

ENGAGING MALE CAREGIVERS TO END EARLY MARRIAGE IN LEBANON: TRAINING MODULES TO ACCOMPANY PROGRAMS WITH ADOLESCENT GIRLS

Women's Refugee Commission and Danish Refugee Council
March 2017



DRC DANISH
REFUGEE
COUNCIL

**WOMEN'S
REFUGEE
COMMISSION**

Drafted by: Sarah Martin
Reviewed by: Omar J. Robles (WRC), Rana Aoun and Jane Billings (DRC)

Table of Contents

Introduction	4
Creating a positive learning environment	6
What are the Skills and Qualifications of the Facilitators?	6
Choosing the Right Facilitators	6
Changing Attitudes by Confronting Oppression	7
Creating a supportive environment	9
Dealing with disclosure	10
Creating a strong facilitation team	11
Being a good facilitator	13
Strengthening skills in working with groups	14
Session 0: Creating Rapport with Male Caregivers	16
SESSION 1: The Welcome Session	17
Activity 1: Welcoming the group (20 minutes)	19
Activity 2: Ice-breaker – “Who like me...?” (30 minutes)	20
Activity 3: Establishing Ground Rules (10 minutes)	20
Activity 4: My Needs and Expectations as a Father, Husband or Brother (45 minutes)	21
Activity 5: Homework and Close (15 minutes)	22
SESSION 2: Gender Roles in Society	23
Activity 1: Welcome and check-in (10 minutes)	24
Activity 2: “Voting with your feet”: Gender Values Clarification (30 minutes)	25
Activity 3: Gender and Culture (1 hours and 10 minutes)	27
Activity 4: Homework and Close (10 minutes)	29
SESSION 3: The Man Box	31
Activity 1: Welcome and check-in (20 minutes)	31
Activity 2: The Gender Box (45 minutes)	32
Activity 3: Reflection on men and fatherhood (50 minutes)	34
Activity 4: Homework and Close (5 minutes)	35
SESSION 4: Working with your Partner	36
Activity 1: Welcome and check-in (20 minutes)	36
Activity 2: 24 Hours in the Day (60 minutes)	37
Activity 3: The Mother of my Children and Me - Working Together as a Team (30 minutes)	39
Activity 4: Homework and Close (5 minutes)	41
SESSION 5: Good Fatherhood: Supporting your Daughters	42
Activity 1: Welcome and check-in (15 minutes)	42
Activity 2: Persons and Things (45 minutes)	43
Activity 3: An Early Marriage Visualization Activity (45 minutes)	44
Activity 4: Homework and Close (15 minutes)	45

SESSION 6: Understanding Effective Communication and Improving Communication with Partner	46
Activity 1: Welcome and check-in (20 minutes)	46
Activity 2: Problems in Intimate Partner Relations (15 minutes)	47
Activity 3: Improving Communication with your partner: The SUN method (60 minutes)	48
Activity 4: Homework and Close (10 minutes)	50
SESSION 7: Expressing Emotions and Stress Reduction	51
Activity 1: Welcome and check-in (20 minutes)	51
Activity 2: Expressing your emotions (45 minutes)	52
Activity 3: What to do when I feel angry (45 minutes)	54
Activity 4: Homework and Close (10 minutes)	55
SESSION 8: Good Manhood: Finding the Courage to be Non-Violent and Have a Healthy Relationship	57
Activity 1: Welcome and check-in (30 minutes)	57
Activity 2: From Violence to Respect: Building Healthy Relationships (60 minutes)	58
Activity 3: New Kinds of Courage (45 minutes)	59
Activity 4: Close of Project	61
Module 9: Starting a Men's Group^{xiv}	62
Activity 1: Making a Raft: Getting to know each other again (30 minutes)	62
Activity 2: Member's Expectations and Introducing the Group Program (30 minutes)	63
Activity 3: Principles in the Men's Group (20 minutes)	63
Activity 4: Learning in Action (10 minutes)	64
Module 10: Men's Group Meeting	66

Introduction

Why this curriculum?

The Danish Refugee Council Lebanon (DRC Lebanon) and the Women's Refugee Commission (WRC) identified a gap in their programming for, and with, adolescent girls. During the initial phase of implementing tailored "safe space" programming for different groups of adolescent girls (e.g., younger, older, in-school, out-of-school, married), field teams and girls themselves routinely requested more engagement with fathers. The initial program phase (2014-2015) engaged mothers but did not include a structured and complementary set of group sessions for male caregivers.

Based on the input from staff and adolescent girls, DRC Lebanon and WRC conducted a mapping of relevant resources that had been used in Lebanon and in other similar settings.¹ The mapping noted that a context-specific curriculum that engaged male caregivers in positive parenting and in child marriage prevention did not exist. Additionally, most curricula for use in Lebanon did not adequately include a step-by-step outline for use by humanitarian staff (or male mentors) who oversee programs.

Since 2016, DRC Lebanon has incorporated this resource into subsequent phases of its girl-centered interventions in Lebanon. Grounded in a concerted effort to be inclusive of the most vulnerable adolescent girls, these interventions have focused on building the protective assets of girls, strengthening their capacities, and mitigating their vulnerabilities to child marriage. The interventions' monitoring and evaluation plan now includes documenting changes in men's attitudes and behaviors; data collection and analysis are ongoing and will inform subsequent shifts and adaptations to the curriculum.

Who should use this curriculum?

The primary audience for this curriculum is staff at DRC Lebanon; it was developed to equip staff with a step-by-step roadmap for engaging fathers of adolescent girls in a structured, complementary, and meaningful way. The secondary audience is humanitarian and development actors who are implementing non-formal educational programming for, and with, adolescent girls in Lebanon.

DRC Lebanon and WRC recognize that other actors in Lebanon, and in the region, may benefit from this resource. Conversations at working groups within Lebanon, for example, have recently focused on how to more effectively engage men and boys. As a result, our aim is to share from our field experiences. We encourage colleagues to use and adapt these modules, many of which have been adapted from materials developed by other international NGOs. We also encourage your engagement with us in this work. DRC Lebanon and WRC will continue to share insights from its partnership, including monitoring and evaluation results.

1 Public version forthcoming (Spring 2018).

Why engage male caregivers?

Male caregivers, especially fathers, have a profound influence in the lives of girls. Whether positive, negative or lacking, male caregivers exert considerable impact on girls' development and opportunities. As a result, targeted programming for girls should identify opportunities to strategically engage fathers in being champions for their daughters' safety and well-being. Research affirms that engaging male caregivers matters; when fathers adopt more equitable viewpoints about their daughters and when they become more positively involved in their lives, this involvement is associated with increased school participation and achievement and with elevated self-esteem. Therefore, when engaged, male caregivers can become champions for girls' participation in formal education and non-formal educational programming that can build their capacities and mitigate their risks, including risk of child marriage. This work should complement, not detract, from an intentional and equitable focus on adolescent girls.

Rana Aoun

GBV Coordinator | Danish Refugee Council Lebanon

Omar J. Robles

Sr. Program Officer, Adolescents in Emergencies | Women's Refugee Commission



More than 250 girls, 120 female caregivers, 60 boys and 40 male caregivers graduated from DRC's Empowering Adolescent Girls project in Tripoli, Lebanon, in collaboration with the Women Refugee Commission and with funding from UN OCHA.

Creating a positive learning environment

These trainings are intended to be used with groups in a workshop setting. The learning activities included in the eight modules of this curriculum aim to give male participants the foundation of knowledge they need to transform their thinking on masculinity in order to promote gender equality and lower the risk of early marriage for children. The learning activities cover a range of issues and use a mix of training methods and tools to encourage participants to reflect on and explore these issues as they relate to their own experience.

In planning a workshop that will include some or all of the learning activities in this curriculum, it is important that the workshop facilitation team think carefully about how to create a positive learning environment for a particular group of participants. Preparation is important because many of the issues covered by this curriculum are very personal and may be considered sensitive. Some participants may feel uncomfortable in discussing issues of gender, sexuality, violence and gender justice. Such discussions may remind some participants of painful experiences from their own lives or the lives of people they care about. It may be hard to talk about certain topics without being reminded of painful experiences. In discussing issues of violence, some participants may be reminded of violence that they have experienced. They may also be reminded of the harms that they have caused to other people. For example, in facilitating a discussion on sexual consent, a participant may realise that he or she has pressured their own sexual partner into sex against their wishes. Careful preparation that ensures the workshop has a positive and supportive learning environment can help participants deal with difficult or uncomfortable feelings that may arise during the course of the activities.

What are the Skills and Qualifications of the Facilitators?

- The facilitator should have experience in social and/or psycho-social work (academic and/or specialist). More importantly, the facilitator should have a deep understanding and knowledge of gender equality, gender roles, and gender based violence as well as the cultural indicators of these subjects in Lebanon.
- Comprehensive communication with communities for behavioural change: Despite focusing on engaging men and boys, yet women and girls should be supported in understanding the positives of gender equality. Trainers should have good facilitation skills to deal with resistance, conflict-resolution, and intense reactions (which is the reason why comprehensive communication with communities for behavioural change is recommended) The key messages cannot be delivered without a deep knowledge on these subjects, or even the most vital of messages can miss their mark and even harm the participants and their families. It's worth noting that gender based violence affects society as a whole, thus it's important to learn the concept and modern terms so the efforts for transformation are fruitful and "harmless".

Choosing the Right Facilitators

Ideally, 2 facilitators will be conducting the session to provide support to each other, mitigate and resolve conflicts if the needed arises, and monitor any unusual indicators that needs to be taken into consideration during evaluation. The participants who show their interest, engagement and knowledge are more have a higher sense of responsibility on these subjects more like to become effective leaders in the transformation process.

Changing Attitudes by Confronting Oppression

Participants are likely to have strong views about the issues raised by this curriculum as it challenges gender norms that they take for granted or believe are carved in stone as “culture”. Some group members may disagree with the main messages that you want to get across. It is important for the facilitators to welcome this disagreement as an opportunity to discuss the issues further and to help people better understand their own and each other’s points of view. There may however, be some members of the group whose views make the problems worse.

A common example is blaming the victims of violence. A group member might say, “If a woman gets raped, it is because she asked for it. The man who raped her is not to blame.” This point of view is very harmful because it blames the victim of violence and excuses the perpetrator of violence from any responsibility. This point of view helps to create the conditions that allow violence against women to continue.

Everyone has a right to their opinion, but they do not have the right to oppress others with the views that they express. It is essential for the group facilitator to challenge harmful points of view. ***The best way to do this is to repeat the core values and messages of the toolkit and give the person a chance to think more deeply about their point of view and the impact that it has, as well as to listen more closely different points of view in the group.*** This can be difficult but it is vital in helping group members to work towards positive change. The following process is one suggestion for dealing with such a situation – this is an example of dealing with a group member who blames the victim of rape for being raped:

Step 1.

Ask for clarification: “I appreciate your sharing your opinion with us. Can you tell us why you feel that way?”

Step 2.

Seek a different point of view: “Thank you. So at least one person feels that way, but others do not. What do the rest of you think? Who here has a different opinion?”

Step 3

If another point of view is not offered, provide one: “I know that a lot of people completely disagree with that statement. Most men and women I know feel that the only person to blame for a rape is the rapist. Every individual has the responsibility to respect another person’s right to say ‘no.’”

Step 4

Offer facts that support a different point of view: “The facts are clear. The law states that every individual has a right to say ‘no’ to sexual activity. Regardless of what a woman wears or does, she has a right not to be raped. The rapist is the only person to be blamed.”

It is important to remember that changing deeply held views is difficult. Even after the group facilitator has used these four steps, it is unlikely that the group member will openly change his or her opinion. However, by challenging the statement, the group facilitator has provided another point of view that the group member will be more likely to think about and, it is hoped, adopt later.

It is helpful to constantly remind the group of the ground rules that they have set and agreed upon. Additionally, facilitators may refer to DRC's Value Compass when needed:

1. Humanitarian approach – people's right to a life with dignity takes precedence over politics and principles. DRC insists on the right of the individual to receive humanitarian aid and on our right and duty to provide such aid, whenever we can. This means that advocacy, in some cases, must give way to our duty to help people where lives are at stake, but also that we will provide assistance, regardless of whether such an effort could be interpreted politically. Moreover, we insist on the right of the individual to use his or her own abilities to shape his or her own life with dignity, in interaction with others.
2. Respect – for the equal rights of human beings: DRC takes a rights-based approach to its work, nationally as well as internationally. Thus we work to ensure that displaced persons can enjoy the rights of protection and life opportunities offered to them in applicable conventions and laws – without any kind of discrimination. In Denmark and elsewhere we are working to ensure that authorities and the international community assume their responsibilities in interaction with people in distress, and we will assist them until they are able to manage these responsibilities themselves.
3. Independence and neutrality – in regard to our surroundings: DRC works entirely on the basis of its mandate. Thus, we focus on issues concerning refugees and displaced persons, remaining neutral when it comes to party politics. Furthermore, this means that in international conflict areas our humanitarian work is based on independence and neutrality in regard to the conflicting parties.
4. Inclusion – of the people we work to help: DRC wishes to carry out its initiatives while respecting and collaborating with the people we are trying to help, thereby ensuring that they are empowered by the collaboration. This means that we ask them to consent to our assistance and to participate in planning and implementation, as well as assessing outcomes. Moreover, it is characteristic of our collaboration with people in distress that we try to use and strengthen their abilities to cope without assistance in the future.
5. Honesty and transparency – for all beneficiaries, donors, partners and others: DRC is accountable to the people we help, those that support us and those with whom we collaborate. This means that we are honest and open about what we do and about the choices we make, when needs exceed our ability to provide help. Moreover, we strive for successful and responsible joint efforts with others.

