



Bandebereho
Indatwa mu buzima



FACILITATOR'S MANUAL

Engaging men as fathers in gender equality, maternal and child health, caregiving and violence prevention



Session 9

Identifying Violence

Session objective:

To identify the different forms of violence that men perpetrate or that are committed against them and to become familiar with the different types of violence that exist.

Required materials: Flipchart, 5 small pieces of paper per person, 3 baskets, markers, pens or pencils, tape, copies of Support Sheet # 7

Recommended time: 3 hours 20 minutes

Support sheet: Support Sheet # 7 – page 57

Session overview:

1. Check-in (10 minutes)
2. Activity 9.1: What is violence? (1 hour)
3. Activity 9.2: The cycle of violence (2 hours)
4. Closing (10 minutes)

* This session is for men only. *

Activity 9.1

What is violence?⁹ (1 hour)

Purpose: To identify different types of violence and to discuss the particular types of violence that most commonly occur in families and romantic relationships.

Key Message: At its most basic level, violence is a way to control or have power over another person. People often only think about violence as physical aggression, but there are other forms of violence as well. Violence is a violation of human rights, whether enacted against women, men or children.

Instructions:

1. Explain that the purpose of the activity they are going to do is to discuss what violence is and the different types of violence that exist.
2. Ask the group, “What is **violence**?” Allow them to share their opinions. You can write down the responses on a flipchart if you prefer.
3. After everyone has shared their ideas, explain to the group that at its simplest level, violence is “the use of force or the threat of force by one individual against another.” Violence is not a random act. It happens in specific circumstances and settings. Violence happens more frequently in some settings than others.
4. Tell the group that acts of violence can be divided into four broad categories:
 - **Physical violence:** Using physical force such as hitting, slapping, kicking, burning or pushing.
 - **Emotional or Psychological violence:** Often the most difficult form of violence to identify. It may include humiliating, threatening, insulting, pressuring, and expressions of jealousy or possessiveness such as the controlling of decisions and activities. It can also include restricting someone’s movements. This form of violence can be verbal or non-verbal.
 - **Sexual violence:** Pressuring or forcing someone to perform sexual acts (from kissing to sex) against their will or making sexual comments that make someone feel humiliated or uncomfortable. It does not matter if the person has previously consented to sexual behaviour – consent must be given at the time.

⁹ Adapted from the activity “What is Violence” from the *Program M Manual* (Promundo, Instituto PAPAI, SaludyGenero, ECOS, World Education, 2007).

- **Economic violence:** When someone else exercises complete control over a person's money and other economic resources. This type of violence is a way of exerting power and can be used to control someone's movements, for example keeping them from meeting friends, etc.
5. Ask the group whether anyone can give an example of a form of physical violence that is common in the community. Psychological violence? Sexual violence? Economic violence? After examples have been given, open up the discussion using the questions below.

Questions for Group Discussion:

- What are the most common types of violence that occur in the family? In romantic relationships? Between friends?
- Are men the only ones that are violent, or are women also violent?
- Does a person, man or woman, ever "deserve" to be hit or suffer some type of violence? Why or why not?
- Do you think there is a relationship between power and violence? (Encourage the participants to think of the different types of power (economic, physical, etc.) that a person can have over another and link to violence).
- Are there types of violence that are related to a person's gender? (Here you can give some explanation of what gender-based violence is, using Support Sheet # 7).
- What are the consequences of violence on individuals? On relationships? On communities?
- What have you learned in this activity? Have you learned anything that can be applied in your own life and relationships?

Support Sheet # 7

Types of Violence

Physical violence

Using physical force such as hitting, slapping, kicking, burning or pushing.

Emotional or Psychological violence

Often the most difficult form of violence to identify. It may include humiliating, threatening, insulting, pressuring, and expressions of jealousy or possessiveness such as the controlling of decisions and activities. It can also include restricting someone's movements. This form of violence can be verbal or non-verbal.

Sexual violence

Pressuring or forcing someone to perform sexual acts (from kissing to sex) against their will or making sexual comments that make someone feel humiliated or uncomfortable. It does not matter if the person has previously consented to sexual behaviour – consent must be given at the time.

Economic violence

When someone else exercises complete control over a person's money and other economic resources. This type of violence is a way of exerting power and can be used to control someone's movements, for example keeping them from meeting friends, etc.

Gender-based violence

Any act that results in a bodily, psychological, sexual or economic harm to somebody just because they are female or male. Such an act results in the deprivation of freedom and negative consequences.

Activity 9.2

The cycle of violence¹⁰ (2 hours)

Purpose: To reflect on the different forms of violence that we perpetrate, that are committed against us or that we witness.

Note to the Facilitator: Discussing violence, especially violence that a person has personally experienced, can be very difficult. It is recommended to end the session with a fun, light energizer (e.g. a song or dance) to help the participants smile and relax. It can also be a pledge where the participants commit to ending violence in their communities.

Key Message: Too many of us have experienced or witnessed violence at some point in our lives and often this violence is considered normal. All of us are capable of perpetrating and experiencing violence – however, violence is a learned behaviour, and as such, it can also be unlearned.



Prior to this session set up the three baskets needed for the activity. Label the baskets:

- Violence **I used**
- Violence **I experienced**
- Violence **I witnessed**

¹⁰ Activity adapted from the activity “Understanding the Cycle of Violence” from the *Program M Manual* (Promundo, Instituto PAPAI, ECOS, Salud y Genero, World Education, 2007).

Part 1: Violence we use, experience or witness

Instructions:

1. Explain to the participants that the purpose of this activity is to talk about the violence we experience in our lives and communities, including the violence we use against others, and the violence used against us.
2. Explain that everyone is now going to think about the types of violence they have experienced, witnessed or used against others.
3. Give each participant 3 pieces of paper and a pen. Explain that each piece of paper corresponds to a category of violence:
 - Violence I have **experienced** (violence used against me)
 - Violence that I have **used**
 - Violence that I have **witnessed**
4. Explain that each person should think about the violence they have **used, experienced, and witnessed** in their own lives and write a short reply for each one on a separate sheet of paper. Each person should write at least one reply for each category. Explain that they should not write much, just a few words or a phrase. They should not write their names. Give them 10 minutes to write down their responses.
5. After 10 minutes, explain that each person should put their responses in the correct basket: Violence **used, experienced** or **witnessed**.
6. Ask the participants, if anyone would like to volunteer to share their replies to the group. This part is voluntary – no one has to share.
7. If no one is comfortable sharing their responses, you should choose a few responses to read out anonymously from each basket. Make sure to read a few responses from each of the three categories: violence used, experienced and witnessed.

Part 2: How we feel when we use or experience violence

Before starting the second part of the activity, set up two baskets and label the baskets:

- **Using** violence
- **Experiencing** violence

Instructions:

1. Explain that now the group is going to think about we feel when we use and experience violence.
2. Give each person two pieces of blank paper. Explain that now you want everyone to think about two things: first, how they feel when they use violence against someone, and second, how they feel when violence is used against them (when they experience it).
 - How I feel **when I use violence**
 - How I feel **when violence is used against me**
3. Give them 10 minutes to write down their responses.
4. After 10 minutes, explain that each person should put their responses in the correct basket: how I feel when **using violence** and **experiencing violence**.
5. Ask the participants, if anyone would like to volunteer to share their replies to the group. This part is voluntary – no one has to share.
6. If no one is comfortable sharing their responses, you should choose a few responses to read out anonymously from each basket. Make sure to read a few responses from both categories.
7. After the responses are shared, ask everyone to sit down and open up the discussion using the questions below.

Questions for Group Discussion:

- How was it for you to talk about the violence used against you or that you have witnessed, and the violence you carried out?
- How do you feel when you perform an act of violence?
- What is the most common type of violence used against men?
- What is the most common type of violence men use against others?
- What are the common factors that provoke violence against women in romantic relationships and violence against children?

