ones.

**Violence is a choice and is a strategy for gaining power and control.**

Violent and abusive behaviours are strategies used to gain power and control over others. People who become violent may try to excuse their behaviour by saying that they “lost control”, “couldn’t stop themselves”, “snapped”, or “blacked out”. In reality, people who commit acts of domestic violence do know how to manage their anger. After all, they rarely assault their bosses or their co-workers. And when they do use violence they are often careful not to leave bruises in visible places.

**Always promote victim safety and perpetrator accountability.**

Domestic and sexual violence have devastating impacts on millions of women each year. Addressing this problem requires protecting victims from abuse and holding perpetrators accountable for their actions. Counseling services for victims and abusers can help people heal from past abuse and learn to live violence-free lives.

**Make sure the group is safe for all participants.**

In almost any group there will be people whose lives have been affected by dating, sexual or domestic violence. Chances are that you will have members in your group who have witnessed or experienced violence at home or in a dating relationship. Be aware that these members may feel self-conscious, ashamed, or worried that they will be singled out in the group. Allow members to share as much or as little as they wish about their experiences. Invite members to speak with you privately after group sessions if they choose. Remind all members of their group agreements including confidentiality.

**Model equality in the group with equitable gender dynamics between facilitators, staff and group participants.**

Group participants will learn about healthy relationships from the activities and from their relationship with you and the other participants. Therefore, the facilitators must model the behaviours promoted in this program by being fair and respectful at all times. The facilitators must never harm or intimidate a group member or allow any other member to do this in the group. If conflict occurs, the facilitator must deal with it in a firm but non-abusive manner.



# Taking action

## Action Chart

The Action Chart can be used throughout the workshop. Use it at the end of every activity to keep a record of the different suggestions for action made by participants. The Action Chart is also used in the last activity of the workshop (activity 3.5) to help participants in making commitments to actions that they will take after the workshop. Create the Action Chart by drawing it on a sheet of newsprint (see example). Remember that you will probably need more than one sheet during the workshop.

### Example: Action Chart

<b>Actions that I can take:</b>
<b>Actions that we can take:</b>
<b>Actions that others should take (say who):</b>



# Learning from men who have been role models

## OBJECTIVES

- Invite men to talk about positive experiences with men and in so doing, set a tone for the workshop that encourages men to participate actively and to reflect on their own lives.
- Promote the notion that men can play an important role in promoting gender equality by identifying gender equitable men who have served as role models.

## TIME

30-45 minutes

## MATERIALS AND ADVANCE PREPARATION

- Flip-chart, masking tape/ prestik
- Brightly coloured 8 by 11 pieces of paper
- Enough markers for all participants to use

## Steps

1. Ask participants to think of a man who they know or knew who was a role model to them.
2. Ask participants to identify the qualities this man possessed that made him a role model.
3. Ask participants to write two qualities that describe their male role model on a piece of coloured paper and attach it to the wall.
4. Encourage those who're comfortable doing so to draw a simple sketch of this person on the same piece of paper.
5. Ask how it feels to have the qualities and sketches up on the wall. Encourage them to see this as a way to bring these people and their qualities into the room.
6. Ask if anyone has a hard time identifying a male role model. Ask the group how it makes them feel to not be able to identify male role models and why they think so many men have a hard time identifying male role models.
7. If it is difficult for participants to name male role models, explore their reaction to this. Ask what thoughts or emotions come up in response to not being able to name a man. Quite probably they will feel sad, angry, surprised. Note their reactions.
8. Ask men to identify ways in which they serve as role models and to whom. Ask what qualities they would like to develop and how they plan on doing this.

## Facilitator's notes:

Many men have a hard time identifying positive male role models. In South Africa many men were removed from their families by the migrant labour system and spent very little time with their children. For other men their fathers were absent and often abusive. For white men, they often grew up with fathers who were racist and with whom they had conflict or now feel ashamed of. Explore with the group what effect they think "father absence" or violent fatherhood has had on contemporary society.

Refer to the list of positive qualities and help the group see that most of these qualities have to do with being responsible, respectful, compassionate, caring, dependable, etc. Point out that these qualities are not the standard ones that people associate with men. Those are usually qualities like "strong, dominant, successful, independent, tough", etc. Make the point that the qualities they identified in their role models are the ones that society really values. Encourage them to think about what they need to do to honour their role models and to serve as role models themselves.



# Power, status and health

## OBJECTIVES

- To understand the power that different individuals and groups have in society and how this power can determine their ability to access their rights
- How power structures operate in society and are kept in place by caste, class and gender
- To identify strategies for challenging power inequalities

## TIME

60 minutes

## ADVANCE PREPARATION

On individual pieces of paper, write the following descriptions of different types of people in society:

- Advertising Executive, Female
- Refugee from DRC, Female, 35 years old
- Female migrant farmworker
- Taxi Driver, Male
- Unemployed 25 year old woman.
- Grandmother taking care of seven orphaned grandchildren with her pension
- Commercial Sex Worker, Female

## Steps

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.
2. Ask the participants to stand in one straight line. Give each of the participants one of the pieces of paper that you prepared earlier that provide descriptions of different people in society.
3. Introduce the activity by asking all the participants to read out the "role" that has been given to them.
4. Explain to the participants that for this activity you want them to assume the "role" that has been 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 doesn't, 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 following statement – I can protect myself from HIV. Since it is likely that the member of parliament can protect himself or herself from HIV, the person playing this role would move forward one step.
5. Continue reading each of the following statements:
  - *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.*

- Young Girl, 12 years old living in informal settlement
- Male corporate executive
- Young Boy, 14 years old, living in security complex in the suburbs
- Married Mother of 3, employed in town as domestic worker
- Female Nurse
- Male Doctor
- Street Kid, 10 years old, male
- Unemployed AIDS Activist living openly and positively
- Male teacher, 30 years old
- Widow with 2 children, living with late stage AIDS
- Farm supervisor
- Woman active in a stokvel
- Woman, mid 60s, active in community policing forum

- *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 could find a new job easily.*
- *I am respected by most members of my community.*

6. After finishing all the statements, 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 had started at the same place in the game?*
- *How do the participants feel about where they have ended up?*
- *Ask people to explain 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 make a commitment to exploring this before the next meeting.*

### Facilitator's notes:

- 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.