Creating a supportive environment

There are also specific steps you can take to create a positive and supportive learning environment for the workshop, including:

- **Discussing and agreeing on a set of working agreements:** These are the agreements that a group of people make about how they will work together. These agreements are sometimes called “ground rules”. See Session 1 for an example of such working agreements.
- **Making a clear working agreement on confidentiality:** This is essential for building relationships of trust within the group. This should state that group members should not tell people outside any details about what specific individuals have said in the group.
- **Getting to know each other:** It is important to take time at the beginning of the workshop to ensure that people get to know each other through fun and creative introduction games. Some groups may know each other well; other groups may not. No matter how well group members already know each other, it is helpful to begin any group work process with activities that help people feel more comfortable with each other. Try to think of fun ways for group members to get to know each other better.
- **Paying attention to the energy of the group:** Maintaining the energy of group members during the group work process is really important. In dealing with difficult and sensitive issues, there is a real possibility that group members will feel overwhelmed. Being creative about ways to maintain the energy of the group is necessary; this may include using warm-ups, energisers and ice-breakers. Humour is also important. This curriculum addresses serious issues but humour is a useful learning tool in itself – people learn better when they feel more comfortable and relaxed. Humour relaxes people and helps to maintain their energy.
- **Helping the group sustain themselves:** Providing participants with tea and snacks during the course of each session will help to sustain the work of the group. It is also essential to plan for breaks and social time. This curriculum includes a lot of issues and learning activities and it may not be possible to cover everything in one workshop. A common mistake that people make when planning workshops is to overfill the agenda. This leaves participants feeling tired, unable to take in new learning and unable to reflect on how such learning relates to their own lives. It is important to allow time and space for participants to ‘breathe’ during the workshop.
- **Helping participants keep track of the progress of the workshop:** This can be done by re-capping previous days and sessions and explaining the links between specific learning activities and the overall goals and flow of the workshop.
- **Using clear language and terms:** Discussions of masculinities and gender justice will likely involve using some language and terms with which participants may be unfamiliar. Terms about gender can be off-putting to people unless they are clearly explained. A good way to help people understand key concepts is to not only define them using clear language but also to use examples to help participants relate concepts to their own experience. Always take time to stop and explain concepts if participants seem confused. It is better to run over time than to leave without them understanding the main concept.

Dealing with disclosure

During the course of the workshop, some participants may start to talk about experiences of violence that they have witnessed, experienced and/or perpetrated. This kind of disclosure can be very powerful for the individual participant, who may feel safe enough in the workshop to be able to speak for the first time about a painful personal experience. Such disclosure can be very powerful and moving for other participants, helping to reduce their own sense of isolation in dealing with similar experiences. On the other hand, it may be traumatic for other participants to listen to a personal story of violence being told during the workshop. Such a story may remind them of their own experiences when they are not ready or willing to be reminded. Such a story may trigger memories which people do not want to remember.

As the facilitation team, it is important that you prepare participants for dealing with disclosure by:

- Explaining at the beginning of specific learning activities that participants may feel moved to talk about their own experience of violence that they have witnessed, experienced and/or perpetrated, and reminding the group that this may be beneficial but that it also may be harmful for the rest of the group;
- Preparing and supporting participants to make good decisions about whether, what, when and how much to disclose by reminding them to think through their motivations for disclosure and possible impacts on themselves and the rest of the group;
- Reminding participants that this workshop is not intended to be therapy and that the facilitation team does not necessarily have particular skills or training in providing counselling support to people dealing with traumatic experiences; and
- Where possible, providing participants with DRC's GBV Hotline number. You may also plan for a case worker to be present during one of the sessions to get to know the participants and present DRC's case management services.

In a situation where disclosure is linked to a crisis, some participants may talk about their experiences with violence because they are in a crisis and urgently need help. The task for the facilitator in this situation is to assess how urgently help is needed and get in touch with DRC's GBV case management team. In a situation of crisis, the facilitator may need to take time during a break or, in the most serious cases, during the workshop itself to deal with it. This could involve assessing the group member's situation, making a referral or even staying with the person until a case worker arrives.

Some group facilitators may also have had personal experiences with violence. Depending on the group, it can be very powerful for facilitators to humanise the discussion of issues of gender injustice by talking about their own personal experiences. The facilitator will need to decide before the group meets about the situations in which it may be useful to the learning objectives of the workshop to talk about their own experience.

Creating a strong facilitation team

It is rarely a good idea for one person to run a whole workshop using this curriculum. A team of two or more facilitators will be needed in order to deal well with the complexity and sensitivity of the issues being discussed. Given the focus on transforming masculinities and promoting gender justice, it is also beneficial if the composition of the facilitation team reflects a diversity of gender identities and experiences.

Given this diversity, it is important for the facilitation team to discuss beforehand the steps that should be taken to ensure that team members work well together and to address any specific challenges that may prevent the team working well together. This should include attention to the following issues:

- Agreeing to clear roles and responsibilities within the team: Teamwork is better when everyone clearly understands their own and each other's roles and responsibilities within the team. It is important to discuss these roles and responsibilities with team members as part of their preparation for their work in the community. This discussion of roles and responsibilities can help in:
 - » Relating roles and responsibilities to skills and experience in order to make sure that team members are able to do what is being asked of them;
 - » Making clear agreements about how team members will work together; and
 - » Ensuring that responsibilities are fairly distributed across the team.
- Being the change we want to see: The way the team works together must show its commitment to the values and principles of gender justice and social justice more broadly. In practice, this will involve:
 - » Setting clear standards for behaviour that can be used to hold team members accountable for oppressive behaviour (such as sexist jokes or sexual harassment); and
 - » Having clear organizational policies on all forms of discrimination (including discrimination based on gender, sexual orientation and HIV status).
- Planning ways of giving each other support: Another important aspect of improving teamwork involves helping the team identify ways that they can support each other doing this work. Such support is a vital ingredient of teamwork on any project, but is especially important in this area because issues may bring up painful memories and experiences. Team members may also face isolation and resistance from their friends and family members because of the work they are doing. Discussing issues of masculinities and gender justice can also feel overwhelming, because it reminds team members of the harsh realities being faced by community members (for example, the widespread nature of men's violence against women.) For these reasons, it is important that team members are able to support each other in dealing with these feelings if and when they come up. There are different ways to help team members in being able to support each other, including:
 - » Structuring mutual support – group team members together in small teams and make sure that these support teams meet regularly to offer each other support;
 - » Giving team members the opportunity to get to know each other better by encouraging people to share their own interests in and motivations for this work;

- » Allowing time for social and fun activities to allow people to get to know each other in different ways;
 - » Using supervision sessions with senior staff as further opportunities to identify the need for, and if possible provide, support; and
 - » Making clear agreements about how team members can ask for support and what support is available, for example in terms of counselling for team members if they are reminded of problems and traumas from their past.
- Making time to practice and get feedback on activities: People learn best by doing. The best way to learn how to use this curriculum is to practice using its learning activities, and then getting feedback from people with more experience of this work. It is important that facilitation team members have an opportunity to practice facilitating the activities before the workshop.

Being a good facilitator

Strengthening core skills

An important part of using this curriculum is simply helping participants to work well together by facilitating their learning. There are some core skills that any good facilitator needs and it is important that the facilitation team discuss how best they can strengthen these core skills, focusing on:

Active Listening

Facilitators need skills in active listening in order to be able to use the tools well with community groups. Active listening means more than just listening. It means helping people feel that they are being understood, as well as being heard. Active listening encourages people to be more open in sharing their experiences, thoughts and feelings. This is really important when it comes to encouraging groups to talk more openly about the social roles and sexual lives of women and men. Active listening involves:

- Using body language and the face to show interest and understanding. This could include looking at the speaker's eyes, nodding the head, and turning the body to face the speaker;
- Listening not only to what is said but also to how it is said, by paying attention to the speaker's 'body language';
- Asking questions of the person who is speaking in order to show a desire to understand; and
- Summarising the discussions to check an understanding of what has been said and asking for feedback.

Effective questioning

Being able to ask effective questions is an essential skill for this work. Effective questioning skills are needed in order to help people to better understand the complexity of genders, powers, masculinities and their links with oppressions, inequalities, and violence. Such skills also increase people's participation in their group's discussions of what to do about transforming masculinities and promoting gender justice. Effective questioning involves:

- Asking open-ended questions, for example using the six key questions (Why? What? When? Where? Who? and How?);
- Asking probing questions: by following people's answers with further questions that look deeper into the issue or problem;
- Asking clarifying questions by re-wording a previous question;
- Asking questions about personal points of view by asking about how people feel and not just about what they know; and
- It is important that questions are asked in a constructive manner. Facilitators should recognise participants' inputs, especially when participants share their personal reflections.

Key important points that the facilitator should keep in mind:

Participation: It is important that the facilitator does not dominate the proceedings, but instead creates space and an environment for all participants to share and learn.

Humility: This is a community learning process. We do not have every answer to every question. We are trying to deconstruct the patriarchal hierarchy. Therefore, the hierarchy should not be reinforced in the workshop setting. Nobody is superior to others. We should all recognise the complexity of the topics. There are confusions and doubts.

Dialogue: The facilitator should foster an environment that encourages participants to share their views. However, being constructive and non-judgmental does not mean that gender insensitive comments and views can go unchallenged. Statements that devalue dignity of women or men, or give privilege to certain groups should be questions in a way for further critical reflection.

Sense of humour: Understanding that the learning process can be challenging and difficult, a sense of humour can help keep the dynamic positive and hopeful. A sense of humour can help ease anxiety and tensions.

Strengthening skills in working with groups

Facilitating group discussions is a basic skill for using this curriculum. This skill is needed in order to increase the participation of people in their group discussions and to ensure that group members are able to express their range of views and interests. Good facilitation skills help to improve the quality of group discussion and problem solving. Such skills can also help groups to agree on changes that are needed and to commit to taking action on these changes. There is no single best way to facilitate a group discussion. Different facilitators have different styles. Different groups have different needs. But there are some key aspects of good group facilitation, which are described below.

- **Involving everyone:** Helping all group members to take part in the discussion is a really important skill in facilitating a group meeting. This involves paying attention to who is talking a lot and who is not saying much. There may be many reasons why someone is quiet during a group discussion – for example, they may be thinking deeply. But in general, it is a good idea to bring quiet group members into the discussion – for example, by asking them a direct question. On the other hand, if someone is very talkative, it is helpful to ask them to allow others to take part in the discussion.
- **Keeping the group on track:** A key task for the facilitator is to help the group stay focused on the issues that are being discussed and the objectives for the group discussion. If the group seems to be losing its focus, it is important to remind group members about the objectives for the activity and the issues that are being looked at. This will help to get them back on track. One of the main tasks of the facilitator is to help the group by guiding its discussion. A good facilitator will use questions to shape the discussion and direct it towards the key learning points and remaining questions.

- **Managing conflict:** Talking about issues of gender justice may well give rise to disagreements within the group. Most people have strongly held views about such issues. Disagreement is very healthy and should be welcomed. It is often through disagreement with others that we come to better understand our own thoughts and feelings. There may however, be situations when disagreement turns into conflict. In a conflict, people put their energy into defending their own fixed positions rather than exploring the issues with each other. Helping the group to manage such conflict is a key role for the facilitator. This is because conflict can make it harder for the group members to do their work together and achieve their objectives. There are many ways to manage conflict. These different ways tend to share some common features, including:
 - » Getting people to state their concerns, and the reasons for them, clearly – this reduces the danger of other people making assumptions;
 - » Getting people to listen to others carefully – this helps to shift people out of their fixed positions and creates an atmosphere of respect in which it becomes easier to work a conflict out;
 - » Getting people to look for areas of agreement and shared concern – this is to create a common ground on which to come together to work a conflict out;
- **Dealing with disruptions:** People often take on particular roles when they are in groups. Some of these roles can interfere with the work of the group. Facilitating a group discussion may mean dealing with negative or disruptive people or with someone who continues to interrupt the discussion. Reminding the group of the working agreements and asking everyone to be responsible for maintaining these agreements is a good way to deal with disruptions. It is important to try and involve the group when asking a disruptive group member to help rather than hinder the work of the group. In the most extreme circumstances, when a group member continues to be very disruptive, the facilitator may need to ask this person to leave the group session. In this situation, it is important to arrange to talk with this person later in order to better understand their position and to make a decision about whether they should continue with the group.
- **Achieving agreement:** It will not always be possible to achieve agreement among group members. But a good facilitator will highlight areas of agreement for the group, as well as points of disagreement that need further discussion. The facilitator should also sum up the main points of the discussion and any action points that have been agreed. Participants can agree to constructively disagree. It is important to thank the group for their contributions to the meeting and to celebrate the achievements of the meeting.

Session 0: Creating Rapport with Male Caregivers

Some effective pre-curricula strategies for promoting men's participation include:

- Gathering for tea
- View/playing sports
- Attending an event/showcase by girls, direct engagement via the Contact List generated from *I'm Here* implementation, etc.