- How acceptable is it in our communities for men to use violence against women? And what about violence against children?
- Is there a connection between the violence that you do and the violence done against you?
- Some researchers say that violence is a cycle, i.e. victims of violence are more likely to commit violent acts later in life. If this is true, how can we break this cycle of violence?
- What can we do about the violence we witness?
- Do you think that men have a role to play in preventing violence against women?
- What have you learned in this activity to help overcome violence? Have you learned anything that can be applied in your own life and relationships?

* The next session can be done with men alone, or with both men and women, if the participants prefer. *

Session 10

Gender-based Violence

Session objective:

To discuss gender-based violence and the law and reflect on the ways that men can break the culture of silence surrounding violence in families and romantic relationships.

Required materials: Flipchart, markers, tape, and copies of Support Sheet # 8

Recommended time: 3 hours 30 minutes

Support sheet: Support Sheet # 8 – page 65

Session overview:

1. Check-in (15 minutes)
2. Activity 10.1: Learning about the GBV law (2 hours)
3. Activity 10.2: Speaking out about violence (1 hour)
4. Closing (15 minutes)

* This session is can be done with men alone, or with both men and women, if the participants prefer. A police officer is required. *

Activity 10.1

Learning about the GBV law (2 hours)

Purpose: To provide men with information on the law about gender-based violence and the roles and responsibilities of people in the community, including support structures in place for victims of violence.

Key Message: Gender-based violence is common in our communities and both men and women can be victims of this type of violence. The law on gender-based violence protects all individuals from GBV and it is important to report such violence to the police.

Instructions:

1. Ask the group whether anyone knows about the law against gender-based violence?
2. Explain that today they have a visitor who is going to help them to understand the law about gender-based violence and what it means for women, for men and for the community. Invite the police officer (or other expert) to introduce himself or herself to the group.
3. Allow the expert to provide information on the different laws and policies related to gender-based violence. He or she should also provide information on the different services available in the community to address GBV.
4. After the expert has presented ask the group if they have any questions. Allow time for the expert to answer any questions the group may have.
5. After the expert has answered questions, open up the discussion using the questions below:

Questions for Group Discussion:

- Which policies or laws did you know about prior to the session?
- Did you learn something new?
- How do you imagine implementation of the laws will affect the community and/or your family?
- Is it easy to recognize gender-based violence?
- What are some of the reasons that people perpetrate violence because of someone's gender?

- Can men suffer gender-based violence? Why or why not?
- What forms of gender-based violence are most common in the community? Among couples?
- Do you think that sexual violence can happen between a husband and a wife?
- Do you think men have a role in preventing gender-based violence?
- Did you learn anything in this activity?

Support Sheet # 8

Law N°59/2008 of 10/09/2008 On Prevention and Punishment of Gender-Based Violence

This Law is aimed at preventing and suppressing the gender- based violence. (Article 1) Under this Law, the following terms shall have the following definitions:

Gender based violence: any act that results in a bodily, psychological, sexual and economic harm to somebody just because they are female or male. Such act results in the deprivation of freedom and negative consequences. This violence may be exercised within or outside households them. (Article 2)

Threatening by way of deprivation of certain rights: It is forbidden to use threat of depriving someone of certain rights for the purpose of having them indulge in any gender based violence act. (Article 3)

Distorting tranquility of one's spouse: It is forbidden to distort tranquility of one's spouse due to polygamy, concubinage or adultery. It is forbidden to distort tranquility of one's spouse because of dowry, reproduction and his/her natural physiognomy. It is forbidden to harass to deprive one's spouse of the right to property and to employment. (Article 4)

Conjugal rape: Both spouses have equal rights as to sexual intercourse, reproductive health and family planning. It is forbidden to make sex with one's spouse without one's consent. (Article 5)

Violence as the cause of divorce: Gender based violence shall be one of the causes of divorce.

At the time divorce is being decided, the rights of children from the spouses shall be taken into account in accordance with the law. (Article 6)

Protecting a child against gender based violence: The parent, trustee or any other person responsible for a child shall protect the latter against any gender based violence. It shall be forbidden not to cater for child under one's trusteeship just because of whether the child is male or female. (Article 7)

Maternity leave: Upon delivery, a woman shall have the right to a maternity leave of three (3) months and one hour per working day, agreed with the employer, to breast feed for a period of twelve (12) months after maternity leave. Without prejudice to other legal provisions with regard to leaves, a woman who gives birth to a child and consequently the child dies before one month shall be entitled to four (4) weeks of leave after delivery. (Article 8)

Rights of a pregnant woman or of a woman who delivers: It is forbidden to fire a woman just because she is pregnant or in maternity leave. Pregnancy and delivery shall not constitute cause for depriving a student of her right to education. (Article 9)

Preventing violence and catering for the victims of violence: It is forbidden to use drugs, films, signs, language, and other means with the intention of exercising gender based violence. Any person must prevent gender-based violence, rescue and call for rescue the victims of this violence. (Article 10)

Prevention of indecent acts: It is forbidden for any person to have any indecent conduct and behaviour. (Article 11)

Examples of GBV:

Sexual Harassment: is manifested through indecent proposals, obscene words and pressure to have sexual relations, which the other party does not want.

Sexual Abuse: refers to any type of intimate (sexual) physical contact between an adult and a child.

Rape: the use of physical force or threat in order to obtain sexual relations with penetration (oral, vaginal or anal).

Conjugal Rape: Coercing a spouse into sexual relations without that spouse's consent, by way of force, intimidation, etc. Both spouses have equal rights to sexual intercourse, reproductive health and family planning. It is forbidden to have sex without the other person's consent.

Emotional Violence: is violence manifested through insults, humiliations, threats, lack of affection, etc. The consequences for men and women may be low self-esteem, distrust and emotional insecurity.

Sexual exploitation: Taking advantage of or involving children or adolescents in the sexual satisfaction of adults, including activities such as child prostitution and pornography.

Physical violence: is violence that is expressed through punching, kicking, shoving and other acts which can provoke injury, endangering the health of a man or woman.

Forced marriage: A marriage in which one or both individuals have not given their consent to be marriage or are being married against their will, for example in an arranged marriage.

Activity 10.2

Speaking out about violence¹¹ (1 hour)

Purpose: To discuss the culture of silence surrounding violence in families and romantic relationships and to reflect on what men can do if they know someone in an abusive relationship and how to prevent domestic violence in the community.

Key Message: It can be very difficult for women and men who suffer violence to seek help, and it is often difficult for us to speak out about violence and help those in need. Speaking out about violence is an important step towards breaking the cycle of violence.



Instructions:

1. Explain to the participants that the next activity will focus on how men can break the silence surrounding violence families and relationships and what they can do if they someone in an abusive relationship or if they know someone who is perpetrating violence against a partner.
2. Tell the group that violence, particularly violence that occurs between partners and in the family, is something that we often do not talk about. Men and women are often hesitant to reach out to someone who they know is in an abusive relationship, or to someone who they know is using violence against his partner.
3. Ask the group, *"What is men's role in breaking the silence about violence?"* Allow the participants to share their own ideas and opinions.

¹¹ Adapted from the activity "Breaking the Silence and Getting Help" from the *Program M Manual* (Promundo, Instituto PAPAI, SaludyGenero, ECOS, World Education, 2007).

4. Next, divide the participants into two groups and tell them they will have 15 minutes to create a role-play about the difficulties of breaking the silence and speaking about the violence. Assign each group a scenario to act out:
 - **Group 1:** create a role-play that presents the challenges men face and the reasons why they may not reach out and support someone who is experiencing violence from a partner. Tell them to think about the concerns or reasons that a person (bystander) might not want to reach out and support this person (e.g. a friend, family member, neighbor, etc.)
 - **Group 2:** create a role-play that presents the challenges men face and the reasons why they may not reach out to someone who they know is using violence against his partner (e.g. a friend, family member, neighbor, etc.)
5. After 15 minutes, ask both groups to present their role-plays. Then, use the questions below to discuss the difficulties in speaking about violence and to identify some possible solutions.