# Gender values clarification

## OBJECTIVES

By the end of the activity, participants will have:

- Explored their values and attitudes about gender.

## TIME

45 minutes

## MATERIALS

- Four signs (“Strongly Agree”, “Strongly Disagree”, “Agree,” and “Disagree”)
- Markers
- Tape

## Steps

1. Before the activity begins, put up the four signs around the room, leaving enough space between them to allow a group of participants to stand near each one. Review the statements provided in the **facilitator’s notes** section, and choose five or six that you think will lead to the most discussion.
2. Explain to the participants that this activity is designed to give them a general understanding of their own and each other’s values and attitudes about gender. Remind the participants that everyone has a right to his or her own opinion, and no response is right or wrong.
3. Read aloud the first statement you have chosen. Ask participants to stand near the sign that says what they think about the statement. After the participants have moved to their sign, ask for one or two participants beside each sign to explain why they are standing there and why they feel this way about the statement.
4. After a few participants have talked about their attitudes toward the statement, ask if anyone wants to change their mind and move to another sign. Then bring everyone back together and read the next statement and repeat steps 3 and 4. Continue for each of the statements that you chose.
5. After discussing all of the statements, lead a discussion about values and attitudes about gender by asking these questions:

*Which statements, if any, did you have strong opinions and not very strong opinions about? Why do you think this is so?*

*How did it feel to talk about an opinion that was different from that of some of the other participants?*

*How do you think people’s attitudes about the statements might affect the way that they deal with male and female colleagues?*

*How do you think people’s attitudes about the statements help or do not help to improve gender equality, reduce violence against women or reduce the spread of HIV/AIDS?*

6. Use the **Action Chart** to ask participants about what actions they think are needed in order to change harmful attitudes, noting their answers on the chart.
7. Ask participants what they think they’ll do differently as a result of this exercise.

## Facilitator's notes:

Choose statements from the following list on the basis of which are most likely to promote lively discussion. Experience shows that the statements marked with stars have been good for starting discussion:

- *It is easier to be a man than a woman.\**
- *Women make better parents than men.\**
- *A woman is more of a woman once she has had children.*
- *Sex is more important to men than to women.\**
- *Women who wear short skirts are partly to blame if men sexually harass them.*
- *A man is entitled to sex with his partner if they are in a long term relationship.\**
- *Domestic violence is a private matter between the couple.*
- *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.

Some participants may say that they don't know whether they agree or disagree and don't want to stand beside any of the four signs. If this happens, ask these participants to say more about their reactions to the statement and then encourage them to choose a sign to stand beside. If they still don't want to, let these participants stand in the middle of the room as a "don't know" group.



# Gender fishbowl

## OBJECTIVES

*By the end of the activity, participants will have:*

- *Spoken out and been listened to on their experience of gender issues; and*
- *Developed a better understanding of and empathy for the experience of the other gender.*

## TIME

60 minutes

## MATERIALS

None

## Steps

1. Divide the participants into a male group and a female group.
2. 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.
3. 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 out.
4. Once the women have talked for 30 minutes, close the discussion. Then 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.
5. Discuss the activity after both groups have completed the discussion.

## Facilitator's notes:

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 South Africa?" Then ask the second group to answer the final four questions from the list of questions for men.

## Questions for Women

- *What do you think is the most difficult thing about being a woman in South Africa?*
- *What do you think men need to better understand about women?*
- *What do you find difficult to understand about men?*
- *How can men support women?*
- *What is something that you never want to hear again about women?*
- *What rights are hardest for women to achieve in South Africa?*

- *What do you remember about growing up as a girl in South Africa? What did you like about being a girl? What did you not like? What was difficult about being a teenage girl?*
- *Who are some of the positive male influences in your life? Why are they positive?*
- *Who are some of the positive female influences in your life? Why are they positive?*

## Questions for Men

- *What do you think is the most difficult thing about being a man in South Africa?*
- *What do you think women need to better understand about men?*
- *What do you find difficult to understand about women?*
- *How can men support women?*
- *What do you remember about growing up as a boy in South Africa? What did you like about being a boy? What did you not like? What was difficult about being a teenage boy?*
- *Who are some of the positive male influences in your life? Why are they positive?*
- *Who are some of the positive female influences in your life? Why are they positive?*



# Gender roles (The 24-hour day)

## OBJECTIVES

By the end of the activity, participants will:

- Be able to name the different roles of men and women in society.
- Understand the different values associated with these roles.

## TIME

30 minutes

## MATERIALS

- Handout 2.1:  
The 24-hour day

## 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, mother and a man's role is that of provider (breadwinner), protector and authority/head of the household

(CONT..on the next page)

## Steps

1. Distribute Handout 2.1 to the participants. Break participants in to groups of about 4 - 6 people based on their ethnicity, first language or where their families live. Ask each group to choose a community that they know well – make sure that each group chooses a different community.
2. Ask each group to imagine a typical day in the lives of a wife and husband from the community that they have chosen. Using the framework provided in the handout, ask the group to list the tasks performed by women and men in a household over 24 hours on a sheet of newsprint. Tell the participants to fill in the activity that the person is doing at the time indicated and in the column next to it say if this activity is paid or unpaid work.
3. After about 10 minutes, ask each group to stick their newsprints on the wall. Ask participants to walk around the room and study the work of the other groups, looking for what is the same and what is different from theirs. Ask participants to talk about what they are learning about how men and women spend their days.
4. 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?*

*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?*

5. Discuss what actions need to be taken to make women's and men's roles more equal, noting these actions on the Action Chart.

6. Summarize this discussion, making sure that all the points in the key points section are covered.

## Facilitator's notes:

The "24-hour day" activity is a good way to understand the idea of gender roles – that women and men are expected to play different roles in the family, community and workplace because of society's ideas about the differences between men and women. But remember that these gender roles may also be affected by class, caste, ethnic and other differences.

**Women's roles carry a lower status – and are often unpaid:**

- Women's work in the house is not seen to be work.
- When women work outside the house, 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, protector) carry a higher status and give men more power and privilege in society.