It is useful to spend some informal time with the men before starting the sessions in order to get to know them and build interest in the modules.

Prior to the session and while calling each man to invite them to attend, ask them what is their favorite hobby. It might be sports, playing Tawle, having a cup of tea/coffee while watching a football game, etc. This will help you create rapport and build the relationship with the men.



SESSION 1: The Welcome Session

Objectives:

- Promote trust and respect in the group by establishing ground rules including respect and non-judgmental attitudes.
- Receive feedback on the needs, expectations and motivations of participants.
- Use the expressed needs and interests of men to encourage their participation and to answer their most pressing questions.
- Get input from the participants on planning future sessions to address the particular needs of the men.

Time: 2 hours

Activity 1: Welcoming the group (20 minutes)

Activity 2: Ice-breaker – “Who like me...?” (30 minutes)

Activity 3: Establishing Ground Rules (10 minutes)

Activity 4: My Needs and Expectations as a Father, Husband or Brother (45 minutes)

Activity 5: Homework and Close (15 minutes)

Materials:

- Flipchart and markers
- Attendance sheets

Prior Preparation:

- For all sessions, form a circle of chairs enough for you and your participants
- As this is the first session and in order to create a positive and engaging environment for men, ask them if they would like to stay after the session for a recreational activity adapted to their interests and age.

Notes for the facilitator:

As a facilitator, you are responsible for building a safe, participative and dynamic learning environment, based on mutual respect and collective responsibility between participants. The curriculum uses participatory approaches, allowing you as a facilitator to guide the group, while at the same time encouraging participants to play an active role. This also allows you to draw on the wide range of strengths and experiences among participants, inviting dialogue and collective problem-solving.

Remember that the participants are placing their trust in you to make meaningful contributions and to treat all individuals with respect. It is your job to help the group establish ground rules that will be valid for every session. You should do this at the beginning of the first day.

A strong facilitator should be prepared to address potential barriers to participants' learning or level of engagement. GBV can be a sensitive topic, and you might sense resistance from participants during some discussions.

As a facilitator you can foster learning by following a few key guidelines:

- Respect that each participant's contributions and opinions are influenced by her/his individual experiences.
- Maintain a non-judgmental attitude throughout the training. Participants will be more open to your opinions when you are open to theirs.
- Refer questions back to the group instead of answering them yourself. Often, the answer provided by peers has greater resonance.
- Learning takes time. Be unconditional in your support of the learning process.

Some of the roles that people take on in groups can also interfere with the learning process. In these instances, remind the group of the ground rules, particularly those centered on respect and having a safe space. While the group will not always achieve agreement, as a facilitator you need to highlight areas of agreement, as well as points of disagreement that need further discussion. You should also sum up the main points of the discussion and any action points that have been agreed upon, and thank the group for what they have contributed to each session.

Planning a training that will meet the needs of participants requires significant and efficient preparation. It is essential that you are well-prepared and organized, and that all support materials – flipcharts, handouts, posters, participant binders and other resources – are prepared in advance and readily accessible to you and other facilitators.

The training venue should be sufficient for 20 participants and 2 – 3 facilitators. The room should be organized so participants are comfortable and can clearly see the facilitator at all times. Also remember to plan sufficient coffee/tea and lunch breaks to maintain participants' energy levels and concentration. Finally, ensure that your agenda for each day is well thought-through and clearly posted for participants.

In any group, the first challenge is to build a secure and safe group framework so that participants feel they may share their feelings and experiences in confidence. If this confidence framework is built from the beginning, then it is much easier to maintain this environment as the group becomes self-regulating. The facilitator functions as the moderator of the framework. As such, he/she must refocus the group if participants stray from the agreed-upon rules.

Activity 1: Welcoming the group (20 minutes)

1. As participants come into the room, fill the attendance sheet so that you can keep track of attendance. Explain the attendance policy. (Note: In the ground rules, the facilitator can speak about the need to respect time and commitment to the course.)
2. Start by introducing yourself, explaining the purpose of the meetings. Below is a suggestion of what you may say: "Welcome, everyone! You have all come to join this group because you are interested in how to become better fathers and promote a more peaceful community. Thank you for coming. We will spend time together every week over the coming 8 weeks to talk about issues that affect our families, including our daughters, sons, and us as men. Fathers are an important part of this community and have the ability to create safer environments with women and teach younger generations how to treat others as equals. Over these next weeks, we will build concrete skills around communication, how to be better fathers as well as other issues. Now let's talk about what we will do today." Ask if there are any questions.
3. Ask the participants to go around the room and introduce themselves. A fun game can be to ask them to say their name and his normally takes about 20-30 minutes depending on how many participants are there.
4. Brief the participants on the objectives and role in the upcoming sessions: "You are present here today because in all of your lives there is a girl between the ages of 10 to 20 years. Lots of international research shows, as well as the feedback we get from you and other people in your community, that a girl between this age group can be vulnerable to situations that could harm her. What we know is that sometimes when community members are trying to keep young girls safe, there are things they can miss out on, they can also be subjected to other types of harm. For example, we know that sometimes we keep our girls home from school because we are worried that they will be harassed on the way to school. But we also know that girls who go to school learn things that are important for them to know so they can be healthy and happy adults. So in such a situation when a family is trying to keep the girl safe, they are also unintentionally causing harm. So over the next 8 weeks we are going to work together to think about how we can keep the girls in our lives safe without causing harm by accident. At DRC we understand that a lot of the time there are other factors such as legal issues or financial constraints that impact a families ability to support the girls in the family in the best way possible. Over the next 8 weeks we will work together to see what support there is in your community to address these issues."

Activity 2: Ice-breaker – “Who like me...?” (30 minutes)

1. Have all participants stand up and form a circle.
2. Explain that spontaneously, one by one, participants can move to the center of the circle asking the question, “Who, like me...?” They will complete the question with a detail about their family situation or experience of fatherhood. For example, “Who, like me, has four children?” In this example, all men who also have four children would join the man in the center of the circle.
3. Those who moved to the center of the circle would then return back to their places in the larger circle.
4. As facilitator, start the activity from the center of the circle by asking the question, “Who, like me...?”
5. Then, encourage others to move to the center and ask their own questions, “Who, like me...?”

Note: encourage the group to be casual in this activity. It’s a group bonding exercise to help them understand what they have in common. They can use shared interests in sports teams, hobbies, where they are from, what food they like, etc. as a way to get to know each other. Feel free to experiment – who like me is shy? Who like me enjoys dancing? Who like me would like to lose some weight? Who like me has their second toe longer than their first toe? Etc.

Activity 3: Establishing Ground Rules (10 minutes)

1. Place a piece of large white paper on a wall or other flat surface labeled, “Ground Rules.”
2. Explain to the group that you are creating your own community and society in this room. Ask the group what kinds of rules the group should have to create an atmosphere of openness and respect. Write these on the paper.
3. Add the following if they are not mentioned:
 - a. Be on time. The facilitator can make an agreement that if they will respect time, the facilitator will respect time and end on time and insure that they go to coffee breaks on time.
 - b. Use “I” statements (i.e., do not generalize your personal beliefs to the group). For example, say, “I believe that...” rather than, “We believe that...”
 - c. One person should speak at a time.
 - d. Non-judgmental language. Respect the workshop - be on time, turn mobile phones off.
 - e. Respect each other - listen carefully, allow people to finish what they are saying. Respect other points of view and treat others with respect.
 - f. Support each other - be aware of how your fellow participants are feeling.
 - g. Keep confidentiality - do not tell people outside of the group any details of what specific individuals in the group said.

- h. Be the change that you want to see in the world - do not say or do anything that others might consider oppressive and help to challenge any participants that behave in an oppressive way.
 - i. Be a good listener - especially if you notice that you are talking a lot.
 - j. Be an active participant - especially if you notice you are sitting back or 'checking out'.
 - k. Help to keep the workshop space clean and tidy.
4. Once everyone has had a chance to volunteer a ground rule, ask participants to sign the flipchart paper, symbolizing a written agreement between the group members.

Activity 4: My Needs and Expectations as a Father, Husband or Brother (45 minutes)

1. Divide the participants into groups of 3 or 4 people and ask them "What would you like to reflect on, learn, share or understand in these sessions together?" Tell them they have five to ten minutes in their groups to discuss.
2. After the five to ten minutes are up, ask for a volunteer from each group to report back two to three questions or comments from the group.
3. Record the comments and questions on a flipchart paper.
4. Once all groups have had a chance to report back, read the first question and answer it modeling the behavior for the group (using "I" statements, and validating that it is a good question to ask).
5. For the rest of the questions, invite volunteers to answer from his experience and perspective by asking, "Who would like to share their experience on how they were able to resolve this issue?" or "What do people think about this comment?"
6. After the group members have finished answering the question, you can summarize and highlight the key ideas and those that most exemplify ideals of gender equality and shared responsibility. For example, if one of the groups reported that they would like to learn how to communicate better with their wives, others said that they would like to learn how to enhance their relationship with their teenage daughter, and a third group said that they would like to better understand the needs of the female members of the household; summarize their ideas by saying that during the upcoming sessions, we will be learning positive and non-violent ways of communication that can be used with all the members of the household, to better express our needs and our expectations, and better understand those of our household members. NOTE: Note: There will be some expectations that cannot be covered in the time given. For these, it is important to say that while all expectations cannot be met, you will do your best to find the answer to questions you do not know, and/or to point them to the right resource where they can find the answer
7. The most important piece of this activity is that the questions move the group to share their personal experiences. If time permits, measure and give equal attention, in an attempt to answer all questions.
8. After everyone has discussed the questions and expectations, ask the group the following questions:

- a. How did it feel to hear about the experiences of other men? Did you learn anything new?
- b. Were there any comments that surprised you?
- c. In your opinion why do men talk so little about their concerns about supporting the women in their lives, such as their daughters, their wives, their sisters?
- d. Are there any more questions that anyone has?

Activity 5: Homework and Close (15 minutes)

In preparation of the next meeting, ask participants to do the following:

"Think about the woman in your life (wife, daughter, or sister) what concern or fear you have about your role of being her father, husband or brother."

They will not have to share this with the class but it will be helpful to get them to reflect on their role in the lives of the women in their family.

To close the session:

1. Thank all participants for sharing their questions, concerns and experiences.
2. Express appreciation for the environment of respect and trust they have sustained throughout the session, and encourage participants to take part in future meetings.
3. Remind the group about confidentiality and the importance of keeping what it said during the group sessions within the group.
4. Provide a brief overview of what will be discussed in the next session, and encourage all of them to attend.

SESSION 2: Gender Roles in Society

Objectives:

- Understand relationship between gender and culture/society
- Reflect on men and women's gender roles and how they affect attitudes and behaviors

Time: 2 hours

Activity 1: Welcome and check-in (10 minutes)

Activity 2: "Voting with your feet: Gender Values Clarification" (30 minutes)

Activity 3: Gender and Culture (1 hour 10 minutes)

Activity 4: Homework and Close (10 minutes)

Materials:

- One sheet of paper that says, "Agree" and a second that says, "Disagree"
- "Sex and Gender Roles" table written out on flipchart (see below)
- Flipchart easel and papers
- Colored markers

Prior Preparation:

Place a large sign that says "Agree" on one wall, and a "Disagree" sign on the opposite wall. Make sure that there is space between the two signs for people to move freely.

Notes for the facilitator:

Prior to this session, think back on the key concepts you have acquired during previously attended Gender trainings. As the core principal of this program is to promote gender equality, it is important that you understand how gender norms and inequality affect men's and women's roles within society, for example, and the ways in which one can create safe spaces for participants to create alternative gender equitable behaviors and perspectives.

Sex and Gender Roles Table:

Sex	Gender
Biological differences between men and women; what we are born with	Socially constructed roles of men and women that vary from one society to another and at different points in history
Born with	Not born with
Natural	Learned
Universal	Cultural
Cannot be changed (without surgery)	Can be changed and changes over time

Activity 1: Welcome and check-in (10 minutes)

1. Welcome everyone back to the group.
2. Check in with the participants by referencing last week's session, and reminding them that they were supposed to "Think about the woman in your life (wife, daughter, or sister) what concern or fear you have about your role of being her father, husband or brother."
3. Ask the participants if any of them want to share their feelings or thoughts that they
4. may have about the women in their life? (see if you can capture general trends that they may mention such as: Keeping them safe, earning money for the family, disciplining them etc.)
5. Remind them that today they will be discussing the different roles that men and women play in life.
6. Review the ground rules particularly the non-judgmental language. Provide an overview of the days objectives.