Questions for Group Discussion:

- In general, do we speak up when we know someone who is experiencing violence? When we know someone who is using violence? Why or why not?
- Are there ways that people speak about violence or women that make violence seem natural or acceptable? For example: proverbs or songs?
- How can men break the silence about violence?
- What are some of the challenges you might face as men speaking out against violence against women?
- How does it feel when you know that someone you care about is suffering from violence?
- How can you talk to that person about violence? What steps can you take to help someone in a violent relationship?
- On the other hand, what steps can you take to stop someone you know is using violence?
- What can men do to stop and prevent gender-based violence in the community?
- Did you learn anything in this activity that you will take with you in your own life?

* The next session is for men only. *

Session 11

Resolving Conflict

Session objective:

To identify non-violent ways to resolve conflict and to reflect on the importance of strong relationships and social networks when we face difficult moments as fathers and husbands.

Required materials: Flipchart, markers, pens or pencils, tape, copies of Support Sheet # 9 and Support Sheet #10

Recommended time: 3 hours

Support sheets:

Support Sheet # 9 – page 73

Support Sheet # 10 – page 76

Session overview:

1. Check-in (15 minutes)
2. Activity 11.1: Resolving conflict (1 hour 30 minutes)
3. Activity 11.2: My support network (1 hour)
4. Closing (15 minutes)

* This session is for men only. *

Activity 11.1

Resolving conflict¹² (1 hour 30 minutes)

Purpose: To reflect on some of the positive and negative ways that we react when we are angry and to practice non-violent ways to react when we are angry in order to resolve conflict.

Key Message: Communication is a key part of healthy relationships. We have a responsibility to control ourselves when we feel angry or upset. Communicating our feelings is more effective than violence at resolving conflicts.



Instructions:

1. Explain that the purpose of this activity is to think about when men can do when they feel angry.
2. Ask the group the following questions:
 - What are some of the **negative** ways of reacting when we are angry?
 - What are some of the **positive** ways of reacting when we are angry?
 - Where do we learn these ways of reacting when we are angry?
 - Do our fathers influence the way that we react? Do we use the same methods as they did?
 - Does anger often lead to violence? Does it have to?
 - Is it easier to control our anger with some people compared with others? (For example, at work compared to at home in the family)

12 Adapted from the activity "Resolving Conflict – a role play" in the *Program P Manual* (Promundo, REDMAS, EME, 2013).

3. Now, explain that you are going to do a role-play with two volunteers. Ask two people from the group to volunteer to play a married couple who are disagreeing over something and shouting at each other. Ask the volunteers to act out the situation where the disagreement escalates and one of the partners reacts in an impulsive or violent way.
4. After the role-play, share with the group some of the practical methods that they can use to control their anger from the support sheet.

Practical Methods to Control Anger Support Sheet:

Step away from the situation, leave or take a walk (“to take a breath of fresh air”):

To calm down, walk away and count to 10, breathe deeply, walk around or do a physical activity. This will “cool your head” and clarify your ideas. It is also important that people who are angry share their feelings with the other person involved. For example, you can say “I am very angry right now and I need to leave. I need to do something now like go for a walk, so I can release my anger. When I cool down and feel calm, I would like to talk and resolve this.”

Use words to express your feelings without attacking: Express anger without “attacking.” For example, “I am angry because...” or “I would like you to know...” Another example: if your partner is late in meeting you somewhere, you could yell something like, “You fool, you’re always late, and I have to wait for you all the time.” Or, you can use words without attacking or offending. For example, say, “I am upset because you were late. I wish you had arrived at the scheduled time or warned me that you were going to be late.”

5. Next, ask two volunteers to act out a situation in which the couple comes to a mutual agreement, taking into account the methods discussed on the support worksheet, or other non-violent forms of conflict resolution.
6. After the volunteers have presented the role-play, open the discussion using the questions below.

Questions for Group Discussion:

- Ask the actors – How did the first role-play compare with the second? How did you feel in the first role-play versus the second?
- Generally speaking, is it difficult for men to express their frustration or anger without using violence? Why or why not?

- We often know how to avoid a conflict without using violence, but sometimes this does not happen. Why?
- What are the main causes of disagreement or conflict in your home?
- What does a healthy, respectful relationship look like?
- Are the methods we discussed for preventing arguments from leading to violence useful or realistic? Why or why not?
- Can anyone provide an example in which they disagreed strongly with their child or partner on something, but resolved it without yelling or using violence?
- What is one way in which men can control difficult emotions such as frustration or anger against their partner? Against their child?
- What have you learned in this activity? Is there something you can use in your own life?

Support Sheet # 9

Practical Methods to Control Anger

Step away from the situation, leave or take a walk (“to take a breath of fresh air”)

To calm down, walk away and count to 10, breathe deeply, walk around or do a physical activity. This will “cool your head” and clarify your ideas. It is also important that people who are angry share their feelings with the other person involved. For example, you can say “I am very angry right now and I need to leave. I need to do something now like go for a walk, so I can release my anger. When I cool down and feel calm, I would like to talk and resolve this.”

Use words to express your feelings without attacking

Express anger without “attacking.” For example, “I am angry because...” or “I would like you to know...” Another example: if your partner is late in meeting you somewhere, you could yell something like, “You fool, you’re always late, and I have to wait for you all the time.” Or, you can use words without attacking or offending. For example, say, “I am upset because you were late. I wish you had arrived at the scheduled time or warned me that you were going to be late.”

How we communicate with others:

Developing an effective communication style is key in any successful relationship as well as in parenthood! Men can help by clarifying their own desires in nonviolent ways and encouraging their female partners to be more assertive.

- **Assertive communication:** Asking for what you want or saying how you feel in an honest and respectful way so it does not infringe on another person’s rights or put him or her down.
- **Passive communication:** Expressing your own needs and feelings so weakly that they will not be heard.
- **Aggressive communication:** Asking for what you want or saying how you feel in a threatening, sarcastic, challenging, or humiliating way.

Activity 11.2

My support network¹³ (1 hour)

Purpose: To help men reflect about the important relationships and social networks that they can rely on during difficult moments as fathers and husbands.

Key Message: Support networks serve as an important source of resources, solidarity and guidance in life. Creating a support network provides an opportunity to share what we feel, think and want in a positive way and gain advice and support from others.

Instructions:

1. Explain to the participants that you are going to do an activity that will make them think about the important relationships in their lives and the people who they can turn to for support or advice when they are facing a problem as a father or husband.
2. Give each participant a copy of the 'network' worksheet and a pen or pencil. Tell the participants to think about the people they turn to for advice when they have a problem. Explain that each person should think about the persons (family members, friends, etc.) that they rely on for social support (advice, guidance, help) in being a father and husband.
3. Tell the group that at the center of the circle they should put themselves. In the circles around the center, they should write the names of those who they can rely on for social support or advice. The people they can rely on the most should be in the rings closest to the center. Those who provide less support or advice should be placed in the outer rings/circles. Tell the participants that "support" can be either advice or financial or material assistance.
4. Give the participants 10-15 minutes to complete their forms. After 10-15 minutes, ask the participants to review their network in pairs, with the person sitting next to them. If there is an odd number of people, some groups can have 3 people.
5. Allow the groups 10-15 minutes to discuss their social support networks. After 10-15 minutes, ask if any of the participants would like to share their social support network with the whole group. After some individuals have shared their networks, open the discussion using the questions below.

¹³ Adapted loosely from the activity 'My "Network"' in the *Program H Manual* (Promundo, Instituto PAPA!, ECOS, Salud y Género, 2002), and from the social support systems mapping methodology.