## Handout 2.1 - The 24-hour day

MAN'S ACTIVITY	Paid Yes /No	WOMAN'S ACTIVITY	Paid Yes /No
1 am		1 am	
2 am		2 am	
3 am		3 am	
4 am		4 am	
5 am		5 am	
6 am		6 am	
7 am		7 am	
8 am		8 am	
9 am		9 am	
10 am		10 am	
11 am		11 noon	
12 noon		12 pm	
1 pm		1 pm	
2 pm		2 pm	
3 pm		3 pm	
4 pm		4 pm	
5 pm		5 pm	
6 pm		6 pm	
7 pm		7 pm	
8 pm		8 pm	
9 pm		9 pm	
10 pm		10 pm	
11 pm		11 pm	
12 pm		12 pm	

Man - total hrs worked	Total day's earnings	Woman - total hrs worked	Total day's earnings



# Risk and violence: tests of courage

## OBJECTIVES

- To reflect on “tests of courage” and exposure to risks to demonstrate courage, virility and masculinity, as a way of gaining acceptance by the peer group.

## TIME

60-90 minutes

## MATERIALS

A space to work and creativity.

## Steps

1. Explain that the activity aims at talking about tests of courage and exposure to risk and danger.
2. Ask the group to divide themselves into smaller groups of 4 to 5 participants. Each of the groups will receive a sheet of paper with the start of a story which they will have to complete in any way they like and then present to the others, preferably by staging a short skit based on the narrative of the story.
3. Allow each group about 20 minutes to complete this task.
4. Ask each group to present their skit or ideas and then open up the discussion using the discussion questions below.

## Discussion questions

- *What tests of courage have we performed?*
- *What did we want to prove and to whom?*
- *What is it like to experience danger?*
- *How did we feel?*
- *Did you ever think something might have gone wrong?*
- *And what if it left a mark on your body (a scar or something like that)?*
- *And 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?*

## Facilitator’s notes:

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 and AIDS.

### Cases for Discussion:

**Rodney is crazy about motorcycles.** After he bought his motorcycle, that was all he could think about. He was invited by some school friends to go watch some guys playing “chicken ” in a nearby neighbourhood. When he got there, Rodney was challenged by another guy who was performing wild tricks on his bike to see who was the best.

***Rodney refused and then ....***

**Mandla worked in an office and took the train downtown every day from the township where he lived.** He loved to “surf” on top of the trains, dodging the high voltage cables.

***One day Mandla was distracted for a moment and....***

**Khalid loves the beach, but he doesn’t know how to swim properly.** Last weekend his oldest brother with his group of friends decided to go to the beach when the sea was rough and treacherous. Everyone rushed into the sea but Khalid was too afraid to go in. Egged on by his brother’s oldest friends, Khalid dived into the sea and almost drowned.

***Khalid was called a real loser by his friends and he ....***

**Gabriel used to go to a dance with his friends every weekend.**

Some of them liked to drink and take drugs before going out. They were always saying that Gabriel was a wimp because he never wanted take drugs.

***One day, coming back from the dance, Gabriel decided ...***

**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...***



# A live fool or a dead hero: getting “respect”

## OBJECTIVES

The participants will be able to –

- Discuss how for men the idea of “getting respect” and feeling “disrespected” is often associated with conflict, confrontation and violence.
- Identify alternatives to violence when we feel disrespected.

## TIME

2 hours (or 2 sessions of 1 hour each).

## MATERIALS

A space to work and creativity.

## PLANNING TIPS/NOTES:

Some groups find it difficult to construct a story or choose the actors to dramatize it. It is important that the facilitator is aware of this and creates a suitable atmosphere to get things moving, emphasizing the fact that they do not need to be “real actors” and that they do not have to worry about having a sophisticated play or story.

One of the factors associated with violence among men is the question of respect and honor. Research suggests that many killings among young men begin with verbal discussions – whether about a soccer game, a girlfriend or an insult – and all too often escalate to violence and even homicide.

This activity tries to help men and boys understand why they sometimes act this way; how such behaviour may give rise to violent incidents, and how it is possible to change such behaviour.

## Steps

1. Divide the participants into groups of 5 to 6 members. Explain that they have to create and present a short role play depicting an exchange of insults or an argument between men.
2. Once the groups are formed, hand out a sheet of paper to each group with one of the following situations:
3. Explain that the activity consists of developing a short skit based on what is written on the sheet handed out to each group. The skit should last from 3 to 5 minutes. Explain that they can add any details they like.
4. Give the participants about 20 minutes to discuss it among themselves and put on the play.
5. Ask the groups to perform their plays. After each one, allow time for discussion and comments.
6. Discuss the questions below.

## Discussion questions:

- Are these situations realistic?
- Why do we sometimes react this way?
- When you are confronted with a similar situation, in which you have been insulted, how do you normally react?
- How can you reduce the tension or aggression in a situation like this?
- Can a man walk away from a fight?

**A group of friends are in a bar. A fight begins between one of the men and another man when ...**

**A group of guys are playing soccer after school. Trevor accuses Ronny of fouling him and pushes him in front of all the other players. Ronny responds by ...**

**A group of friends go out dancing. One of them, Teboho, sees that some guy is staring at his girlfriend. A fight begins when Teboho...**

**A group of friends are at a soccer game. They are fans of the same team. A fight begins when another fan of the opposing team arrives and ....**

**Mathew’s new girlfriend wants to have sex. He’s not sure that he’s ready. She asks him “what kind of a man are you?”. He responds by...**

# Violence Against Women in Daily Life

## OBJECTIVES

By the end of the activity, participants will:

- Better understand the many ways in which women's (and men's) lives are limited by male violence and/or the threat of men's violence, especially sexual violence
- Identify some actions they can take to prevent violence against women

## TIME

90 minutes

## MATERIALS

- Newsprint
- Koki pens

## Steps

1. Draw a line down the middle of a flip chart paper 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. Ask the questions:

**“What do you do on a daily basis to protect yourself from sexual violence?”**

**“What do you lack in order to be able to protect yourself?”**

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.
3. If there are women in the group, ask the same questions. If there are no women, ask the men to think of their wives, girlfriends, sisters, nieces, mothers and imagine what these women do on a daily basis to protect themselves from sexual violence.
4. 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?**

5. 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 6 people) and discuss the following questions (write these out on newsprint) for 15 minutes:

**How much did you already know about the impact of men's violence 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 men's violence damage men's lives as well?**



### KEY POINTS

**Sexual violence and the threat of violence is an everyday fact for women.** Sexual violence against women is a huge problem in South Africa, across all parts of the country and all sectors of society. This violence against women damages women's lives in many ways.