Activity 2: "Voting with your feet": Gender Values Clarification (30 minutes)

1. Explain to the participants that this activity is designed to give them a general understanding of their own and others values and attitudes about men's and women's expected roles in society.
2. Explain that this session will focus on gender – which is the word we use for men's and women's expected roles in society, and that this is the group's first opportunity to discuss how gender impacts relationships between men and women.
3. Remind the participants that everyone has the right to his or her own opinion, and that no response is "right" or "wrong."
4. Make sure that you have a large sign that says "Agree" on one wall, and a "Disagree" sign on the opposite wall. Make sure that there is space between the two signs for people to move freely. This activity is also encouraging people to move around and get them to loosen up and speak informally.
5. Tell participants that they will be "voting with their feet" by moving and "casting their ballot with their bodies." Ask participants to stand between the two sheets of paper ("Agree" and "Disagree") that you have hung on the wall.
6. Read aloud the first statement on the list, to move from the middle and stand near the piece of paper that most closely represents their opinion. The statements are:
 - a. Only women can cook for their families. Men do not cook. *After participants have moved to "take a stance" are standing near the "agree" or "disagree" signs, continue by asking: So if men do not cook, do you think that men CAN cook? Can a man actually physically cook?*
 - b. After the participants have made their decisions and moved under the sign, ask for one or two volunteers from each group to explain why they feel that way by probing with questions (in italics).
7. Using the same reasoning to challenge the following statements.
 - a. A woman can be a taxi driver. *Is there something physical that prevents women from being able to drive a car? Can women stay up late? Can women protect themselves from strangers? What if they have a weapon?*
 - b. A man can take care of a baby. *Can men feed babies with bottles? Can they change diapers? Is taking care more than just breastfeeding?*
 - c. A woman can financially provide for her family. *What happens if a man is killed or injured and cannot work? What happens if a woman makes more money than a man?*
 - d. A man and a woman can provide together for their family. *Do they have different roles? Which roles are normally for men. Which are for women? What roles can either do?*
 - e. A girl cannot play football. A boy cannot play with a doll. *What toys can boy children play with? Why can girls not play football? Do little girls like to run and kick? Can little boys be nurturing and loving and take care of dolls?*

- f. A man does not cry. *Do boys cry? What emotions do men show? Can you cry if your favourite sports team loses? If your father dies? If your child is hurt? Why does society frown on men showing emotions? What about women?*
- g. Women take decisions based on feelings; men take decisions based on rational thinking. *Are men more rational than women? Do men have feelings? Do men ever lose their tempers and make decisions out of emotional reasoning? Can women be rational? Do you know any rational women?*

8. Note to the facilitator: Some of these statements and issuing discussions will be challenging. This is normal, and at this stage the aim is not to reach a final consensus between all the members but rather to encourage the men to start thinking differently about socially ascribed gender norms. They can make jokes and explain their perspective in a humorous way but try to keep them focused by asking the explanatory questions if they cannot explain their thoughts. Encourage anyone who shows a “positive” gender role interpretation, even if it goes against what the bulk of the men believe. You can add your opinions to support gender equitable stances.

9. Ask the participants to return to their seats after discussing all of the statements, facilitate a discussion by asking the following questions:

- a. Which statements, if any, did you find challenging to form an opinion about? Why?
- b. How did it feel to express an opinion that was different from that of some of the other participants?

The facilitator is looking for the participants to state things such as: it is hard to go against the group if they all agree, “it’s always been this way so that is our society works”, as a man we’re not allowed to question the way men are – it is just the way it is etc.

10. Conclude the discussion by stating that the topics they debated in this activity have to do with gender, which is how individuals are socialized to become men and women in our societies. Tell them that gender is different from their “biological sex,” which are the physical characteristics that men and women are born with. Refers to attributes and roles differentially ascribed to males and females, it refers to widely shared ideas and expectations concerning men and women. Gender is determined by social factors like history, culture, tradition, societal norms, and religion. It is also in their society teaching boys and girls how to become men and women because it determines roles, responsibilities, opportunities, privileges, limitations, and expectations of men and women.
11. Show them the flipchart with the “Sex and Gender Roles” table and review it with participants by reading through the terms “gender” and “sex” and the associated characteristics. You can spend more time on this to get them to understand that gender is how we choose to behave (as expected by society and by culture) versus things we have no control over such as body hair, our genitalia, and our biological sex.
12. Review the following statements and as a group write the statement in the appropriate column.
- a. Women give birth to babies (Sex)
 - b. Men have facial hair (Sex)
 - c. Men are taxi drivers (gender)

d. Women take care of children (gender)

e. Men can feed babies (gender)

13. Note: Participants will likely tell you that some of these characteristics might not be biologically determined but they are cultural/custom. Explain this may be the case, and we have seen over time that culture and custom can change. For Men can feed babies, point out that men can use formula and bottles to feed the baby.

14. Ask if there are any questions.

Activity 3: Gender and Culture (1 hours and 10 minutes)

1. Divide participants into four groups, and distribute flipchart papers and coloured markers to each group. Facilitator note: Can be fun to use something other than counting people off by numbers. Try fruit, animals, etc: Orange, mango, strawberry, banana.
2. Break participants into groups of 3 or 4 and brainstorm the phrases from cultures related to men, women, boys and girls. Examples from American English include:
 - » Throw like a girl
 - » Boys don't cry
 - » Don't Mess with Mother Nature
 - » If Mamma's not happy, no one is happy
 - » Take it like a man; Rub some dirt in it.
 - » Dutch: A woman without a man is like a ship without a rudder
 - » Behind every great man there is a strong woman
 - » A Woman's Hair is her glory

Examples from Lebanon and Syria include:

- المرا بنص عقل
- بالآخر , المرا بتعلق شهادتها بالمطبخ
- وراء كل رجل عظيم امرأة
- رجال بلا كرش ما بيسوى قرش
- ببيكي مثل النسوان
- بيركض مثل البنات
- أعطي الخرسى سر بتصير بلبل
- لسان البنت مثل شعرها كل فترة بدو قص
- فلو طلعت البنت عالمريخ آخرتا عالطبيخ
- طب الجرة على تمها بتطلع البنت لأمها
- أم البنت مسنودة بخيط وأم الولد مسنودة بحيط
- هم البنات للممات
- حطو المرا وإبليس بالكيس طلع إبليس من الكيس عم يستغيث
- دأل حماتك وكساب ودها أحسن ما تفتحلك طاقة ما تقدر تسدها
- الرجال بالبيت رحمة ولو كان فحمة
- يلي جوزها معها، بتحرك القمر بإصبعها
- ضروب مرتك كل يوم إذا أنت ما بتعرف ليش، أكيد هي بتعرف
- إذا بدك مرتك تلين عليك بحطب التين
- المرا مثل السجادة، كل فترة بدها نفص
- المرا مثل الزيتون ما بيحلى إلا بالرص
- زينة المرا شعرا
- يلي ببيت أهلو على مهلو

3. In Small Groups: Come up with as many terms as they can in their respective cultures. Write each one on a Post It – Label Men, Women, Boy, or Girl
4. Facilitator places a few posters around the room labeled: Men; Women; Boys; Girls; Participants are given 20 minutes to brainstorm phrases and write them on sticky notes. They then are asked to put the sticky under the poster it refers to (Men or Women etc).
5. In plenary, the Facilitator reads some of the phrases and asks the groups: Is it positive or negative? Identify the gendered implications of each phrase (for example– what does it mean to say someone throws like a girl. If it is negative, it is implying that only men are athletic and women cannot do this task and it is an insult to a boy comparing him to a woman/girl).
6. Ask participants what this says about their culture? What does it show about their feelings about how men and how women should act? Do the participants agree? Does it relate to their own experience in life? For example, if men are supposed to be athletic, what happens to boys who are not athletic? If a woman's hair is her glory, what does culture think or say when women have short hair?
7. Summary on Gender and Culture: Facilitator should tell the participants that these cultural and gender factors affect what we believe in and have opinions on. This, in turn, affects our behaviors for better and for worse. Reflect on what the cultural sayings that they came up with say about what society expects men to act like and what society expects women to act like. Are some of these things negative? Some of these cultural and gender beliefs can be bad because they can promote harm – such as men using violence to resolve conflict, or disadvantaging women by giving them little decision-making power, and overall creates unhealthy and unsafe environments for boys and girls. As men, it is important to recognize which behaviors are harmful and step away from them in order to seek out more positive versions of what it means to be men. We will discuss what this means in the next sessions.

Activity 4: Homework and Close (10 minutes)

In preparation of the next meeting, ask participants to do the following:

This week, interview a boy and a girl of school age in your family about his or her habits by asking the questions below. Make sure to interview the children separately. Ask:

- a. *If they are of school age and have went to school: What is your favourite subject in school? Why?*
- b. *What is your favourite activity or game to play with your best friend?*
- c. *Are you asked to do any chores at home? If so, what chores?*
- d. *What are things you like about being a boy/girl? What are the things you don't like about being a boy/girl?*

As you listen to the child, do not respond. Just listen. After the interview is over, reflect on what you learned in today's session about gender. How do children's responses reflect how he or she was socialized to think, believe, and behave? Teachers, religious leaders, peers, mothers, fathers, and others are all influencers on children. Come prepared to the next session ready to share your findings.

To close the session:

1. Thank all the participants for sharing their thoughts and experiences in today's session.
2. Re-emphasize that gender is socially constructed, meaning that men and women, boys and girls, are influenced by culture, religion, social status, laws and politics. Remind them that culture is not static (i.e. does not always stay the same) but can change and does both over your life cycle and from generation to generation.
3. Remind them that gender and cultural factors affect what we believe in and have opinions on but we can change them. These beliefs affect our behaviours and how we plan for the future. Again as men, it is important to be aware of how culture and gender impacts how we act as men.

SESSION 3: The Man Box

Objectives:

- Understand how male and female gender roles are maintained and enforced;
- Understand how rigid male gender roles have a connection to violence.
- Understand how rigid male gender roles prevent fathers from caring parenting.

Time: 2 hours

Activity 1: Welcome and check-in (20 minutes)

Activity 2: "The Gender Boxi" (45 minutes)

Activity 3: "Men and Parentingii" (45 minutes)

Activity 4: Homework and Close (10 minutes)

Notes for the Facilitator:

Prior to this session, think back on the key concepts you have acquired during previously attended Gender trainings. As the core principal of this program is to promote gender equality, it is important that you understand how gender norms and inequality affect men's and women's roles within society, for example, and the ways in which one can create safe spaces for participants to create alternative gender equitable behaviours and perspectives.

Activity 1: Welcome and check-in (20 minutes)

1. Welcome everyone back to the group.
2. Check in with the participants by referencing last week's session, and checking if they were able to complete their homework. Ask for volunteers to share how the homework went. (Note this should be voluntary but you may want to check in with any of the participants who might be willing to share before the meeting and ask them if they feel comfortable sharing. You may also want to ask those who didn't do it why and what were the barriers that made them feel uncomfortable in doing this.)
3. Facilitator says: "Last week, you were asked to interview a boy and a girl in your family about his or her habits." Ask: "Did you find any differences in the responses from boys and girls? Similarities? " Facilitator can keep a list on a flip chart under boys and girls. Be sure to mark things that are similar to both boys and girls and underline them. Ask if they noticed any differences between young children (under 5) and older children? Were boys and girls very different?
4. Facilitator asks: "You also asked them what are things they like about being a boy/girl and what things they don't like about being a boy/girl?" what were the differences?" (At this point, you may start hearing things about girls having to do the chores, boys being spanked, try to pull out differences and emphasize the ones that are related to gender roles).
5. Ask the participants "How do children's responses reflect how he or she was socialized to think,

believe, and behave?”

6. Mention that teachers, religious leaders, peers, mothers, fathers, and others are all influencers on children. Where do children learn how to act? They mimic, they look at how others behave, and they are corrected when they don't behave “correctly”.
7. Tell the participants that today they are going to learn how we “teach girls and boys to be men and women” - how we develop these rules.
8. Review the ground rules particularly the non-judgmental language. Provide an overview of the days objectives.

Activity 2: The Gender Box (45 minutes)

1. Introduce the activity by presenting the learning objectives. Divide participants into two groups. Group 1 will discuss ‘acting/being like a man/boy’ and Group 2 will discuss ‘acting/being like a woman/girl.’
2. Ask Group 1 to discuss and answer the following three questions:
 - a. What are examples of messages that men/boys are given when they are told to “act like a man/boy”? (10 minutes)
 - b. Where (e.g., home, schools, etc.) and whom do these messages come from? (5 minutes)
 - c. How are these messages told, sent or conveyed (e.g., through TV, traditional songs, books, stories, laws, workplace culture, etc.)? (10 minutes)
3. Ask Group 2 to discuss and answer the following three questions:
 - a. What are examples of messages that women/girls are given when they are told to “act like a woman/girl”? (10 minutes)
 - b. Where and whom do these messages come from? (5 minutes)
 - c. How are these messages told, sent or conveyed? (10 minutes)
4. After the discussion, draw two boxes – one box around the messages from Group 1, and the other box around the messages from Group 2. Call these boxes “The Gender Box”.

“Act/Be Like a Man/Boy”

“Act/Be Like a Woman/Girl”

5. Ask each group to continue their discussions by answering following questions:
- What happens to men/boys and women/girls who do not conform to the messages inside the box?
 - What tools, strategies and techniques are used to ensure that messages are received and followed? Or what methods are used to keep men/boys and women/girls inside the box?
 - Are there messages outside the box?
 - Do men/boys and women/girls sometimes disobey the messages inside the box?
 - How do we conform to some of the messages inside the box and how do we disobey some of the messages?