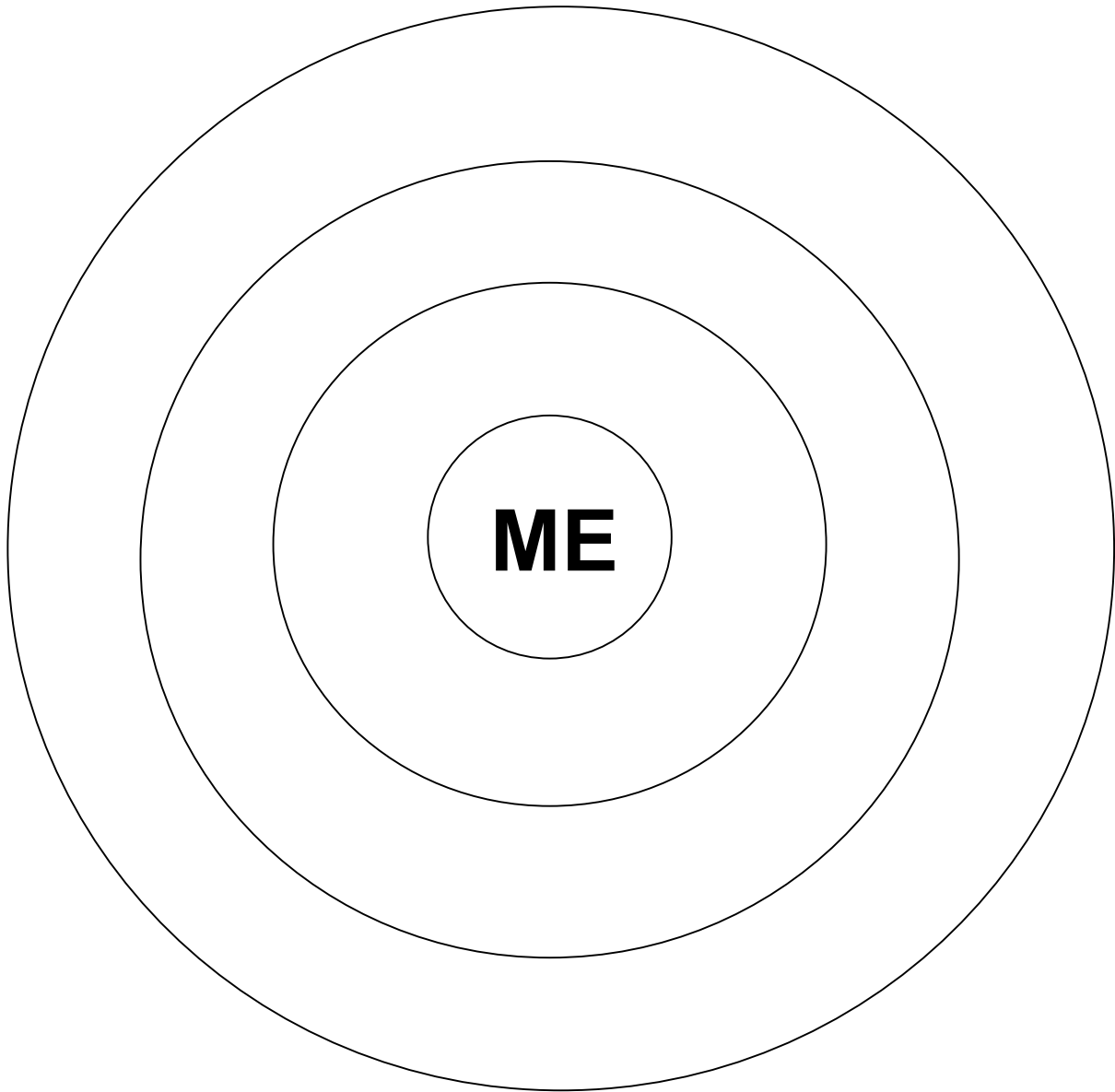
Questions for Group Discussion:

- Was it easy or difficult to identify the people who you can rely on for help and support?
- In what ways do these individuals and networks help you as a father and husband? What advice do they provide?
- Is your partner an important source of support? Why or why not?
- What if you are having a disagreement with your partner, who can you turn to for advice?
- Is it easy to talk to our partners about the problems we face as husbands and fathers?
- Who does your partner rely on for support?
- Are there people you would like to rely on more for help, support and guidance?
- What would happen if you didn't have anyone to turn to for advice and support?
- Is there anyone that you know that you wish you could rely on for support or advice?
- What can be done to repair those relationships?
- What can we do to strengthen our social support networks?
- Did you learn anything that can be applied in your own life?

* The next session is for men only. *

Support Sheet # 10

My Support Network



Session 12

Alcohol and Drug Abuse

Session objective:

To encourage discussion about the risks and consequences of alcohol and drug abuse and how men can help each other in reducing the harm caused by drugs and alcohol.

Required materials: Flipchart, markers, tape, and a ball

Recommended time: 3 hours

Support sheet: None

Session overview:

1. Check-in (15 minutes)
2. Activity 12.1: What do we know about alcohol? (1 hour)
3. Activity 12.2: The pleasures and risks of drugs and alcohol (1 hour 30 minutes)
4. Closing (15 minutes)

* This session is for men only. *

Activity 12.1

What do we know about alcohol?¹⁴ (1 hour)

Purpose: To encourage discussion about alcohol abuse and related problems and consequences for men.

Key Message: Alcohol abuse is very common in our communities. It is important to be able to differentiate between alcohol use and abuse. Excessive use of alcohol can have negative impacts on ourselves, our families and our relationships.



Instructions:

1. Explain that the purpose of the activity is to discuss alcohol use and the consequences it has for men and their families.
2. Ask all of participants to stand in a circle. Tell the participants that they will have to toss the ball from one person to another randomly.
3. Explain that the person who receives the ball needs to give one reason (positive or negative) why men use alcohol. Make it clear that right now they are only focusing on the “reasons” for alcohol use, not the consequences. Encourage the participants to give a different reason from the others who have gone before them.
4. Start the activity by tossing the ball to someone. Let the participants toss the ball until everyone has received the ball or until the group can think of no more reasons.

¹⁴ Adapted from the activity “Throw the Drunk Ball” from the *Journeys of Transformation* manual (Promundo, CARE International, 2012).

5. Stop the participants and explain that they will now toss the ball and when they receive it, they have to say one “problem” or “consequence” caused by drinking **excessively**. They can include immediate problems for the man as well as long-term consequences for his family.
6. Let the participants toss the ball until everyone has received the ball or until the group can think of no more consequences. After everyone has finished tossing the ball, ask everyone to sit down in the circle and open the discussion using the questions below:

Questions for Group Discussion:

- Do you think men generally drink more than women? Why?
- Is there any connection between alcohol use and being a “real man”?
- How does excessive drinking impair our ability to be good caregivers to our children and partners to our wives?
- What is the difference between healthy drinking and drinking that leads to problems?
- Is it the same for everyone? How do you know how much is too much?
- What are some of the reasons that people drink too much?
- Do you know someone who drinks too much? What are the consequences for himself and those around them?
- If you know a friend or neighbor who drinks excessively, what could you do to help him control his drinking?
- If you were drinking excessively, what do you think you would need in order to stop or control your drinking? What support would help you?
- What could you encourage others to do in order not to drink excessively?
- What have you learned in this activity? Is there anything you can use in your own life?

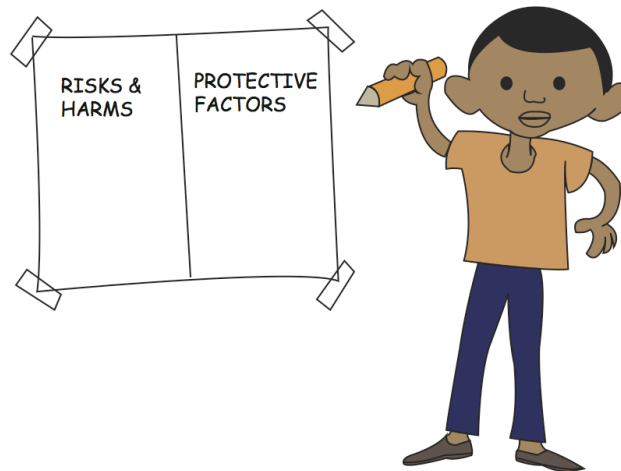
Activity 12.2

The pleasures and risks of drugs and alcohol¹⁵

(1 hour 30 minutes)

Purpose: To reflect on the risks associated with things like alcohol and drugs, which give pleasure, and to discuss strategies for reducing the risks and harms related to alcohol and drugs.