**Because men do not live with the daily threat of sexual violence, they 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 everyday. Social acceptance of this violence against women gives men permission to not treat women as equals and makes it harder for men to be vulnerable with their partners, wives and female friends.

*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?*

- Bring the small groups back together after 15 minutes and ask each group to report back on its discussion. Write down the groups' answers to the last question on the Action Chart. Sum up the discussion, making sure that all the key points are covered.

### Facilitator's notes:

This activity is critical for setting and establishing a clear understanding of the extent and impact of men's violence against women. Be sure to allow ample time! This activity works best in mixed gender workshops where the ratio of men to women is reasonably balanced. But it can be included in any workshop.

If men are defensive, make sure to look more closely at their reactions. Make it clear that you're not accusing anyone in the room of having created such a climate of fear. Remind the group that you are trying to show how common and how devastating violence against women is.

Some people have strong emotional reactions to this activity. These reactions can include anger, outrage, astonishment, shame, embarrassment, defensiveness, amongst others. As workshop participants show their feelings, let them know that their reaction is normal and appropriate. Many people are shocked and become angry when they learn about the extent and impact of violence against women. Remind them that anger can be a powerful motivating force for change. Encourage them to identify ways to use their anger and outrage usefully to prevent violence and to promote gender equity.

Be aware that some men may think that they need to protect women from violence. If some men in the group say this, remind the group that it is important for each of us to be working to create a world of less violence. Men and women need to work together as allies in this effort. The danger of saying that it is up to men to protect women is that we take away women's power to protect themselves.

# Consent versus coercion: exploring attitudes towards rape

## OBJECTIVES

- To promote attitudes that foster consensual decision-making about sex.

## TIME

One hour

## MATERIALS & ADVANCE PREPARATION

- Four forced choice signs (Strongly Agree, Agree, Disagree and Strongly Disagree).
- Flipchart, marker, tape.

## Steps

1. Display the signs around the room, leaving enough space between them to allow a group of participants to stand near each one.
2. From the statements below, select the ones you think will generate the most discussion.
3. Read aloud the first statement you selected and ask the participants to stand near the sign that most closely represents their opinion.
4. After the participants have made their decisions, ask for one or two volunteers from each group to explain their choice. Continue for each of the statements.

## Statements:

- *If a man is aroused it is very difficult for him to not have sex.*
- *It is okay when a woman I am in a relationship with does not want to have sex.*
- *If a woman has been drinking with me, I should expect to be able to have sex with her.*
- *Women often make up allegations of rape.*
- *Women who wear short skirts are partially to blame if they get raped.*
- *Sex is more enjoyable when my partner also wants to have sex.*
- *It is okay for a man to pressure his partner when she doesn't want to have sex.*
- *If I see a friend pressuring a woman to have sex, I should tell him to stop.*

## Facilitator's notes

Explain to the participants that rape is a violation of an individual's human rights. People often unfairly blame the survivor for rape and excuse the perpetrators behaviour. Often people blame the survivor because of something she did, said or wore. It is important to be clear that there is never an excuse for rape and that no-one ever wants to be raped. It is a deeply traumatic experience that scars people for life.

Many people believe that rape occurs because of strong sexual urges that men cannot control. But we know that men can control sexual urges and delay sexual gratification. Research has shown that rape is more associated with power than with sexual gratification. Most rapists commit their crimes so that they can feel powerful and in control. In fact, many rapists fail to get an erection or ejaculate. Combine this with the fact that most women who are raped show absolutely no sign of sexual response and a person can understand that rape would not be a very sexually gratifying act. Instead it is an act of violence.



# Violence clothesline

## OBJECTIVES

- To identify our own experiences with violence- both violence we have used and violence that has been used against us.

## TIME

60-90 minutes

## MATERIALS & ADVANCE PREPARATION

- String or fishing line for clothesline
- Strong tape to attach string to wall
- Sufficient cards or half sheets of paper for all participants to write on
- Clothes pegs or tape to attach paper/cards to clothesline

## Steps

1. Put four clotheslines up-labelled
  - Violence I have used
  - Violence practiced against me
  - How I felt when I used violence
  - How I felt when violence was used against me
2. Explain to participants that we're going to be exploring our understanding of and experiences with gender based 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.
3. Ask participants to identify different types of gender-based violence. Begin to write the different forms of violence identified on the flip chart. Help the group to identify the following forms of violence: **physical, verbal, psychological/emotional, financial** and **sexual**.
4. Give participants four sheets of paper and explain that they should write on these the following:
  - Types of Violence that have been practiced against them
  - Types of Violence they have used against others
  - How you felt when violence was practiced against you
  - How you felt when you used violence against others
5. Ask them to put these on the clothesline that corresponds to each of these.
6. Ask people to walk around and read the cards/pieces of paper put up and reflect on their reactions to them.
7. Bring the group together and facilitate a discussion about their reaction. Be aware that some people will have strong reactions based on their own experiences with violence. Focus on some of the following issues:
  - How did it feel/what came up for people as they reviewed the statements?
  - How did it feel to have your experiences available for other people to read?
  - What did you learn from the activity?
  - How can we use our own experiences with violence to promote change and to increase men and women's health and safety?

# Taking risks, facing risks: HIV and gender

## OBJECTIVES

By the end of the activity, participants will:

- Understand the differences between women and men in the HIV risks they take and the HIV risks they face
- Be able to identify the main reasons why there are these differences in risk

## TIME

45 minutes

## MATERIALS

- Handout 4.1: Questions on Taking Risks
- Handout 4.2: Questions on Facing Risks

## Steps

1. Ask the group to give some examples of situations in which people take a risk with HIV. Then ask the group to give some examples of situations in which people face a risk of HIV. Talk about the difference between taking a risk and facing a risk – see the key points for more on this.
2. Divide participants into two groups. Ask the first group to discuss “Taking Risks”. Give them Handout 4.1 and ask them to discuss the questions and be prepared to report back on their answers to the large group. Ask the second group to discuss “Facing Risks”. Give them Handout 4.2 and ask them to discuss the questions and be prepared to report back on their answers to the large group.
3. After about 20 minutes bring the groups back together and ask them to present their discussions to each other. Then lead a discussion using the following questions:

*What is the difference between taking risks and facing risks?*

*Why do men take more risks with HIV than women?*

*Why do women face more risks of HIV than men?*

*What other factors affect the risks of HIV that people take and that people face?*

*How can these risks be reduced?*

4. Write down on the **Action Chart** any suggestions for action that the group makes. Then sum up the discussion, making sure that the **key points** are covered.