Notes for the facilitator:

Key points that need to be drawn out from this activity can include:

- "Nobody is born in the "act like a man/boy" or "act like a woman/girl" box. The social system keeps men and women in the box so that people can be controlled and follow "social orders". This becomes very important in the teenage years when children begin to turn into adults. Boys are being taught how to be husbands and fathers and girls how to be mothers and wives. When children were younger, they often had more "gender freedom" (refer back to the homework exercise).
- This takes years and years of enforcement and socialization. Those who do not conform will face sanctions or punishment. There are different tools, strategies, techniques and methods of keeping people in the gender box. Violence is one of them.
- Violence is the policing mechanism to maintain the rules of this system. When someone "steps outside their gender box" – violence often is used to push them back inside – both men and women. What happens to boys who don't act like the way society wants them to? What happens to girls who don't act the way that their husbands or fathers think they should? Remember, violence is emotional, physical, and even economic.
- Fear is a strong tool. Fear is used to control men and women to conform.
- Living in a box can be easy. It feels familiar, normal and comfortable. There are benefits, advantages and incentives to staying in the box, or following norms and rules. However, upon careful reflection, we see that these boxes are in fact impeding our human potential and often inhibit our freedom, rights and dignity.
- Men and women, and boys and girls do break out of the gender box all the time. Think about your own experiences, about how we sometimes indirectly and directly disobey gender norms. "Do you have any examples of when as a man you may have shown emotion? Been caring to your children? There are many courageous men and women who have shown that it is possible to live happily outside of the gender box. There is room in each of our lives to break out of the box. Society and culture change, thus they can be transformed.

Activity 3: Reflection on men and fatherhood (50 minutes)

Facilitator Note: This exercise requires an emotional openness and concentration, you may ask the participants to stretch, take a deep breath and relax before beginning.

1. Ask participants to think of an object that reminds them of their father. This object may be a tool, a book, a set of car keys, a strap used for punishment, etc.
2. Ask the men to go into pairs with someone in the room. (Let them choose their own person they feel comfortable sharing with).
3. Ask each participant to briefly share a story about the object that reminds them of their father and how it relates to their father, or main role model from their early lives with the other person. Both should get a chance to share.
4. After a few minutes, ask for a few volunteers to share their story and how it symbolizes the relationship with the father.
5. Once everyone has finished sharing, write on a piece of flipchart paper the following statements:
 - a. "One thing about my father that I want to take into my relationship with my children is..."
 - b. "Something about my father I do not want to repeat with my children is..."
6. Read the statements out loud. Then, with the person sitting next to them, ask the pairs to share their thoughts with each other. After everyone has had a chance to share, bring the larger group back together and ask the following questions:
 - a. What are the positive things about your relationship with your father that you would like to put into practice or teach to your children?
 - b. Which things would you rather leave behind?
 - c. How did traditional definitions of manhood impact the way your fathers and other male figures cared for you? (For example: Men cannot cry, men should not express physical affection to sons such as kissing or hugging, men use violence to resolve conflict.)
7. Facilitator should ask "How can we "leave behind" harmful practices to be better fathers and husbands?" Participants should reflect and brain storm. Facilitator should encourage anyone who is opening up to talk but not force them.

Activity 4: Homework and Close (5 minutes)

In preparation of the next meeting, ask participants to do the following:

This week, converse with your partner and share with her a concern or fear you have about being a father. Invite her to share a fear or concern with you as well. Come ready next week to talk about what that experience was like with the group.

To close the session:

1. Thank all the participants for sharing their thoughts and experiences in today's session.
2. Re-emphasize that gender is socially constructed, meaning that men and women, boys and girls, are influenced by parents, teachers, and peers. That fear is a strong tool to keep people inside their gender box and that society uses fear to reinforce it.
3. Remind them that people do step in and out of the gender box all the time. And stepping out of the gender box may help us to become better man and better fathers and husbands.

SESSION 4: Working with your Partner

Objectives:

- Understand how fatherhood and motherhood is linked to gender roles
- Understand the different ways that women and men give care to children and each other
- Learn to Share ways to work with your partner

Time: 2 hours

Activity 1: Welcome and check-in (20 minutes)

Activity 2: 24 Hours in the Dayiii (60 minutes)

Activity 3: The Mother of My Child and Meiv (30 minutes)

Activity 4: Homework and Close (10 minutes)

Materials: Flip charts, markers, tape

Activity 1: Welcome and check-in (20 minutes)

1. Welcome everyone back to the group.
2. Check in with the participants by referencing last week's session, and checking if they were able to complete their homework. Ask for volunteers to share how the homework went.
3. Facilitator says: Last week, you were asked to have a conversation with your partner and share with her a concern or fear you have about being a father.
4. Ask the participants "How did the conversation go with your partner? What issues came up?"
5. Facilitator says "You were also asked to invite her to share a fear or concern with you as well. Did you and your partners share some of the same concerns or fears?"
6. Ask "were you surprised to hear some of your partners fears? How will you work together to overcome these fears?"
7. Mention that good communication is a key to working together as a couple to overcome some of the fears that you both have.
8. Tell the participants that today they are going to learn more about care giving and about how to work together with the mother of their child to be good parents.
9. Review the ground rules particularly the non-judgmental language. Provide an overview of the days objectives.

Activity 2: 24 Hours in the Day (60 minutes)

1. Ask each man who is the woman in his life who plays a major role in taking care of him? Is she his mother, sister, wife, grandmother, domestic worker etc? Ask him who was the man in his life who plays a major role in taking care of him? Is it his father, his brother, grandfather, cousin, friend?
2. Ask them to think about the activities that these people do with him. Facilitator should remind them that what they do is called "care-giving" – making the house nice, keeping people fed, and insuring that the family can live in a harmonious and good manner.
3. Facilitator should ask the participants "What activities do you do every day to take care of your family?" Ask the participants to think of the different activities they do for their family and to count up how much time each day he spends on these activities and write it down.
4. Give each participant a blank sheet of paper and ask him to draw a large circle on it. Imagine that the circle is a pie, and that it is cut into slices of time, with the entire pie corresponding to a 24-hour day.
5. Ask participants to draw slices in the pie to correspond to the amount of time they spend on daily tasks: work, sleep, eating, recreation, leisure, housework, etc. For example, if they spend 8 hours a night sleeping, that is 30% of the day since $8/24 = 30\%$.
6. Ask them to identify the time spent on tasks of child caring such as education or playing with the children and highlight that as well.
7. Note: If there are participants who cannot write, the facilitator can help them label it, or these participants may draw their pie, and create drawings depicting each task. See Figure 1 below.
8. Next, ask participants to draw a second similar picture, but this time from the perspective of the mothers of their children. In other words, how do they think the mother divides her time in a 24-hour day?
9. Make time for discussion so each participant can share his reflections. Ask the following questions:
 - » What do you see how men and women use their time differently? Have things changed since when you lived in Syria? In what ways have they changed?
 - » What similarities and differences are there between men's and women's pie charts?
 - » Who decides who does what work? Do women have a choice in accepting these activities? Do men have a choice in accepting their activities?
 - » How do you feel about the current distribution of tasks that you have with your partner? Do you feel this distribution is fair? Why or why not? How do you think your partner may feel about the current time distribution?
 - » What can men gain from being more involved in caring for children? What about from being more involved in domestic work like cooking and cleaning?

10. Tell the participants that being inside the gender box can be a reason why men don't take their share of household chores that their women do all the time but there is no reason that a man cannot help with caring for the children and the house. The facilitator should point out that daily domestic work is little valued and rarely noticed by those who do not do it, and stress that men and women are equally capable of performing domestic activities.
11. Aside from the bodies of women which can produce breastmilk, there is nothing that is biological that makes them better at cooking, cleaning the house, or taking care of the children. Remind the participants that there is nothing in a woman's nature that makes her specifically good at housework. Boys and Girls learn how to do this and are taught by the members of their family. Thus, the differences in attitude between men and women is due to how society thinks how male and female should perform – that is how we are raised to be men and women.
12. Close by reminding them that taking care of the family comes in many different forms and that both men and women are caring for their families.

Facilitator Note:

- 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. Bear in mind that many men do actually take part in some domestic work, particularly now that their positions have changed since leaving Syria. It is usually as a way of helping out occasionally when there is a specific need but rarely as an expression of shared responsibility.
- This exercise might make some men feel a sense of guilt or frustration when they see the injustices in the way the work is socially divided. The facilitator should enable them to move beyond that sensation, by reminding them that taking small steps individually can change things where we can, which is usually within the family structure. Each one can take greater responsibility in a real way.
- Remember also that when a man decides to change the way he relates to domestic work this affects the women who have been carrying it out for years! Men should be sensitive when they decide to take part in domestic work, and ensure that changes they instigate do not make women feel threatened, undervalued or displaced as can often happen, especially if the women involved have had no access to gender training. Changes that men undertake should be talked about and negotiated with the women before-hand and subject to their approval!

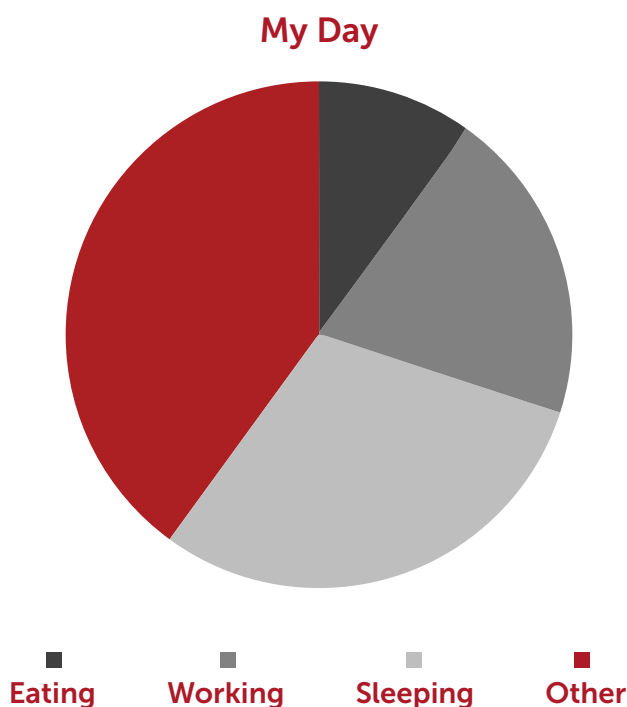


Figure 1

Activity 3: The Mother of my Children and Me - Working Together as a Team (30 minutes)

1. Ask a few participants to act in a role play to represent members of a household doing housework and caregiving. Facilitator should assign each participant a role. For example: taking care of the baby, clothes washing, cooking, cleaning the house or shopping.
2. The other participants will watch and observe.
3. The Facilitator should ask them to begin the role-play on the count of three. Tell them to work hard! All participants should begin acting as if they are doing their housework. After one minute, the facilitator asks one of the participants to stop doing housework, and tell the rest of the participants to divide that person's work among themselves. Meanwhile, the non-working participant can sit around the "house" and rest.
4. Ask another participant to stop working as well. He may also rest now. Again, his work is to be distributed among the remaining participants.
5. Continue this sequence until there is only one participant left, while the others take rest.
6. Finally, ask the last person to stop working. As the participants to "step out" of their roles, ask them the following questions:

Role-Play Participants

- How did you feel doing this exercise? Was there anything that you noticed?
- How did the working participants feel when the others stopped working?
- How did the last worker feel?

Questions for the Group

- 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 fairly in the home?
 - How can men model this behavior for their sons and daughters? What effects would this have on their children? What about on the partner?
7. The facilitator should remind participants that caring for each other is not tied to our biological bodies but rather is a way we can show love and respect and support for our families. Ask them to reflect on how men and women can both take part in caring for the family and sharing work to take care of their children and household. Emphasize that it is essential for men to devote time to not only caregiving tasks but domestic tasks as well. Many men do not bear the same responsibility as women because many couples live in an unequal society that assigns men the role of breadwinners while women are expected to fulfill the role of caregiver and housekeeper. Equity, understood as fairness in the family, should be the goal in the division of household work, as opposed to equal time spent. This is because sometimes it is not possible for men and women to spend equal amounts of time on the same tasks. The key is to negotiate, communicate, and to be fair, considering the obligations of each person within and outside of the home.
8. Remind the participants that "Remember that spending "quality time" with family also matters: for example, ignoring the telephone or television when the children are present." Link this back to the positive memories that they had with their father at the end of last week's session. Building positive memories with your children will help to make them better mothers and fathers themselves.

Activity 4: Homework and Close (5 minutes)

"Observe how tasks are distributed among themselves and their partners at home and perform at least one domestic activity that they usually never do."

They should come to the next session with a reflection to share.

To close the session:

1. Thank the participants for their participation.
2. Stress most men do not bear the same responsibility as women because many couples live in an unequal society. Fairness in the family should be the goal in the division of household work and spending "quality time" with family also matters. Both mothers and fathers should do the work of caring for their children and making their home a good place.

SESSION 5: Good Fatherhood: Supporting your Daughters

Objectives:

- Understand the risks of early marriage including the negative effect on health of girl and her children
- Understanding the father's role in preventing early marriage

Time: 2 hours

Activity 1: Welcome and check-in (15 minutes)

Activity 2: Persons and Things (45 minutes)

Activity 3: An Early Marriage Visualization Exercise (45 minutes)

Activity 4: Homework and Close (15 minutes)

Notes for the facilitator:

- Prior to this session, think back on the key concerns that men shared about their fathers and their worries about being better fathers. As the core principal of this program is to promote gender equality, it is important that the participants and the facilitators start to understand how gender norms and inequality affect men's and women's roles within society, for example, and the ways in which one can create safe spaces for participants to create alternative gender equitable behaviors and perspectives.
- It's important that the facilitator provide a positive role model and talk about their love for their female relatives but also to empathize about making difficult decisions.