Key Message: Many decisions in our lives come with both pleasures and risks – including the decision to drink, smoke, or use illegal drugs. It is important to be aware of the risks associated with alcohol and drug use and feel capable of minimizing the harm it might have on your life and relationships.



Instructions:

1. Tell the group that in the last activity they looked at some of the risks that can come from alcohol abuse. Explain that in this activity, they are going to look at some of the risks that are associated with both alcohol and drugs, and discuss some of the strategies for reducing the potential harm caused by alcohol or drug use.
2. Ask the group whether they know anyone who uses any drug or other substance besides alcohol. *What are these substances? Why do people use them?* Encourage the group to share their ideas and experiences.
3. Explain that you are now going to divide the participants into two or three smaller groups (3-5 people per group). After the participants are divided into smaller groups, ask each group to discuss some of the **risks** or **harms** associated with using drugs or alcohol. Give the groups 10 minutes.

¹⁵ Adapted from the activity "Pleasures and Risks" from the *Program M Manual* (Promundo, Instituto PAPI, SaludyGenero, ECOS, World Education, 2007).

- **Risk** is the possibility of something bad happening.
 - **Harm** refers to the negative consequence(s) that happens as a result of an action.
4. After 10 minutes, tell the groups that they are now going to think about some of the **protective factors**, or actions that can help avoid or reduce the possible risks or harms posed by alcohol or drug use. Give the groups 10 minutes. After 10 minutes, ask the participants to come back into the circle and open the discussion using the questions below:

Questions for Group Discussion:

- What are some of the risks or harms you identified that are associated with alcohol or drug use?
- Why is it important to think about the risks and harms associated with alcohol and drug use?
- Are the risks different for drugs than for alcohol?
- Can drinking or drug use impair our ability to make good decisions?
- What can happen when we are not able to make proper decisions?
- What are some of the protective factors that you identified?
- Why is it important to think about the protective factors associated with alcohol and drug use?
- What is the relationship between drugs and alcohol and pleasure?
- What do you think is the most important protective factor or skill can we develop to help protect us from these risks?
- What role do friends play in helping us to avoid risks that put us in danger? Do friends ever encourage us to do things that actually put us in danger?
- What information or support do you think men need in order to practice risk reduction in their own lives?
- What have you learned in this activity? Is there anything that will be useful in your own life?

* The next session is for men and women. *

Session 13

Raising Children

Session objective:

To make connections between the long-term goals fathers and mothers have for their children (ages 0-5) and how harsh discipline affects those goals.

Required materials: Flipchart, markers, tape, copies of Support Sheet # 11 and Support Sheet # 12

Recommended time: 3 hours

Support sheets:

Support Sheet # 11 – page 85

Support Sheet # 12 – page 91

Session overview:

1. Check-in (15 minutes)
2. Activity 13.1: The needs of children (1 hour)
3. Activity 13.2: Positive parenting skills (1 hour 30 minutes)
4. Closing (15 minutes)

* This session is for men and women. *

Activity 13.1

The needs of children¹⁶ (1 hour)

Purpose: To reflect on communication and affection between parents and their sons and daughters.

Key Message: Children grow and develop quickly in the first few years of life. It is important for parents to understand the different needs of children at different ages and to have realistic expectations of how their children should act and behave.

Instructions:

1. Explain to the participants that the activity will help them to reflect on the needs of children from birth until age 5 and the ways that they as parents can provide for those needs.
2. Explain to the group that as children grow they develop both physically and mentally, and that children have different needs at different stages of their development. Tell the group that you are going to give them a piece of paper that outlines the different stages of a child's development from age 0 through 5.
3. Pass out copies of Support Sheet # 11 to the participants.
4. Tell the participants that they are going to break into small groups and each group should look over the different stages of child development and think about what they, as parents, can do to provide for the different needs of children.
5. Break the participants into four groups (between 3-5 people per group) and give them 15 minutes to discuss in their small groups.
6. After 15 minutes, ask the participants to join the circle. Ask the participants to share some of the ways they believe parents can help support the needs of children as listed on the Stages of Child Development support sheet (# 11)
7. After the participants have discussed their ideas, you can share with them some of the ideas below that have not yet been discussed:

¹⁶ Garcia, I., Olinger, M., and Araújo, T. Ending Corporal and Humiliating Punishments. Rio de Janeiro, Brazil: Promundo. <http://www.promundo.org.br/wp-content/uploads/2010/02/Promundo-Pub-Fim-dos-Castigos-INGLES.pdf>.

Parents can support the development needs of their children by:¹⁷

- **Provide Interaction:** Spending time looking at their children, responding to their child's glances and answering their questions.
- **Provide Affection:** Hold your child and give them hugs to keep them happy and calm.
- **Provide Stable relationships:** Let your child know that you are always there for them and come when they call you.
- **Provide safety and a healthy environment:** Protect your child by keeping his or her environment safe from danger.
- **Build your child's Self-esteem:** Encourage your child when he or she tries new things, applaud and support him or her.
- **Communicate with your child:** Talk to your child – even if you think he or she can't doesn't understand.
- **Play with your child:** Children learn a lot by playing and also by singing, dancing or listening to music. They also enjoy listening to you telling them stories, it helps them learn about the world.

8. After you have shared the information above, open the discussion using the questions below.

Questions for Group Discussion:

- For which of the needs on the sheet are fathers more involved? For which of the needs are mothers more involved? Why?
- For which of the needs are fathers less involved? For which of the needs are mothers less involved? Why?
- Who is responsible for making sure that children's needs are satisfied? (E.g. parents, school, community, government...)
- What is the role of the family in making sure a child's needs are satisfied? The community?
- Did you learn something new in this activity?

17 Adapted from Brazelton, TB and Greenspan, SI. (2000) The Irreducible Needs of Children. Cambridge: Perseus Publishing.

Support Sheet # 11

Stages of Child Development¹⁸

Child's Age	Child's Stage of Development	How the Child Behaves
0-6 months	<p>A child is easily frightened and needs to feel safe and protected.</p> <p>A child cannot understand rules or explanations yet.</p> <p>A child needs unconditional love and affection.</p>	<p>A child will cry when he/she needs you to know something. They do not yet know any words.</p> <p>Crying a lot is normal. Sometimes a child does not even know why he/she is crying.</p> <p>A child loves to put things in their mouth. It is the way he/she explores the world.</p>
6-12 months	<p>A child begins to speak sounds like "ba" or "ma."</p> <p>A child needs to know that you are close by. This is how he/she learns to trust in you.</p> <p>A child is beginning to get teeth. This causes a lot of pain, so a child may cry a lot.</p>	<p>A child likes it when you speak sounds back to him or her. It encourages them to communicate with you.</p> <p>A child will cry less and smile more. Sometimes a child will cry at the same time every day. This is how the child's brain is "organizing" itself.</p>
1-2 years	<p>A child is now an explorer! He or she will begin to talk and walk.</p> <p>A child likes his or her independence, but needs to be able to explore in a safe environment.</p> <p>A child does not understand that you are trying to keep him or her safe when you tell them not to do something.</p>	<p>A child wants to touch and see everything. A child learns the word "no" and understands that it is a way you tell him or her how you feel.</p> <p>A child has tantrums because of his/her frustration builds and he/she cannot communicate in words how they feel.</p>
2-3 years	<p>A child is beginning to understand his or her own feelings.</p> <p>Suddenly a child may become afraid of things, like the dark. This is because he or she now understands danger.</p> <p>A child may suddenly become shy around people he/she does not know. This shows that the child understands the difference between people he/she knows and strangers.</p>	<p>If you have to leave the room, a child may cry because he/she does not know if you will come back.</p> <p>If you ask a child to say "hello" to someone that he/she does not know, the child may refuse because he/she does not know that this person is trying to be friendly.</p>
3-5 years	<p>A child wants to learn everything! This might cause him/her to get into danger, so it is important to give him/her rules.</p> <p>Playing is an essential part of how a child's brain develops. It is how a child learns to see other people's point of view and develop empathy.</p>	<p>A child will ask a lot of questions. One of their favorite words will be, "why?"</p> <p>A child loves to play imaginary games.</p> <p>A child wants to help you do your daily tasks so he/she can learn important life skills.</p>

¹⁸ Adapted from the Program P Manual (Promundo, REDMAS, EME, 2013).