## Facilitator’s notes;

Gender norms and roles, and inequalities in power, have a huge impact on the different HIV risks that women and men face and take. But remember that other factors are important too – age, wealth/poverty and location (village/town) can have a big influence on the risks of HIV that people take and face.

## KEY POINTS

**Women face more risks of HIV than men because of their bodies.** Women are more likely than men to get HIV from any single act of sex because semen remains in the vagina for a long time after sex, thus increasing the chance of infection. There is also more virus in sperm than in vaginal fluid. The inside of the vagina is also thin and is more vulnerable than skin to cuts or tears that can easily transmit HIV/STIs. The penis is less vulnerable since it is protected by skin.



Very young women are even more vulnerable in this respect because the lining of their vagina has not fully developed. Forced sex also increases the chance that the vagina will tear or cut. As with STIs, women are at least four times more vulnerable to infection. Women often do not know they have STIs as they show no signs of disease. The presence of untreated STIs is a risk factor for HIV.

**Women face more risks of HIV than men because they lack power and control in their sexual lives.** Women are not expected to discuss or make decisions about sexuality; this is a man's job. The imbalance of power between men and women mean that women cannot ask for, let alone insist on using a condom or any form of protection. Poor women may rely on a male partner for their livelihood, and therefore, be unable to ask their partners or husbands to use condoms or refuse sex even when they know they risk becoming pregnant or infected with an STI/HIV.

**Many women have to exchange sex for material favours.** This could be as blatant as sex workers, but also includes women and girls who exchange sexual favours for payment of school fees, rent, food or other forms of status and protection.

**The many forms of violence against women (as a result of unequal power relations) mean that sex is often forced, which is itself a risk factor for HIV infection.** Women who must tell their partners about STIs/HIV may experience physical, mental, or emotional abuse or even divorce. Women may give in to their partner's wishes to avoid being yelled at, divorced, beaten, or killed.

**Men take more risks with HIV because of the way they have been raised to think of themselves as men.** Men are encouraged to begin having sex as early as possible, without being taught about caring for themselves, thereby increasing the possible time for them to be infected. A sign of manhood and success is to have as many female partners as possible. For married and unmarried men, multiple partners are culturally accepted. Men can be ridiculed and teased if they do not show that they will take advantage of all and any sexual opportunities.

Competition is another feature of living as a man, including in the area of sexuality – competing with other men to demonstrate who will be seen to be the bigger and better man. Another sign of manhood is to be sexually daring, which means you do not protect yourself with a condom, as this would be a sign of vulnerability and weakness. Many men believe that condoms lead to a lack of pleasure or are a sign of infidelity and promiscuity. Using condoms also goes against one of the most important signs of manhood - having as many children as possible.

**Men are seeking younger partners in order to avoid infection and in the belief that sex with a virgin cures AIDS and other diseases.** On the other hand, women are expected to have sexual relations with or marry older men, who are more likely to be infected.

*(Additional Source: WHO Fact Sheet No 242, June 2000 – Women and HIV/AIDS.)*

**Handout 4.1:  
Questions on  
Taking Risks**

**Who takes more risks with HIV? Women or men?**

Why?

What can we do to help men and women reduce the risks that they take?

**Handout 4.2:  
Questions on  
Facing Risks**

**Who faces more risks of HIV? Women or men?**

Why?

What can we do to help men and women reduce the risks that they face?



# Sexual vulnerabilities

## OBJECTIVES

By the end of the activity, participants will:

- Understand the different aspects of sexual vulnerability; and
- Be able to identify ways to reduce people's sexual vulnerability.

## TIME

90 minutes

## MATERIALS

- Two 'decks' of "person cards" (see facilitator's notes)
- Newsprint: "Vulnerability Grouping Chart" (see example)
- Newsprint and koki pens

## Steps

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 looking at what makes some people more vulnerable to STIs (such as HIV/AIDS) than other people.
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.
3. 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 STI/HIV infection? What makes this person more vulnerable?*
4. Allow time for the participants to discuss the vulnerability of the two people. Write up on newsprint the group's conclusion on who is more vulnerable. Write up the reasons that the group gives for this.
5. Call out "next card" and wait for both groups to turn over the next card on their 'deck'. Then repeat steps 3 and 4.
6. Repeat step 5 until all of the cards have been turned over. Then stick the newsprint of the "Vulnerability Grouping Chart" next to the reasons for vulnerability that the group has listed. Ask participants to try to place each of the reasons they have listed in one of the four different categories of the chart: **Exposure, Choices, Abilities** and **Pressures** (see the key points). Allow plenty of time for the group to discuss where each reason should be placed on the chart. When there is agreement, write the reason in the correct box on the chart. If the group cannot agree, write the reason in the Car Park and move on to the next reason that is listed.
7. Look at the "Vulnerability Grouping Chart". Discuss with the group whether there are any other factors affecting sexual vulnerability that should be listed in each of the four categories. Write up any other factors that the group suggests.
8. Ask the group which of these aspects of sexual vulnerability it will be easier to work on in order to reduce vulnerability. Use the Spectrum of Action to record the group's suggestions for actions at the different levels of the spectrum. If there is time, go back and discuss any items that have been listed in the Car Park.

### KEY POINTS

#### Greater exposure:

Some people are more vulnerable to STIs (such as HIV/AIDS) because of *biological* and *environmental* exposure. *Biological* – young women are more exposed because of their thinner vaginal lining; people with STIs are more exposed because of breaks in the skin in genital areas; people with other diseases of poverty are more exposed because of the impact of other infections on their immune system. *Environmental* – some people are more exposed to HIV because of where they live (high prevalence areas) or where they work (in occupational ‘cultures’ that create more opportunities for unsafe sex).