Activity 1: Welcome and check-in (15 minutes)

1. Welcome everyone back to the group.
2. Check in with the participants by referencing last week's session, and checking if they were able to complete their homework.
3. Facilitator says: Last Week you were asked to observe how tasks are distributed among yourselves and your partners at home and perform at least one domestic activity that they usually never do."
4. Facilitator asks: "How did that work out? " What task did you do? How did your wife react? Your children?" Did it feel strange?
5. Mention that sometimes women also feel uncomfortable when men step out of the "man box" because they have been taught that doing "women's work" is the only thing for them. They don't know how to share power. Communicating and discussing how to solve problems is a way to overcome these shared feelings that happen when you leave behind the "man box".
6. Tell the participants that today they are going to learn about early marriage and how it impacts young girls.

7. Review the ground rules. Provide an overview of the days objectives.

Activity 2: Persons and Things (45 minutes)

1. Facilitator should divide participants into two groups with an imaginary line. Each side should have the same number of participants.
2. Tell the participants that the name of this activity is "Persons and Things". Choose at random one group to be "things" and the other group to be the "persons."
3. Read the following directions to the group:
 - » THINGS: You cannot think, feel, or make decisions. You have to do what the "persons" tell you to do. If you want to move or do something, you have to ask the person for permission.
 - » PERSONS: You can think, feel and make decisions. Furthermore, you can tell the things what to do.
4. Ask the participants to go back to their places in the room and ask "For the "things," how did your "persons" treat you? What did you feel? Why? Would you like to have been treated differently?" Allow them to share how it made them feel and ask more questions about whether or not they felt powerless or helpless?
5. Then ask the "persons," how did you treat your "things"? How did it feel to treat someone as an object? Why did the "things" obey the instructions given by the "persons"?
6. Ask the whole group, "In your daily life, do others treat you like "things"? Who? Why?" (This may bring up feelings about how as refugees they feel very little power and can feel like they are "things" instead of men.) Ask the participants, "In what ways are girls and women treated like "things"? How does the community and society support the treatment of women, girls in particular, as objects?" Facilitator should probe further: How does early marriage support the treatment of girls as objects?
7. How can this activity help you think about and, perhaps, make changes in your own relationships?

Notes for the facilitator:

Be sure to have resources available for men who may feel threatened or upset about being treated as "things" by the Lebanese society. You may need to make yourself available after the class to discuss any feelings of helplessness or anger that men may have after this exercise. If a participant begins to break down and cry in front of the group, normalize the experience by giving them room to express that emotion. Consider saying, "Thank you for being brave and trusting us with that story. I'm sure many of the people in this room have had similar experiences to yours." Additionally, explain that you are available and willing to have a separate conversation in private with any participant who requests it, and offer more personalized support by referring those who may need it to professional counseling or therapy.

Activity 3: An Early Marriage Visualization Activity (45 minutes)

1. Introduce the next activity by stating that power inequalities between men and women put girls at risk for early marriage. This is because, compared to others in the family (particularly sons), girls are viewed as having little purpose other than to bear children and maintain her current and future home by cooking, cleaning, and serving her husband and his natal family. Girls have very little power to choose when and under what terms they will marry.
2. Invite participants to sit in a circle where they will listen to the story of Zeinab.
3. Read the story below:

"Hello. My name is Zeinab and I am 16 years old. I was studying in Syria and I wanted to be a teacher because I love school. But then the troubles started, and my parents decided I should marry. It was one of our cousins, someone I knew and liked. I got married in Homs where we lived. I came with him to Lebanon and I have not seen my family who are still there. At first it was so difficult. I did not know anything about being married. I didn't even know how to cook. When I had my first baby I was afraid I would kill him. I fed him things that I did not know I should not. I gave him medicine when he did not need it. "

"I don't know why I was married off at such a young age. When I am asked my husband about whether or not I will go back to school, he says that I must focus on our children. I just smile and say nothing even though I am sad and scared. I enjoyed school and I miss my classmates. I am pregnant again now. I lost the second baby and I am so worried and frightened about this baby. I cry all the time and have to leave the baby with the neighbor and run outside sometimes. When I call to ask my father and mother about my marriage they say, "This is the way things are. We can't help it. You must be a good wife. People will think something is wrong with you and our family. Be a good daughter and listen to your parents."¹

4. Ask participants the following questions: "What was the cause of Zeinab's marriage?" Facilitator should probe further: Is it Poverty? Community norms and beliefs? The War?
5. "What effect does Zeinab's early marriage have on her education and future goal to become a teacher? What did Zeinab's parents mean when they said, "This is the way things are"? Facilitator should Probe further: Do you think Zeinab's father and mother also felt powerless? Why?
6. "Is Zeinab's story sound similar to what you have experienced or seen?" "Why is early marriage harmful to young girls? To families? To communities?"
7. Facilitator should ask the participants: "What is one thing you can do to empower girls at home?" (Write these on flipchart paper) What is one thing you can do with other men, or with your sons, to empower girls? (Write these on flipchart paper)
8. Tell the participants: "Early marriage, defined as marriage before age 18, is a violation of human rights, hurts the development of girls and often results in early pregnancy and social isolation for young mothers. When girls having little education and no training to help them take care of their

families, early marriage reinforces poverty, meaning that girls and women are more at risk for (and are often more negatively affected by) poverty.”

9. Continue: “Early marriage negatively impacts health. When girls marry and become pregnant before they are fully developed, they are at higher risk of dying during their pregnancy and delivery of the baby. In fact, pregnancy is the #1 cause of death for adolescent girls ages 15-19 worldwide.” “With limited education or skills training, a girl’s potential to contribute positively to her family, her community and her country is stunted. However, early marriage is preventable. Families and communities have a responsibility to work together to support a girl’s right to self-determination and help her be a person, rather than a thing.”

Activity 4: Homework and Close (15 minutes)

In preparation of the next meeting, ask participants to do the following:

“Think of men that you admire. What are the qualities that they have? How do they talk to other people?”

To close the session:

- Thank all the participants for sharing their thoughts and experiences in today’s session.
- Re-emphasize that early marriage is a difficult subject to talk about. As caregivers it is essential that fathers nurture and support the future of their young daughters by continuing to actively listen and respect their rights to access the same education, health and quality of life as sons.
- Fathers must also actively talk with sons about equality and model the behavior of what it means to be a non-violent and caring man.
- The job of a father is not an easy one – particularly during difficult times like the ones we are in now, but the lessons they teach, as well as what mothers teach, will benefit generations to come.

SESSION 6: Understanding Effective Communication and Improving Communication with Partner

Objectives:

- Recognize the main problems with communications in marriages and how they undermine communications.
- Understand why its important to communicate with partner and how to initiate conversations.
- Practice different techniques to improve communication skills with partners.

Time: 2 hours

Activity 1: Welcome and check-in (20 minutes)

Activity 2: Problems in Marital Relationships^{vii} (30 minutes)

Activity 3: Improving Communications with your partner: The SUN method ^{viii} (60 minutes)

Activity 4: Homework and Close (10 minutes)

Materials: Piece of paper for each participant.

Activity 1: Welcome and check-in (20 minutes)

1. Welcome everyone back to the group.
2. Check in with the participants by referencing last week's session, and checking if they were able to complete their homework. Ask for volunteers to share how the homework went.
3. Facilitator says: Last week, we asked you to think of a man whose qualities you admired.
4. Facilitator asks: Who would like to share what came up?
5. What were the qualities that made him a good man? (Probe for good communication skills, etc.) Ask for more examples of how they communicate difficult things.
6. Mention that as men, it can be very difficult to break outside the "man box" and to show some of the qualities that are sometimes seen as soft such as "being calm, acting gently, living their children." If the participants have not named qualities such as this, ask them if these men that they admire have these qualities?
7. In this session, we are encouraging men to become better listeners and communicators with their wives because this can help alleviate their stress at home and also help them be better partners to their wives so that they have more appreciation for the role of equitable decision making and sharing of stress.
8. Tell the participants that today they are going to learn how we can improve our communication to speak better with our partner and be better parents and husbands.

Activity 2: Problems in Intimate Partner Relations (15 minutes)

1. Facilitator notes that there are four key problems in relationships that end up causing stress. These often come down to communications. He can write on the flip chart: Criticism; Contempt; Defensiveness; and Stone-Walling.
2. Facilitator explains the four categories. The first is **Criticism**: Attacking your partner's personality or character, usually with the intent of making someone right and someone wrong. Can anyone give an example? (Generalizations: "you always do this ..." "you never listen to me..." "you're the type of person who always has to be right!" "why are you so stubborn?" "Why are you so stupid?")
3. Facilitator continues - The second is **Contempt**. Contempt is when you attacking your partner's sense of self with the intention to insult or psychologically abuse her. Facilitator asks "What are ways that people might do this?" (examples include using Insults and name-calling: "bitch, bastard, wimp, fat, stupid, ugly, slob, lazy...", Using Hostile humor, sarcasm or mockery. Doesn't have to be verbal, can be in the way that your body language & tone of voice: sneering, rolling your eyes, curling your upper lip.).
4. The third way is **Defensiveness**: This is when you always see yourself as the victim, warding off a perceived attack. Examples can include making excuses (e.g., external circumstances beyond your control forced you to act in a certain way) "It's not my fault...", "I didn't..." - Cross-complaining: meeting your partner's complaint, or criticism with a complaint of your own, ignoring what your partner said - Disagreeing and then cross-complaining "That's not true, you're the one who ..." "I did this because you did that..." - Yes-butting: start off agreeing but end up disagreeing - Repeating yourself without paying attention to what the other person is saying - Whining "It's not fair."
5. The fourth type of way to undermine your marriage is called **Stonewalling**: Stone walling (called this because its based off of building a stone wall around yourself to isolate yourself is when you withdraw from the relationship as a way to avoid conflict. Partners may think they are trying to be "neutral" but stonewalling conveys disapproval, icy distance, separation, disconnection, and/or smugness. Ask the participants what are ways someone might show stonewalling? (Stony silence - Monosyllabic mutterings - Changing the subject - Removing yourself physically - Silent Treatment)
6. Facilitator should point out that there are ways to improve these issues in the relationship to have a happier more harmonious family life. When a husband and wife are able to communicate and have a harmonious life, then the tension goes down and it becomes less stressful.
7. Facilitator continues: Today we are going to learn some remedies on how to communicate better with our partners.

Activity 3: Improving Communication with your partner: The SUN method (60 minutes)

1. Facilitator says: we are going to learn the SUN method today. This session is the most important component in improving your relationship. It will help you to be more self-aware of communication mistakes you may have made in the past with your partner and help you better communicate with your partner in the future.
2. Partners using the SUN method in their relationships often find it easier to talk to each and become more supportive of each other. An important part of communication is taking the time to listen to your partner. Sometimes people say “no” so early that they not give their partners the chance to really say what is on their mind. An effective approach is the SUN method:
 - a. **Suspend Judgment** – until your partner has explained their idea. This requires being “neutral” when listening to your partner – it is very difficult sometimes to remove judgment. You may be showing it through your body language or your tone of voice. It’s important to be aware of this.
 - b. **Understand** – seek to understand their point of view by paying attention.
 - c. **Nurture** – nurture their ideas through encouragement.
3. Facilitator presents information on communication. “Communication is the exchange of information with others. It can be influenced by many things. The information passed between people – including married couples – depends not just on what is conveyed, but how it is conveyed. These exercises are designed to illustrate how to recognize how messages can be affected and to recognise different communication approaches.
4. Suspending Judgment: The facilitator explains that there are three basic ways you express a message: through your words, through body language and through the tone of your voice.
 - a. “I am happy to be here today,” as if you are happy.
 - b. “I am happy to be here today,” as if you are bored.
 - c. “I am happy to be here today,” as if you were sad.

Facilitator asks: “Can someone tell me what was different with what I said each time? Did it sound like I was happy to be here each time I said it?”
5. Facilitator notes: When your tone and body language do not match your words, people are more likely to follow your body language and your tone, rather than what you say. You may be acting in a judgmental way or make your partner feel that you are expressing judgment by the way you speak. You should make sure what you say with your tone and your body matches what your words say.
6. Ask the participants to break into pairs and practice expressing their feelings with body language and tone of voice – first happy, then bored, then sad, then angry. Note: what are the ways that you act when you are angry or bored.
7. Ask the participants what ways they found themselves standing when they were bored or angry? What are ways to minimize these?