Activity 13.2

Positive parenting skills¹⁹ (1 hour 30 minutes)

Purpose: To make connections between the long-term goals fathers and mothers have for their children and how harsh discipline affects the achievement of those goals, and to provide parents with positive parenting skills and techniques.

Key Message: Every child has the right to grow up free from violence. Physical punishment negatively impacts a child's development. There are forms of discipline and positive parenting techniques that parents can use to raise their children without violence.



Instructions:

1. Explain that in this activity the group will think about the future they would like for their new child and how harsh discipline affects the achievement of those goals.

Part 1: Your Child's Future:

2. Tell the group, "Having a baby is joyful, exciting, exhausting and a big challenge. Parents feel like they have an extraordinary responsibility to ensure the health and happiness of their child. But very few of us ever received instructions on how to raise a child. Many times, we learn by doing or by

¹⁹ Adapted from the activity "My Child in 20 Years" and "Put it into practice – positive parenting" in the *Program P Manual* (Promundo, REDMAS, CulturaSalud, 2013).

remembering how our parents raised and disciplined us. But, many instincts related to parenting are emotional reactions, and sometimes we are at risk of repeating harmful behaviours that we experienced during our own childhood.”

3. Ask participants to close their eyes and imagine the following: “Your child is all grown up and is now turning 20 years old. What kind of relationship do you want with your children when they are 20?”
4. Next, tell the participants that they are going to work as a couple. Explain that they should discuss together and identify 5 characteristics they want their child to have when he or she is 20, or 5 long-term goals they have for their child. If both partners are not present, men can do this by themselves.
5. Some examples of characteristics of their child in the future may be:
 - Kind and helpful.
 - Honest and trustworthy.
 - A good decision-maker.
 - Caring towards his/her parents.
6. Give participants 10 minutes to discuss the characteristics they desire for their child. After 10 minutes, open the discussion using the questions below.

Questions for Group Discussion:

- What are some of the characteristics you would like your child to have by age 20?
- What kind of future do you envision for your child?
- What kinds of decisions do you need to make in order to be able to give your child the future you want for him or her?
- Do we have different expectations of boys than girls?
- How does the way we raise our children affect their future? How we discipline them?
- How do parents usually discipline their children?
- Is violence considered a normal part of raising children?
- How does yelling or hitting affect children? How might it impact the long-term goals you have for your child?

- What does yelling or hitting instead of resolving a conflict teach children?
- Do you think yelling or hitting your child will help them reach the goals you have for their future? Why or why not?

Part 2: Positive Parenting Skills

1. Explain to the group that parenting can be especially difficult in the early years because young children cannot say what they want – they do not even know what they want. The key to effective discipline when your child does something wrong, is to see short-term challenges such as getting children to eat, as opportunities to work towards long-term goals. When you feel frustrated, this is an opportunity to teach your child new skills and work towards your vision twenty years from now!
2. Ask for two volunteers from the group. Ask one person to play the role of the parent and the other to play the role of the child (3 years old). Explain that they should imagine a scene where the parent is busy doing something and the young child keeps interrupting them. They should act out the scene where the parent gets frustrated – what does he or she do? They should imagine a realistic scene that happens in the community.
3. Give the volunteers a few minutes to plan the role-play and then act it out in front of the group.
4. After the role-play, ask the group, “Was this scene realistic? Are there other ways that parents might respond?” Allow everyone to share his or her ideas.
5. Next, ask the group, “What does the way that the parent reacted say to the child? What does it teach the child? How would you feel if someone reacted that way to you?”
6. Explain to the group that it is important to communicate with our children – to let them know what you expect from them and to teach them how they can live up to these expectations. Hitting or yelling at a child can make them stop doing something you perceive as bad, but it does not teach them why or how they can behave differently.
7. Tell the group that it is important to think about how you want to discipline your children so that you do not react emotionally. Tell them that you are going to share with them a few questions that you can ask yourself to help you in knowing when and how to discipline your child.

1. **Is the child doing something truly wrong? Is there a problem or have you run out of patience?** If nothing was truly wrong, there is no problem.
2. **Is your child really capable of doing what you expect?** Sometimes our expectations of our children are not fair or realistic for someone of their age.
3. **Did your child know at the time that he or she was doing something wrong?** Sometimes our children don't know that what they did was wrong – help them to understand. If your child knew that what he or she did was wrong and did it anyway, then your child has misbehaved.

8. Remind the participants about the Stages of Child Development support sheet you gave them in the previous activity (Support Sheet # 11). Tell them that sometimes we get upset with our children, which can lead to violence, when our expectations of them are not realistic.
9. Tell them that now you are going to share with them some techniques that they can use with their children. Pass out copies of the Positive Discipline Techniques (Support Sheet #12). You can either read the positive discipline techniques out loud or let the participants read them in groups.
10. Divide the group into four smaller groups (3-5 people per group) and tell them that they are going to role-play a realistic scene between a child and a parent. The child is misbehaving and the parent must use one or more of the positive discipline on the support sheet to address the unwanted behaviour.
11. Give the participants 10-15 minutes to plan their role-play. After 10-15 minutes, ask the groups to present their role-plays.
12. After the role-plays, open the discussion using the questions below.

Questions for Group Discussion:

- For any of the role-plays, what other forms of positive discipline could have been used?
- Which technique would be the easiest to use with your children? Why?
- Which technique would be the most difficult to use? Why? What could you do to make it easier to use?
- What are other ways to discipline children of non-violent and respectful ways?

- What are ways in which we can recognize children for positive behaviour?
- How is “warmth” such as showing physical affection like hugging or saying, “I love you” to your child help to reinforce good behaviour?
- Do you think you will use any of these techniques in your own family?
- How could you encourage others to use positive discipline techniques?

* The next session is for men and women. *

Support Sheet # 12

Positive Discipline Techniques Support Sheet²⁰

The type of discipline a parent uses influences the type of person a child becomes. What type of discipline do you use? What type of person do you want your child to be? Below are a few positive discipline techniques that you can use with our child:

- **Fix-up** - When children cause trouble or hurt another child, expect them to fix it up - or at least try to help. If they break something, ask them to help you fix it. If they make a child cry, have them help with the soothing. If they throw toys around the room, ask them to put them away.
- **Ignore** - The best way to deal with misbehavior aimed at getting your attention is to simply ignore it. But be sure to give attention to your children when they behave well. Children need attention for good behavior, not misbehavior.
- **Be Firm** - Clearly and firmly state, or even demand, that the child do what needs to be done. Speak in a tone that lets your child know that you mean what you say and that you expect the child to do as he is told. Being firm doesn't mean yelling, nagging, threatening, reasoning, or taking away privileges. Keep suggestions to a minimum, and always speak kindly, even when speaking firmly.
- **Stay in Control** - Act before the situation gets out of control -- before you get angry and overly frustrated and before the child's behavior becomes unreasonable.
- **Separation** - When children irritate one another, fight, squabble, hit or kick, have them rest or play apart for a time. Being apart for a while lets each child calm down. Then you can use other ways to encourage better behavior.
- **Behavior Management** - Talk with children calmly to learn what caused a disagreement. Then talk about ways to deal with it. Come to a solution that's agreeable to both you and the children. This helps children learn to be responsible for their behavior.
- **Redirection** - When children become too boisterous, stop them, explain why you are stopping them, and suggest another activity. When they knock over paint, give them a cloth and a pail of water to clean up the mess. When they race dangerously indoors, if possible, take them outside for a game of chase. When they throw books at each other, gather them for a story time or organize a game.
- **Praise** - Give more attention and praise for good behavior and less for naughty behavior. Don't make punishment a reward. Let the child know that you appreciate a good attitude and cooperation. Children respond positively to genuine respect and praise.