#### Fewer choices:

Some people are more vulnerable because of their lack of access to and control over ‘external’ resources, such as economic, political and social power and status. Less resources = fewer choices.

#### Lesser abilities:

Some people are more vulnerable because of their lesser ability to deal with the risk of STI/HIV infection. People’s ability to deal with this risk is related to their level of

### Facilitator’s notes:

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

#### First ‘deck’ of cards:

*Wealthy local politician*  
*NGO worker*  
*Factory worker*  
*Unemployed youth*  
*Doctor*  
*Teacher*

#### Second ‘deck’ of cards:

*Shop assistant*  
*Miner*  
*Nurse*  
*Widow*  
*Traditional birth attendant*  
*Student*

Remind participants to be specific about each person in terms of their gender, age and economic status when describing the situation in which the two persons are having sex. Highlight any assumptions the participants make about these persons, especially in terms of gender. For example, the group may assume that the Doctor is a man and the Nurse is a woman.

The group may decide that both persons on their cards are male (or both female). In this case, discuss possible situations in which these two persons could have had sex. Participants may say that they cannot think of such a situation. This may be because such a sexual encounter could not happen (which is unlikely). More likely, participants’ own attitudes toward homosexuality may make it hard for them to imagine these two men (or two women) having sex. In this case, you may need to talk more about sexual orientation and homophobia.



'internal' resources. These include specific skills, psychological resilience, educational attainment, emotional intelligence, quality of relationships as well as self-esteem. It is important to remember that people's internal resources are affected by their access to and control over external resources (see above).

**Greater pressures:**  
People may also be more vulnerable because of specific pressures that they face. These pressures can limit their use of external and internal resources. These pressures include peer pressure, occupational 'cultures', specific crises (war, conflict, famine and so on).

## Example: Sexual vulnerability grouping chart

<b>Greater exposure:</b>	<b>Fewer choices:</b>
<b>Lesser abilities:</b>	<b>Greater pressures:</b>

# Impacts of HIV/AIDS

## OBJECTIVES

By the end of the activity, participants will:

- Understand better the personal impacts of HIV/AIDS
- Be able to identify roles that men can play in reducing the impact of HIV/AIDS

## TIME

75 minutes

## MATERIALS

None

1. Divide the participants into pairs, and have them sit next to each other. Ask each person in the pair to speak for 2 minutes in answering the following question – after 2 minutes, ask the second person in the pair to speak:

*If you had HIV, in what ways would it change your life?*

2. Then ask the pairs to take turns in answering the following questions, allowing each person 4 minutes to do so:

*What would be the most difficult part about being infected with HIV? Why? If you had HIV, what changes would you want to make in your romantic and intimate relationships?*

3. Bring the group back together and lead a general discussion using the following questions:

*How did you feel answering the questions?*

*How do HIV positive people that you know or hear about deal with living with the virus?*

*How do people who do not know their HIV status think about what life would be like if they were HIV-infected?*

4. Explain that you want to look more closely at the differences between the impacts of HIV/AIDS on women and on men. Divide the participants into two groups. Ask the first group to discuss what it is like as a woman to live with HIV/AIDS and how women are affected by HIV/AIDS. Ask the second group to discuss what it is like as a man to live with HIV/AIDS and how men are affected.

5. Allow 30 minutes for this group work and then bring the groups back together. Ask each group to present the highlights of their discussion. Then lead a discussion using the following questions:

*What are the main differences between women and men in terms of living with HIV/AIDS?*

*What are the main differences between women and men in terms of being affected by HIV/AIDS?*

*How can men get more involved in caring for people who are living with HIV/AIDS and reduce the burden of care that women carry?*

*What other roles can men play in reducing the impact of HIV/AIDS on women and on other men?*



6. Make a note of any action suggestions on the Action Chart and sum up the discussion making sure that the key points are covered.

### Facilitator's notes:

This activity can be very personal and emotional. There may be participants in the group who are HIV positive or who have close friends or family members who are living with HIV/AIDS. Remind the group that it is OK to pass on a question and encourage the participants to only share the information that they feel comfortable sharing.

If the participants do not feel comfortable talking about this in pairs, another option is to ask individuals to think about the first set of questions on their own and then go on to step 3.

Remember that men's and women's experience of HIV/AIDS will also be affected by age, class, caste, ethnic and other differences.

### KEY POINTS

**Women are more heavily affected by HIV/AIDS than men.** They are responsible for the health care of all family members. Care is only one of the many activities that women must do in working to support and take care of the family. This care is provided free but it has a cost! During illness or caring for ill people, women cannot do their other work and this has a serious impact on the long term wellbeing of the household. Women bear a burden of guilt of possibly infecting their children. Living with the discrimination and stigma increases stress. Care does not end with the death of the husband/child/sister. Women are often blamed for not having cared for the husband enough, some even being accused of being a witch. Care of orphans lies with grandmothers and aunts. Women carers are often HIV positive themselves.

**Gender roles affect the way that men deal with HIV/AIDS.** Gender roles can harm the health and wellbeing of men living with HIV. For instance, research has shown that even when men might want to participate in care and support activities, they may choose not to because of fears that, if they did, other men might ridicule them for doing women's work. Similarly, gender roles encourage men to think of seeking help as a sign of weakness. This discourages men from getting tested, using ARVs or from using support groups. This belief can also limit the amount of support men provide to others dealing with HIV/AIDS. These same gender roles also increase the likelihood that, instead of seeking support, men might rely on alcohol, drugs or perhaps even sex to deal with feelings of despair and fear.

**Men can play a greater role in reducing the impact of HIV/AIDS.** We need to work with men to help them and challenge them to get more involved in care and support activities. Men can also talk with the women in their lives about sharing the tasks in the family or household more equally so that the burden is not all on women. Men have a critical role to play in supporting other men to deal with HIV/AIDS, both emotionally and practically.