8. Practicing Understanding: Facilitator gives everyone a sheet of paper. Facilitator tells everyone to close their eyes and follow your instructions. Facilitator starts giving instructions about what to do with the piece of paper. For example:
 - a. Fold paper in half
 - b. Fold the lower left corner over the upper right corner
 - c. Turn the paper 90 degrees to the left
 - d. Fold the paper again
 - e. Rip a tear in the middle of the right side etc....
9. Once the facilitator has given quite a few instructions (more than 10 at least for a great success), tell everyone to open their eyes and unfold their piece of paper. Even though they all received the same instructions and had the same starting material, pretty much everyone will have a different result.
10. Facilitator reminds participants “We don’t all start with the same information (some held their piece of paper vertically or horizontally) so we don’t all have the same results. Some interpreted to rip a piece of paper as removing a big piece, some as a small piece. Having your eyes closed can be the same as not paying attention to understand what your partner is trying to tell you. You need to listen closely in order to understand. If you don’t pay close attention, you will end up with a very different result than the one that you want. You will be making conclusions that may not be based on the right information.
11. Nurturing your partner: Put the participants into partners again. One of the two is selected as the listener. The speaker has 5 minutes to tell a story about something that happened to them the day before. The listener may make only 2 statements during the 5 minutes. The listener must somehow get the speaker to continue talking without talking (more than the 2 statements). After the time allocation, ask the pairs to switch roles.
12. Facilitator: Ask the partners: How did the speaker feel when the person just listened and did not exchange information? How did the nonverbal signals encourage the speaker? Were they helpful? Did you feel comfortable talking? Ask the listeners: How uncomfortable was the silence? How did it feel to listen without having the pressure to contribute or give advice or speak? Did you feel uncomfortable/ what did you do to encourage the speaker? Did you, as the speaker, feel that you had the freedom to say whatever you felt?
13. Conclude by pointing out that by being an active listener, you will be a better communicator with your partner. She will feel understood and you will reduce stress and tension around discussing common problems in the household. Working together as a team, you will be better able to support each other and reduce your own stress.

Activity 4: Homework and Close (10 minutes)

In preparation of the next meeting, ask participants to do the following:

Practice using the communications road blocks and active listening exercise with your wife. Start on a small dilemma and see if you can change the way you normally respond.

To close the session:

1. Thank all the participants for sharing their thoughts and experiences in today's session. Recognize the participants' efforts, what they have learned about their experiences, and how this learning will allow them to approach stressful situations and to use dialogue to resolve problems with their families.
2. Re-emphasize that communication is a key to a better more harmonious marriage and a way for men and women to solve problems and reduce stress in their households.

SESSION 7: Expressing Emotions and Stress Reduction

Objectives:

- Identify the difficulties men face to express their emotions and the consequences of these expressions on their relations.
- Identifying practical ways to deal with stress and emotions
- Help the participants in identifying the ways in which they feel angry, and the way they express their anger through means other than violence.

Time: 2 hours

Activity 1: Welcome and check-in (20 minutes)

Activity 2: Expressing your emotions^{ix} (45 minutes)

Activity 3: What to do when I feel angry^x (45 minutes)

Activity 4: Homework and Close (10 minutes)

Materials: Required Equipment: Flipchart (board), markers, post-it notes,

Handout 7.1: What do I do when I feel angry?

Activity 1: Welcome and check-in (20 minutes)

1. Welcome everyone back to the group.
2. Check in with the participants by referencing last week's session, and checking if they were able to complete their homework. Ask for volunteers to share how the homework went.
3. Facilitator says: Last week we asked you practice some of the new listening and discussion techniques we learned last week.
4. Facilitator asks: "Who would like to share? Were you able to do this? Did it make a difference in the way that you discussed things with your partner? Did she change the way she normally reacts when you talk?"
5. Remind participants that a discussion is like a dabke. Both people have the same steps that they are used to doing. However, if you change your steps, the other person will have to change theirs as way so they can continue to dance with you. Learning new communication styles can reduce the "traps" you may fall into as a couple and how you may argue about the same things all the time.
6. Tell the participants that today they are going to learn how we as men have been socialized to hide a lot of our emotions but that one emotion that many men feel comfortable sharing is anger. However, as men, we of course have many emotions. We are to discuss the ways that we express them.
7. Review the ground rules particularly the confidentiality as they will be opening up and expressing new personal information today. Provide an overview of the days objectives.

Activity 2: Expressing your emotions (45 minutes) Notes for the facilitator:

Before the session starts, it's important for the facilitator to review this activity on his/her own and think of the ways he/she express their own feelings. It's important to identify local psychological counselling centres or psychologists from the DRC Team that the men can be referred to. It may be important to collectively present ideas about the different strategies to deal with emotions, and encourage each participants to note what they personally think, and then share their thoughts in a smaller group in case they wanted to or are having trouble sharing with the group.

1. Draw 5 columns and write the title of each one; that expresses an emotion: "Fear, Compassion (or Empathy), Sadness, Happiness, Anger".

Fear	Empathy (Compassion)	Sadness	Happiness	Anger
------	-------------------------	---------	-----------	-------

2. Explain to the participants that that we will discuss these emotions in this activity, and they'll have to think about how difficult or easy it is for men to express these emotions.
3. Some of the participants might suggest other different emotions that general relate to the aforementioned ones here, such as "Hate" which goes under Anger. (For example, someone suggested "Indifference" as an emotion. When discussing what these emotions came from, he discovered that the 2 actual emotions that led him to indifference were fear and sadness. Some participants may suggest shyness, Guilt, and Violence may be suggested as emotions. Explore with the participants what exists behind these emotions and to think about the consequences of these emotions.)
4. Give each participant a post-it note, and ask them to write the emotions on the board, in an order of which emotion they feel is the easiest to express (number 1) to the most difficult to express (number 5). The collection and ordering of emotions should be anonymous, thus the participant not stating their name or what column they belong to. The facilitator can assign numbers for each participant as a reference to them on the table.
5. After the participants complete ordering their emotions from the easiest to express from the most difficult to express, collect the papers and score the finding in the columns.

	FEAR	EMPATHY	SADNESS	HAPPINESS	ANGER
PARTICIPANT 1	5	4	3	2	1
PARTICIPANT 2	2	3	4	1	5
PARTICIPANT 3	4	1	3	2	5
PARTICIPANT 4	4	3	5	2	1
PARTICIPANT 5	5	1	3	2	4

6. Discuss with the similarities and difference among the participants' answers. Explain that the emotions we marked as 1 or 2 are the ones that we learnt to over-express. Numbers 4 and 5 are the emotions we learnt to contain and not express as much, even hiding it sometimes. Number 3 may signify that the emotion that we do not express nor contain, yet we deal with it on a daily basis. Facilitator should ask: "Did you discover new things about yourself in this activity?" "Why do people express some emotions and contain other ones? How do they learn to do this? What are the consequences of over expressing or containing emotions for long?"
7. Ask the participants if there are similarities between how men express their emotions? Is there a difference between how men and women express themselves? What are these differences?
8. Do you think men express their emotions easier than women? Why? Why do men and women express their emotions differently? How do friends, family, society, and media influence the way men and women express themselves? How does the way we express emotions affect our relations with others (partner, family, friends, etc....)? Is it easy to express emotions to friends and family? Your partner?
9. Ask the participants "Why are emotions important? (Give examples if necessary: fear could help in dangerous situations. Anger could help in defending ourselves.) Ask participants to provide examples. Through this discussion, the facilitator should help the participants identify the similarities and differences in ordering their emotions. For example, the table shows a number of participants that find it easy to express anger, and an equal number that finds it difficult to express anger. This can help in moving the discussion forward regarding these differences and if the men find expressing anger as something easy or difficult. The sample studied showed that most participants find it difficult to express fear. Use example for the discussion around social and gender-relations. Refer them back to the "man box" and how men are often expected to be brave and tough.
10. Ask "In your opinion, how do you think you can better express your emotions in away that promotes your wellbeing? (Partner, family, friends, etc....) What can you do to express your feelings more openly? How can you be more flexible in expressing what you're feeling?"
11. Conclude the discussion by saying: "Emotions can be considered a form of energy that allows you to realise what is bothering you and what is oppressing you. Different emotions are a reflection of different needs, and it's best to learn how to handle one's emotions in our daily lives. The ability to express emotions without causing harm to others can make you a stronger person and helps you deal better with the world around us. The ways in which we express our emotions different from one person to another, yet some conflicts may arise, specially when it comes to raising boys. For example, it's common for men to hide their fear and sadness even towards their children. It's common to express these emotions through anger and violence. Even though you are not responsible for what you feel, yet you are responsible for how you handle this emotion. It's important to differentiate between "emotion" and "behavior", aiming to reach the ability of expressing emotions without causing harm to ourselves and to others.

Activity 3: What to do when I feel angry (45 minutes)

1. Initiate the exercise with a brief introduction on the subject. Facilitator may say, "many men confuse anger and violence and they think they're the same. It's important to emphasize that as we saw earlier, anger is a natural emotion and everyone feels it throughout his or her lives. However, violence is one behavior in which anger is expressed."
2. Facilitator may note how many people felt that they were best at expressing anger from the previous exercise. Continue by saying "Anger is natural and is an emotion. There are other ways to express anger- better and more positive ways than violence. If we learn how to express our anger when we feel it, it will be better than leaving it to accumulate, which eventually leads us to explode our frustration."
3. Explain to the group that this exercise aims to discuss the ways in which people express their anger.
4. Distribute copies of **Handout 7.1**.
5. Read all the questions to all participants and ask them to answer it individually for 2 to 3 minutes for each question. (For illiterate groups, ask the questions out loud and ask the participants to discuss it with each other in smaller group or draw what they think.)
6. After answering the questions, divide the participants into groups of 3 or 4 maximum. Ask them to share their answers. Give each group 2 minutes to do so.
7. While the participants are still in their groups, distribute a flipchart sheet for each group to write:
 - a. The negative ways to interact with others when we are angry
 - b. The positive ways to interact with others when we are angry
8. Give each group 15 minutes to prepare the lists and ask them to present in front of everyone.

Note: the participants may share the following positive ways: taking some deep breaths, going out for some air, counting to 10, using words to describe what we are feeling without harm. It's important to stress on that "going out for some air" does not mean going out for a drive or the need for speed in cars or drinking an alcoholic beverage outside since these are risky behaviors. In case these 2 points did not come up in the discussion with the participants, make sure to highlight them as negative and risky behaviors to be avoided.

9. Facilitator can say "Briefly, "getting some air", means distancing ourselves from the situation or the person we are angry with. The angry person can have deep breaths, go for a short walk, or any other physical activity to calm themselves down. Generally, the angry person should mention to his partner or the person who they are arguing with that he is going for a walk, saying something along the lines of: "I'm really angry at you and I need some fresh air. I need to walk a little bit so I won't feel violent or start screaming. When I calm down, we can discuss the problem together".
10. Another example for dealing with violence is expressing ourselves without insulting others. This entails explaining why we are angry and how do we wish to solve the problem without insulting or hurting others. Give an example for the group: in case your friend is late for a specific date, you can either scream "you're an idiot, you always do the same thing and I stand here waiting for you"; or you can express your anger without insults and say "X, I'm angry because you are late. Next time you're late, let me know before or call me on my mobile instead of leaving me waiting"

11. Discuss the following questions:

- a. Generally, it's difficult many men to express their anger without using violence. Why is that?
- b. Who are the people we consider role models to learn from how we express our emotions including anger?
- c. We generally know how to avoid a conflict or a fight without using violence. Why don't we ever apply them?
- d. Can "getting some air" reduce the tension in conflicts? Did you use this approach before? Did it work?
- e. Is it possible to use words without insults when we are angry?

12. Facilitator can lead participants through a guided meditation or teach them how to take deep slow breaths to calm themselves.

13. Facilitator can end the session by stating "Anger is a natural emotion that everybody experiences throughout their lives. The problem lies when some people mix anger and violence together and consider them the same concept, thinking that violence is an acceptable way to express anger. Yet there are other better and more positive ways to express anger. Learning to express our anger is considered better than bottling up our anger inside and not expressing it, because if our anger accumulates it will result in an eruption of anger at a later stage."

Activity 4: Homework and Close (10 minutes)

In preparation of the next meeting, ask participants to do the following:

"Think of a woman that you admire and what qualities she has that you admire."

Come to class prepared to discuss this.

To close the session:

1. Thank all the participants for sharing their thoughts and experiences in today's session.
2. Re-emphasize that the way we express emotions is heavily controlled by how we were raised. We learn how to express emotions from our parents and families as to what are okay and what is not. As parents, our children are learning these habits from us as well. Anger is a natural emotion but violence does not have to come from anger. Learning how to recognize your emotions and how to manage them in a healthy way is a way to be a strong leader and father and raise children who will also be good parents.

3. Thank them again for coming to class and taking the time to learn new ways of thinking and praise them for trying new behaviors.

Handout 7.1: What do I do when I feel angry?

1. Think of scenarios that you experience lately in which you felt angry. What happened? Describe briefly with 1 or 2 sentences.
2. Now after thinking about these scenarios, try to remember what were you thinking about and what did you feel. List some of these feelings.
3. When we feel angry, we mostly resort to violence. This might happen even before we realise as a reaction that for some people is instant and manifests in yelling and throwing things across the room, or hitting something or someone. In other times, we could get depressed, isolate ourselves, or remain silent. Now that you're rethinking the scenario in which you were angry; how did that anger manifests? How did you behave? Write a sentence of few words about the actions you did.

PRACTICAL METHODS TO CONTROL ANGER

Step away from the situation, leave or take a walk

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

Use words to express your feelings without attacking

Express anger without "attacking." For example, you can say, "I am angry because..." or, "I would like you to know..." Another example: if your partner is late in joining you for an appointment, you could yell something like, "You're a fool, you're always late, and I have to wait for you all the time!" Or, you can use words without attacking. For example, say, "I'm upset because you were late. I prefer you had arrived at the scheduled time or warned me that you were going to be late."