²⁰ Adapted from the *Program P Manual* (Promundo, REDMAS, EME, 2013), inspired by "Positive Guidance and Discipline" (1998) by Georgia Knight and Jackie Roseboro. North Carolina State University.

Session 14

Sharing Responsibilities at Home

Session objective:

To reflect on how gender roles influence the distribution of care work within the household, and to encourage a more equitable distribution of childcare and housework between men and women. To also promote discussion about household finances and help couples develop a family budget.

Required materials: Flipchart, markers, blank pieces of paper, pens or pencils, copies of Support Sheet # 13. *Optional:* Props for doing household tasks (e.g. bucket, broom, etc.)

Recommended time: 3 hours 20 minutes

Support sheet: Support Sheet # 13 – page 100

Session overview:

1. Check-in (10 minutes)
2. Activity 14.1: Who does the care work? (1 hour 30 minutes)
3. Activity 14.2: Making a family budget (1 hour 30 minutes)
4. Closing (10 minutes)

* This session is for men and women. *

Activity 14.1

Who does the care work?²¹ (1 hour 30 minutes)

Purpose: To reflect on how gender roles influence the distribution of care work, including caring for children and household tasks, within the household and to encourage a more equitable distribution of housework between men and women.

Key Message: Women and men are raised to perform different caregiving roles, with women usually bearing a significant proportion of the childcare and domestic work. Women and men are capable of sharing the care work – the key is discussing and communicating a fair distribution of tasks that is right for each family.



Instructions:

1. Explain to the participants that this activity will help them to reflect on how gender roles influence the distribution of childcare and household tasks within the household.

Part 1: Who does the care work?

2. Ask five individuals from the group to volunteer to participate in a role-play.

21 Adapted from the activity "Domestic Tasks: We only notice when nobody does them!" from the *Program H Manual* (Promundo, Instituto Papai, Salud y Genero, ECOS, 2002).

3. Explain that each of the volunteers will represent a member of a household doing housework or childcare activities. Assign each participant a role:
 - 1st person is **caring for a child**.
 - 2nd person is **cooking the dinner**.
 - 3rd person is **washing the clothes**.
 - 4th person is **sweeping the house**.
 - 5th person is **collecting water**.
4. Give the volunteers one minute to prepare their character. Tell them that on the count of three the role-play will begin and they should **not** stop doing their household task until you tell them.
5. Begin the role-play...One, two, three!
6. After one minute, ask the person who is caring for the child to stop. Tell them to give the task of caring for the child to one of the four remaining people in the household. Explain that the person has to care for the child in addition to their other task. Let the role-play continue for one minute.
7. After one minute, ask the person who is cooking the dinner to stop and give his or her task to another member of the household. Explain that that person now must perform all the duties assigned to him or her. The three remaining members of the household are now sharing all 5 household duties. Let the role-play continue for one minute.
8. After one minute, ask the 3rd person, who is washing the clothes, to stop and give his or her duty to another member of the household. The two remaining household members should now be sharing all 5 duties. Let the role-play continue for 30 seconds.
9. After 30 seconds, tell the 4th person to stop and give his or her duty to the last remaining household member. Remind the remaining household member that he or she is now responsible for all 5 duties.
10. After 30 seconds, ask the last person to stop working and sit down. Open the discussion using the questions below:

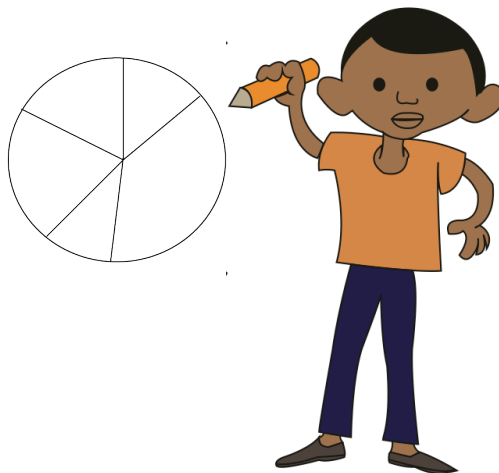
Questions for Group Discussion:

- How did you feel doing this exercise?
- How did the people who were still working feel when the others stopped?

- How did the last worker feel?
- Which of these activities do you perform at home?
- Who generally performs these activities? Why?
- Is it realistic for men to do this work? Why or why not?
- In what ways can men participate more fairly in the home, even when they work full time?
- There is some evidence that boys who saw their fathers participate in housework were more likely to do it later in life themselves. What are your thoughts on this?
- What effect would your doing housework have on daughters' future relationships?
- There is some evidence that women who have male partners who participate in housework have greater sexual satisfaction in their relationship. Why do you think this is?
- What are one or two things you can do this week in the home?
- **If female partners are present:** What do you expect of men in relation to housework? Or what would you like them to do?

Part 2: Hours in a Day:

1. Explain that each couple is now going to reflect on the amount of hours in each day that they devote to caregiving and other tasks.
2. Give each participant a blank sheet of paper and a pen. Ask everyone to draw a large circle on it. Tell them to imagine that the circle represents a full day and that it can be cut into 24 pieces that each represent 1 hour of time. Explain that they are going to think about how they spend their time each day – dividing the day into different parts – for example, eating, sleeping, work, caring for children, housework, etc.
3. Tell the participants to write down how many hours in a typical day they spend on different activities so that the hours add up to 24 (a whole day). Give them five minutes to draw their time circles.



4. After everyone has completed their circle, tell couples to share their circle with their partner and discuss what they see on their partner's circle. Is it what you expected?
 - If someone's partner is not present, ask him to imagine his partner's day and draw a circle for her. How much time does she spend on different activities such as sleeping, eating, working, taking care of children, etc.?
5. After five minutes, ask everyone to come back to the circle and open the discussion using the questions below.

Questions for Group Discussion:

- When you did this exercise, what did you realize about how men and women use their time differently?
- How do you feel about the differences between the ways men and women spend their time? Do you think these differences are fair? Why or why not?
- How does your partner feel about the current time distribution of household tasks? (If the partner is present, ask them this question directly).
- Why do we tend to undervalue domestic work such as cooking or cleaning, and time spent caring for children? And why is paid work seen as having more value?
- What would you do to change how you currently distribute your time?
- What can men gain from being more involved in domestic work like cooking and cleaning? Why would women benefit?

Activity 14.2

Making a family budget²² (1 hour 30 minutes)

Purpose: To learn how families can manage their budget to ensure the wellbeing of their children.

Key Message: A family budget is an important way to plan and use your resources effectively to promote the wellbeing of the family. Men and women can discuss the family budget together and make joint decisions about how money is spent.



Instructions:

1. Explain to the participants that you are going to do an activity to help them think about how to manage household finances and ensure the wellbeing of the family. Explain that each couple (if their wives are present) will be asked to think about their family's household budget.
2. Ask the couples to sit next to each other and give each couple a copy of Support Sheet # 13. If someone's partner is not present, he can complete the worksheet himself.

²² Adapted from A MenCare Fathers' Groups Manual for Sri Lanka (Promundo, World Vision, 2013).