# Body mapping

## OBJECTIVES

The participants will be able to –

- Identify what they like and do not like about their bodies
- Feel more comfortable with their bodies
- Identify their own areas of pleasure and pain
- Understand the diverse experiences of sexuality

## TIME

90 Minutes

## METHODS

- Body Mapping, discussion

## MATERIALS

- Large sheets of flip chart paper
- Markers (sets of 4 colours per group)

## Key Discussion Items:

Facilitator points out that it is initially difficult for us to acknowledge our zones of sexual pleasure. Also sexual pleasure is not limited to just our sexual organs. Facilitator also emphasises that sexuality is diverse, people have different experiences/ notions of pleasure and pain. We need to accept these and be sensitive to these.

## Steps

1. Divide participants into small groups for the Body Mapping Exercise.
2. In the small group, one person lies on the sheets of charts joined together while the others draw that person's body outline.
3. Each person marks on the body outline, the part of his body that he likes, in green colour.
4. In the next round, each person marks on the body line the part of their body that they do not like, using red.
5. Each person then marks on the body outline, where they feel pleasure. Use purple to denote pleasure.
6. After each person in the small group has marked out their pleasure areas, each person marks out where they feel pain with a fourth colour, e.g. yellow.
7. Group members discuss how this experience was for them and consolidate the group report (45 minutes for body mapping in groups)
8. Each group then presents their body map and the process in the group and how they felt.
9. Facilitator summarises the main points from the group report.

## Facilitator's notes:

- Facilitator should take care not to force participants beyond their willingness to share.
- Media projects a view of the 'perfect' male body as being fair, muscular, tall etc. This may not fit in with our own images of our body.
- These are gendered images. They are also restrictive. They may influence our own images of our body. We need to view human beings as belonging to diverse cultures, races, shapes and sizes.
- Being comfortable with our own bodies is an important aspect to accepting ourselves, as a whole (mind and body).
- All human beings are sexual beings. However, discussions, sharing and experiences of sexuality are clouded with negativity and secrecy in the Indian sub-continent.
- With men sexual pleasure is centered on the reproductive organs only. This also is a restriction, and we need to speak about sexual pleasure around the whole body.
- What gives pleasure and what gives pain depends on individuals. For some people pain also is sexually pleasurable.
- Sharing information on pleasure and pain with sexual partners is part of healthy sexual relationships. Acknowledging and respecting sexual partners' zones of pleasure and pain are also important to healthy sexual relationships.



# Defining the ideal partner

## OBJECTIVES

By the end of the activity, participants will:

- Be able to name the personal qualities the participants would want in a romantic partner;
- Be able to identify differences between women and men in what they want from romantic relationships; and
- Understand what women and men need in order to communicate better about what they want from each other in romantic relationships.

## TIME

60 minutes

## MATERIALS

- Newsprint and koki pens
- Paper, tape, pencils or pens

## Steps

1. Divide participants into smaller groups of about five people each. If there are both women and men in the workshop, divide the groups up 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.
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.
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.
4. 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 with 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 the female group?***

***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?*

5. Ask the group for any suggestions for action to support women and men in forming and maintaining better romantic relationships. Make a note of these suggestions on the Spectrum of Action.

### **Facilitator's notes:**

This activity looks at men's and women's views about the ideal partner. In most cases, participants will assume that this means heterosexual partner. But there may be groups in which some participants say that they are gay. There will also be many groups in which one or more of the participants has felt sexually attracted to, or has had sex with someone of their own gender. It is important to be open with the group about these possibilities. In being open in this way, you can challenge the silence that surrounds homosexuality in South Africa. This silence is based on homophobia and helps to sustain the homophobia that damages the lives of gay men and women.



# New kinds of courage

## OBJECTIVES

By the end of the activity, participants will:

- Be able to identify and encourage strategies for both men and women which promote equal and healthy relationships between them
- Understand ways to develop fairer and more responsible sexual practices
- Understand ways to challenge and take responsibility for men's violence against women

## TIME

75 minutes

## MATERIALS

- A set of action cards (see facilitator's notes)
- Signs with "Least Courage", "Some Courage" and "Most Courage" written on them
- Prepared newsprint with Key Points
- Tape and koki pens
- Newsprint

## Steps

1. Create a "Spectrum of Courage" on the wall by sticking the "Least Courage" sign on the left side of the wall, the "Some Courage" in the middle, and the "Most Courage" sign on the right.
2. Ask participants why they think men especially should be concerned about violence against women; promoting fairer and more responsible sexual practices and promoting more equal relations between women and men. Summarize the discussion that follows by sticking the key points newsprint up on the wall and going through each of the 4 points.
3. Explain that there are different actions that men can take to end violence against women, prevent HIV/AIDS and promote more equal and healthier relationships between women and men. Some of these actions will take more courage than others.
4. Deal out the action cards to all of the participants. Ask each participant to look at their card(s) and think about where the action described on the card would be on the Spectrum of Courage (from least courage to most courage) posted on the wall.
5. Ask each person to discuss with at least two others where they think their card fits on the spectrum of courage between "Least Courage", "Some Courage" and "Most Courage" and then to place it on the wall.
6. Discuss the placement of each card with the whole group. Ask whether they agree with where it is on the spectrum or would want to move it. If there's agreement that it's in the wrong place then move it where the group thinks it belongs.
7. Divide the participants into groups of five. Ask each group to choose one of the cards that has been placed toward the "Most Courage" end of the spectrum. Ask each group to come up with a role play that shows men taking the action described on their card. Allow 5-10 minutes for the role play preparation.
8. Ask the first group to present their role play – allow no more than 5 minutes for the role play and questions from the audience afterwards. Do the same for all the 2 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 role. 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?*

## KEY POINTS

### **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 gender roles that are set by society, which in turn benefit men. This exercise thus calls upon men to challenge those very norms and roles.

**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 promote the spread of HIV/AIDS. It is, in other words, men's work to end male violence, lack of caring for the consequences of their sexual practises and for unequal relations between women and men.

## *What kinds of support do men need to take these actions?*

9. End the activity by reminding the group that they have identified ways for men to end violence against women, prevent HIV/AIDS and promote more equal and healthier relationships between women and men. Make a note of any new suggested actions that are not already listed on the Action Chart.

## Facilitator's notes

Before the activity, write out the key points on a sheet of newsprint for presentation in step 2.

Also, prepare the set of action cards by writing each of the following action statements on a separate card:

- 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 boy friend 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, could you 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.
- Defend gay rights while you are with your friends at the bar.\*
- 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.
- Join a men's march to protest police inaction on violence against women.



# Working for gender justice in the community

## OBJECTIVES

By the end of the activity, participants will:

- Understand the main institutions that maintain gender inequality; and
- Be able to identify ways for men to work inside and outside these institutions to promote gender equality.

## TIME

90 minutes

## MATERIALS

- Newsprint
- Markers and tape

## Steps

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.
2. Ask the group to identify the most important institutions in teaching men about gender. 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.
3. 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 of this social institution do to make sure that it promotes gender equality?*

4. Allow 20 minutes for this small group work. Then bring everyone back together. Ask each small group to report back to the rest on their discussion. Explain that each small group will have ten minutes to both report back and take questions from the rest of the group.
5. When all the groups have reported back, sum up the discussion using the key points. Use the Spectrum of Action to make a record of any of the group's suggestions for actions that men can take to change social institutions.

## Facilitator's notes:

Many people make decisions about priorities without being clear about their reasons. This activity asks participants to identify which are the most significant social institutions that teach men about gender and maintain gender inequalities. It is important that participants be clear about their reasons when choosing which are the most significant. You can help them be clear by asking them to explain their thinking and by discussing any assumptions they are making.

### KEY POINTS

**A number of social institutions play a role in teaching gender roles.** They include:

- The family
- Schools
- The workplace
- Religion
- The media
- Internal policing and external security (police, prisons, military)

**Some institutions play a key role in teaching men about gender.**

This is because they involve or reach a lot of men. It may also be because they are run by men, who hold positions of power. It may also be because they exclude women or treat men and women very differently.

**Different institutions play different roles in maintaining gender inequality.** Some institutions (such as the family, religion) 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 institutional policies and culture. Other men within the institution can try to influence policy and culture through arguing or pressuring for change. This could range from organising internal discussions to calling for strike action in solidarity with women who suffer from gender inequality within the institution.

**Men on the outside can challenge the part played by these institutions in gender inequality.** Depending on the institution, men on the outside may have many possible roles to play in challenging their gender inequalities. This can range from lobbying for change with leaders to being involved in protests against the gender inequalities produced by these institutions.



# Meeting with community leaders

## OBJECTIVES

By the end of the activity, you will:

- Have stronger contacts with community leaders, perhaps gaining access to more of the community.
- Have a better understanding of community needs.

## TIME

About 1-2 hours total:  
30-45 minutes for initial brainstorm and prioritising prior to the interviews with key community leaders;  
45-60 minutes to debrief and analyse the interviews afterwards. The time for the actual interviews will vary.

## MATERIALS

Paper and pen; small tape recorder (if appropriate and available)

## Facilitator's notes:

Early conversations with community leaders – such as elected leaders, traditional leaders, or religious leaders – can help you to have access to and support from within the community. Remember that leaders in the same community may have very different views about the community

## Steps

1. Brainstorm the names of key leaders you would like to talk with about how you can gain their support to address violence against women. Write down all the names on a board or piece of paper. Also brainstorm who could help to set up a meeting to talk with these leaders.
2. Prioritise which people to talk with first.
3. Have each person select which people to interview using the questions on the Handout 6.1 on the following page.
4. Interview community leaders.
5. Meet again and ask each person to report back on what they learned. Be sure to also collect the written notes from the interviews.

## KEY POINTS

**Interviews with key leaders are a good way to:**

- Gain the support of key community leaders and other residents who will be able to contribute to ending violence.
- Gather information about the community's needs.
- Use this information as you plan your way forward.

## Handout 6.1: Interview Community Leaders

Below are some suggested questions for interviews or conversations with community leaders and residents. You can make copies of this handout and fill in the answers directly onto this sheet (write on the back if you need more space). Or, you can make up your own questions. Depending on who the leader is, you will probably vary your approach. It is different, after all, to talk to a traditional healer, a ward councillor, or the head doctor at a clinic!

In the interviews, it's usually good to begin by introducing yourself, and the idea of the One Man Can campaign. Explain briefly that you are trying to mobilize men in the community to take a stand against violence against women. Then ask:

**1. How do you think domestic violence and rape affect your community?**

**2. What do you believe should be done about these issues?**

**3. What are the best qualities or greatest strengths of this community? How do you see those strengths helping the community in dealing with HIV/AIDS and violence?**

**4. Who are the people who might be interested in this issue and in joining the One Man Can campaign? Where do they spend time?**

**5. Do you have any concerns about our plans to launch the One Man Can Campaign? How could those concerns be addressed?**



# Taking action: Making a difference.

## OBJECTIVES

- To identify goals, commitments and strategies for personal action
- To identify the skills and support we have and need to take action.

## TIME

30 minutes

## MATERIALS

Commitment to Action  
handout per participant

## Steps

1. Ask participants to break into pairs or small groups and take 5 minutes each to think about and fill out the commitment to action handout.
2. Bring the group back together and ask for a few volunteers to share the commitments and strategies identified. Facilitate discussion about themes and reactions
3. Divide participants into groups of no more than 6-8 and ask them to develop role plays that capture the ideas they've identified in their individual worksheets.
4. Explain that the purpose of this is to rehearse what they've committed to in their worksheets. 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.
5. Have all groups present and then discuss themes and issues emerging.

## Facilitator's notes:

Remind people that it's always easier to make commitments than to implement them. Ask people what support they think they'll need to act on their commitments. Ask them to agree on a date when they'll meet with at least one other group member to discuss the progress to date.

## Commitment to action

What changes do I want to make in my personal life?

**What change do I want to promote amongst my friends, family and community members? Are there specific people I want to promote change with?**

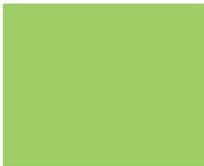
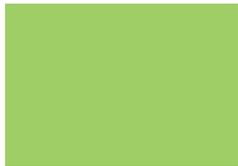
**What Skills and/or strengths do I have that I can use to promote change?**

**What support do I have?**

**What support do I need?**







For more information about One Man Can contact  
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or visit our website at: [www.genderjustice.org.za/onemancan](http://www.genderjustice.org.za/onemancan)