3. Then explain the steps one by one. Only explain one step at a time – for example, explain how they should answer the question ‘what expenses do we have’ and give them 10 minutes to respond. After the group has completed step 1, you can explain step 2, and so on.
 - **Step 1: What expenses do we have?** Ask each couple to write down the typical expenses that their family has – in a week or a month. For example: rent payment, water, electricity, transportation, food, clothes, security, etc. Give the couples **10 minutes** to discuss and write their responses.
 - **Step 2: How much do we have?** Explain that each couple should think about the weekly or monthly income of their family – how much money the family earns. **Give them 10 minutes** to discuss and write their responses.
 - **Step 3: Not enough or enough?** Explain that based on the previous two steps – how much money the family is earning and how many expenses they have - they should calculate whether their family has enough or not enough money to survive. If their expenses are less than the money they make, there is ENOUGH money. If their expenses are more than the money they make, there is NOT ENOUGH money. Give them **5 minutes** to discuss and write their responses.
 - **Step 4: Necessities for the Children.** Explain that each group should examine their family’s budget and circle those expenses that are associated with the basic needs of the child. Ask the couples to identify how much of their family budget contributes to the development of their children. **Give them 10 minutes** to discuss and write their responses.
4. After the couples have completed the four steps, open the discussion using the questions below.

Questions for Group Discussion:

- Did you learn anything in this activity?
- What do you think about the practice of writing up your family’s budget? Is it possible to do this every week (or month) in your own family?
- What are some difficulties or challenges you might have in making your budget?
- How do you think money should be best spent to support the family and children’s wellbeing?
- What are some of the consequences when money is not well spent?

- What are some ways that families with “not enough” could generate more income for their family? (E.g. both parents could work – fathers could share in the household tasks to enable the mother to work, etc., income-generating activities, voluntary savings and loans, etc.)
- In your own family, how do you decide the way to use money in your family? Who decides how to use money in the family?
- Do you normally discuss household finances and make decisions together? Why or why not?
- Are there some things that men tend to spend money on that do not contribute to the wellbeing of the family? Things that women spend money on?
- How could this situation be improved?

Homework:

Ask participants to go home and perform at least one domestic activity that they usually never do. How does it feel? What is your partner's reaction? The men should come to the next session with a reflection to share.

* The next session is for men only. *

Support Sheet # 13

Creating a Family Budget

The following questions can help you to develop a weekly, monthly or annual budget for your family. Some costs only occur once in a month or twice in a year – so you need to make sure to include these when you budget for longer periods of time. Creating a long-term budget plan can help you identify the future needs of your family and save money to meet these costs. At the bottom of this page you will also find a budget template that you can use to develop a family budget after the session ends.

1. What expenses does your family have?

Write all of your costs for this week in the table below (e.g. food, clothing, housing, phone, transportation, etc.) like the example below.

Example:

Item	Spending per week
<i>Transportation (car, moto, bus...)</i>	<i>3,000 Rwf</i>
<i>Food</i>	<i>5,000 Rwf</i>
<i>Housing</i>	<i>15,000 Rwf</i>
<i>Phone</i>	<i>5,000 Rwf</i>
Total Spending	28,000 Rwf

Item	Spending per week
Total Spending	

2. How much does your family earn?

Write all of your costs for this week in the table below (e.g. selling goods at the market, money earned from employment) like the example below.

Example:

Item	Earnings per week
<i>Selling at the market</i>	<i>2,000 Frw</i>
<i>Construction job</i>	<i>3,000 Frw</i>
Total Earnings	5,000 Frw

Item	Earnings per week
Total Earnings	

3. Do you bring in enough money to cover your costs or not enough? Is your total weekly spending more than your total weekly earnings? If yes, what could you do to better budget the money you have?

4. What items do you spend money on that are necessities for your children?

With the money you spent, did you buy all of the things your children need to grow and develop? Are there better ways to spend your money on your family?

Sample Monthly Budget:

Once you go home, you may use this monthly family budget template to help you budget for each month of the year.

Month:	
Income (money earned)	Money
<i>Guhingira abandi</i>	3,000
<i>Gucueuza imboga</i>	2,500
<i>Kwihingira mu mirima yacu/umugabo n'umugore</i>	10,000
<i>Kubaza</i>	30,000
<i>Kwigisha</i>	35,000
<i>Gutwara abagenzi ku igare</i>	18,000
<i>Gucuruza butike</i>	40,000
Total income	138,500
Expenses (money spent)	Money
<i>Ibishyimbo ibiro 4</i>	2,000
<i>Ibirayi ibiro 10</i>	2,000
<i>Umuceri ibiro 5</i>	3,000
<i>Ibijumba (agatebo)</i>	2,000
<i>Ifu y'ubugari ibiro 4</i>	1,200
<i>Isukari ibiro 2</i>	1,600
<i>Amakara agace k'umufuka/inkwi</i>	1,000
<i>Ikibiriti</i>	50
<i>Umunyu (irobo)</i>	100
<i>Itomati</i>	1,000
<i>Amavuta (litiro imwe)</i>	1,500
<i>Ifu y'igikoma (ibiro 1)</i>	400
<i>Isabune</i>	500
<i>Ikarita ya telefone</i>	2,000
<i>Amavuta yo kwisiga</i>	1,000
<i>Kwishyura ubwisungane mu kwivuza</i>	12,000
<i>Amafaranga n'ibikoresho by'ishuri</i>	5,000
<i>Umusoro ku bukode bw'ubutaka</i>	13,000
<i>Gusura inshuti z'umuryango</i>	30,000
<i>Kwivuza</i>	4,000
Total Expenses	83,350
Net income (money remaining after spending)	55,150

Session 15

Reflection

Session objective:

To reflect on the experiences participants have had in the group sessions and to make a commitment to be a more involved father.

Required materials: A ball of string or rope

Recommended time: 1 hour 30 minutes – 3 hours

Note to the facilitator: Encourage participants to continue meeting and providing support to one another. This will help them to fulfill their commitments to the group and serve as a source of emotional support in difficult moments. Give participants time to exchange contact information, such as mobile numbers.

Support sheet: None

Session overview:

1. Check-in (15 minutes)
2. Activity 15.1: A fathers' web (1 hour)
3. Closing (15 minutes)

* This session is for men only. *

Activity 15.1

A fathers' web²³ (1 hour)

Purpose: To reflect on the experiences participants have had in the group sessions and to make a commitment to be a more involved father.

Key Message: You have learned many things from each other in this group, which you can continue to use in your daily lives as fathers and husbands. All of us can commit to be involved, caring and supportive fathers.



Instructions:

1. Explain that in this activity the participants are going to reflect on what they have learned during the group sessions and how they can use the information they have learned to be better fathers and partners.
2. Ask participants to form a circle and ask each of them to complete the following phrases:
 - “My favorite moment of this group was...”
 - “I will be a better and more involved father by...”

²³ Adapted from the activity “A Father’s Web” from the *Program P Manual* (Promundo, REDMAS, EME, 2013).

3. Inform the group that this is the last session, but that you hope that the group will continue to meet even after the session ends.
4. Say that, for the next part of the activity, everyone will mention one thing that they learned while in the group that they will take with them back to their families.
5. Explain that each person will hold on to the end of the rope and toss the ball of rope to another person in the group. This will continue until everyone has had something to say.
6. Begin by saying, "One thing I have learned from this group that I will take with me to my family is..."
7. Once everyone has finished saying what they learned, a web will have formed. Explain that this web represents the sum of their experiences in this group, and how they are all now connected because they have acquired a new definition of what it means to be a father.

Notes

[illegible]

Notes

[illegible]

Rwanda Men's Resource Center
YYUSA Plaza Building 2nd Floor, Remera-Kisimenti
PO Box 5768
Kigali, Rwanda
info@rwamrec.org
www.rwamrec.org

Promundo-US
1367 Connecticut Avenue, NW, Suite #310
Washington DC, 20036 USA
www.promundo.org.br/en

Rutgers WPF
Oudenoord 176-178
3513 EV Utrecht
The Netherlands
www.rutgerswfpf.org

For more information, go online:
www.men-care.org