SESSION 8: Good Manhood: Finding the Courage to be Non-Violent and Have a Healthy Relationship

Objectives:

- Be able to identify and encourage strategies for both men and women that promote equal and healthy relationships between them
- Understand ways to challenge and take responsibility for men's violence against women
- Understand the risks of early marriage to their daughters.
- Create a space to support each other as we leave the group

Time: 2 1/2 hours

Activity 1: Welcome and check-in (30 minutes)

Activity 2: From Violence to Respect in Intimate Relationshipsxi (60 minutes)

Activity 3: New Kinds of Couragexii (45 minutes)

Activity 4: Homework and Close (20 minutes)

Activity 1: Welcome and check-in (30 minutes)

1. Welcome everyone back to the group and thank them for coming to the last session and showing their commitment to this topic.
2. Facilitator says: "You were asked to think about a woman that you respect last night for homework. As you know, we have been talking about how gender is formed and the ways our society thinks about men and women."
3. Facilitator asks: "Please break into pairs. I would like you to share the qualities in the woman that you respect with your partner. And I'd like you to reflect upon how you have or would like to have these qualities within yourself." "I'd then like you to go back to the exercise we had a few weeks ago when you spoke about a man that you respect. Please share with your partner what qualities you liked about him and how you would like to have these qualities yourself." Give the participants about 20 minutes to discuss together.
4. Tell the participants that today they are going to finish the course together and look into the issue of violence in families and how as men, we can minimize the violence and move forward for happier and healthier families.
5. Provide an overview of the days objectives.

Activity 2: From Violence to Respect: Building Healthy Relationships (60 minutes)

Notes for the facilitator:

A lot of men feel desperate when it comes to responding to the violence they witness by other men. Many believe that they should not intervene in the business of other men. It's important that throughout the discussion to express the despair felt by many men when they witness another man exercising domestic violence. This exercise uses dramatic enactment of scenarios that include women. In case the group only constitutes of males, some may hesitate in performing the scenarios and play women roles. Encourage the group to be more flexible in case a man did not want to act out the role of a woman, and ask them to describe scenes using photos or stories for example.

1. Explain to the participants that this exercise aims to discuss and analyse the types of violence we use sometimes in our intimate relations, and discuss as well the ways in which we can build relations based on respect.
2. Divide the participants into smaller groups and ask them to create a short scenario or a short comical segment about a conflict or a situation with a husband and wife that portrays a form of violence. Stress that violence could be physical or emotional. Ask them to be real in their description and using examples from things they seen, heard, or experienced in their community.
3. Ask the group as well to present a relationship based on mutual respect. This relationship may have conflict and differences in opinion, yet the presentation should show how mutual respect was achieved without using violence and using some of the techniques we have learned in previous settings.
4. Give the groups 15 to 20 minutes to create their stories and watch them to assure they understand the differences. Ask from each group that their act does not exceed 5 minutes.
5. Ask the participants to present their acts, giving time for questions after each scenario.
6. When the groups are done with their enactments, facilitator should ask:
 - » Were the examples in the scenarios enacted realistic? Do you witness similar scenarios in your community?
 - » What constitutes a violent relationship? What are the causes of violence in a relationship?
 - » In the scenarios that include violence, how did the actors could've behaved differently?
 - » Do men only use violence against women, or could women use violence against men? How are they violent? How should a man respond to violence?
 - » When you see a couple using violence, what do you usually do? What can you do? Where do you find help?
 - » What are the consequences of violence on relationships?
 - » What is the society/community's response to violence in relationships?
 - » How do healthy relationships seem? Do we see examples of relationships based on mutual respect in our community?

- What can we do as individuals to form healthy relationships?
 - What can we do as a local community?
7. Facilitator should close the session by saying that conflicts occur in all relationships. The way in which we handle conflicts is what makes a difference. Learning how to dedicate time to think about our emotions and expressing them calmly and peacefully is an important part in creating a relationship based on respect.
 8. Remind the participants that children learn from their parents on how to be in a relationship, how to handle stress, and how to relate to their own children. Remind them that being a good father means showing your children healthy ways to be an adult so that they can pass these down to their children. Respecting your partners and your children and treating them as human beings with dignity, not as things or objects is a very important way to create a healthy life for your daughters and sons.

Activity 3: New Kinds of Courage (45 minutes)

1. Explain that there are different actions that men can take to protect young girls from early marriage, end sexual violence, and promote more equal and healthier relationships between women and men. Some of these actions will take more courage than others.
2. Pass out the index cards with the different actions written on them (see **Spectrum of Courage Actions** below). 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.
3. 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.
4. 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.
5. Ask the following questions:
 - » What was the easiest action to place on the spectrum? Why?
 - » What was the most difficult action to place on the spectrum? Why?
 - » For the actions under “Most Courage”, why do they require the most courage?
 - » What kinds of support to men need to take these actions?
6. Explain to the participants that changing their families takes courage. It took courage as a man to bring his family away from the war and try to protect them in a new country. It will take courage to make the changes in the way he acts with his children and his partner.

Spectrum of Courage Actions

- 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
- Refuse to allow your daughter to get married early until she has finished her schooling.
- 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 to help.
- Call the police if you hear fighting from a neighbour's house.
- Keep quiet when you hear jokes that a married man is seeing a prostitute.
- Keep quiet when you hear jokes that excuse or promote violence against women.
- Put your arm around a male friend who's upset to comfort him.
- Tell your son that it's ok if he cries.
- Assist the women in your household with domestic work.
- Wear a "men against violence" t-shirt.
- Speak to your imam and ask him to include messages against gender based violence in his sermons.
- Disclose an HIV positive diagnosis to your close friends.
- Contact the DRC hotline if you suspect or are informed of a gender based violence incident.

Notes for the facilitator:

Key points that need to be drawn out from this activity can include:

- The social system keeps men and women in the box so that people can be controlled and follow "social orders". This becomes very important in the teenage years when children begin to turn into adults. Boys are being taught how to be husbands and fathers and girls how to be mothers and wives. When children were younger, they often had more "gender freedom."
- This takes years and years of enforcement and socialization. Those who do not conform will face sanctions or punishment. There are different tools, strategies, techniques and methods of keeping people in the gender box. Violence is one of them.
- Violence is the policing mechanism to maintain the rules of this system. When someone "steps outside their gender box" – violence often is used to push them back inside – both men and women. What happens to boys who don't act like the way society wants them to? What happens to girls who don't act the way that their husbands or fathers think they should? Remember, violence is emotional, physical, and even economic. Fear is a strong tool. Fear is used to control men and women to conform.

- Men and women, and boys and girls do break out of the gender box all the time. There are many courageous men and women who have shown that it is possible to live happily outside of the gender box. There is room in each of our lives to break out of the box. Society and culture change, thus they can be transformed.
- It takes courage to change your family and resist negative influences but by opening your mind to new things, you can take steps towards being a more courageous man and father and take the lead in having a healthy family with strong children who will have healthy and loving families of their own.

Activity 4: Close of Project

1. Thank all the participants for sharing their thoughts and experiences in these classes. Tell them that you have personally appreciated their commitment to learning about new things.
2. Say: "Most men care deeply about the women and girls in their lives. However, there are men who undermine women and girls' rights by committing violence, making sexist comments, arranging marriages of young girls before they are ready, and more. Men can play a critical role in setting a positive example for other men and boys by treating women and girls with respect and by challenging other men's harmful attitudes and behaviors. Men commit the vast majority of violence and therefore have a special responsibility to end the violence. It is, in other words, men's work to end male violence, lack of caring for the consequences of their relationships and for unequal relations between women and men."
3. Remind them that people do step in and out of the gender box all the time. And stepping out of the gender box may help us to become better man and better fathers and husbands.
4. Ask the participants if they would like to continue to meet informally to support each other and talk about the issues of stress that they have.
5. Set aside 10- 15 minutes for the men to talk about ways that they might want to meet again and what kind of support they would need.
6. Thank them again for their willingness to learn new things and for the openness that they showed by sharing things in class.

Module 9: Starting a Men's Group^{xiv}

Objectives:

- Create a space for men who have attended the training modules to support each other.
- Understand the Group Program
- Understand and accept the Group's principles

Time: 2 hours

Activity 1: Making a Raft: Getting to know each other (30 minutes)

Activity 2: Member's Expectations and Introducing the Men's Group Program (30 minutes)

Activity 3: Principles in the Men's Group (20 minutes)

Activity 4: Learning in Action (10 minutes)

Activity 1: Making a Raft: Getting to know each other again (30 minutes)

1. The facilitator welcomes members to the 1st club session, inviting all members to participate in a warm-up game to get to know each other in case any new members have joined.
2. The facilitator introduces the game "Making a raft". For this game, the members stand in a circle and the facilitator instructs them "We are going to make a raft". The members will organize themselves into "rafts" according to the directions given by the facilitator. The point of the game is to get them to move around quickly and mix themselves up so they are not just standing next to the person they feel the most comfortable with.
3. The facilitator lets the members play for about 5-7 minutes by giving them a number of orders ranging from easy to difficult, such as: make a raft with only 2 people each, make a raft of 5 people that is 1.5 meters long, make rafts of 3 people that are 1.7 meter long, etc.
4. In the last order, the facilitator requires members to organize into rafts of 4 people each. The goal is to create small groups for the next activity.
5. The facilitator asks members to get to know each other in small groups. Then each group member shares 3 pieces of information: his name, age, and one thing that makes him feel most proud of himself as a man.
6. The group members then present information (by writing or drawing) about their group in a creative way on flipchart paper, and appoint one member who will introduce the group to all club members on behalf of the members of his group.
7. Representatives of each of the four groups present the results of the getting to know each other activity to all club members. Each group will have maximum 5 minutes for presentation/ introduction.

Activity 2: Member's Expectations and Introducing the Group Program (30 minutes)

- The members share their expectations for the group, and list the topics they will be discussing in the next 2 months.
- The facilitator provides 2 color cards for members to write down what they "EXPECT" and are "CONCERNED" about when participating in the group activities. Each card is only used to write 1 thing each member either expects or is concerned about as a member of the club. Members have 5 minutes to write as many as they want.
- The facilitator collects all the cards and sticks them on the board under the two categories of "Expectations" and "Concerns". The facilitator groups cards that contain the same opinions so as to avoid duplication.
- The facilitator summarizes the common expectations and concerns and addresses any expectations that seem out of line with the objectives of the group.
- The facilitator then passes out the handout to introduce the Group program. Take time to stress that:
 - » By joining the group, members will obtain both knowledge and skills to reduce the pressure on themselves (i.e. the pressures of masculinity), to behave more humanely, and especially to improve their family and social relationships. In addition, members will also participate in community advocacy, education, and communication activities, according to their ability.
 - » The Group members meet twice a month and continue meeting as long as they wish.

The facilitator reviews the members' expectations and concerns related to the Group program from the previous activity to see if any expectations are beyond the capacity of the Group program, and responds to members' concerns.

Activity 3: Principles in the Men's Group (20 minutes)

- The facilitator provides cards of two colours for members to write "DOs" and "DON'Ts" when participating in the club activities. Allow about 5-7 minutes for the members to write as many ideas as they want, each idea on a suitable colour card. Facilitators ask members to think about what would make them feel comfortable, safe, and inspired to join in activities so that all can have a positive group experience together.
- The facilitator collects all the cards and sticks them on the board under the two categories: "DOs" and "DON'Ts". The facilitator should group similar ideas to avoid duplication.
- The facilitator summarizes the main ideas and suggests any important principles that are missing. For example, these ideas may include: be punctual, set phones on silent mode when participating in club meetings, actively participate in discussions, respect other members' points of views, be polite – not judging others, keep others' information confidential, etc. (See Module 1)
- The facilitator requests members to agree on the time and venue suitable for the next club meeting. Plan a reminder system so that group members receive short reminders a day or two before the next meeting.

Activity 4: Learning in Action (10 minutes)

- To sum up the discussion results and encourage members to participate in the next club meetings, the facilitator summarizes the key messages.
- The facilitator asks each member to share one thing he likes about the first club meeting.
- The facilitator delivers the main messages of the first club meeting:
 - » By joining the club “Male advocates in prevention of violence against women and girls”, members will gain knowledge and skills to alleviate pressure on themselves when performing their roles as men, and will gain skills to behave more humanely to improve their family and social relationships.
 - » Members shall participate in 16 club meetings over a period of 11 months: 2 meetings/month in the first 5 months, and 1 meeting/month in the last 6 months.
 - » Each meeting lasts about 1.5 hours (90 minutes).
 - » When joining the club activities, members shall adhere to the club principles, especially the following:
 - Respect different viewpoints.
 - Do not criticize/ judge other person’s opinions.
 - Actively share ideas and lessons learned.
 - » Enthusiastically and fully participate in the Men’s Group activities.
- The facilitator distributes Handout 9.1, thanks the members for participating in the first club meeting, and says he will see them again for the next meeting at the time and venue agreed upon.

Handout 9.1: Meeting Agenda of the Men’s Support Group

- » 1. Aim
 - The Men’s Support Group was established to create a forum for men to exchange ideas, share knowledge, and acquire skills to build a healthy life and improve family and social relationships.
 - At the same time, the club also aims to encourage participants to become pioneers in VAWG communication and prevention in the community, contributing to a healthy and vibrant living environment in their local areas.

- » 2. Meeting agenda

8 Group sessions are scheduled over 2 months. Accordingly, sessions can take place once a week.

The Group sessions focus on knowledge and skills that help men to:

- Identify pressures on men in daily life and find ways to create positive changes in demonstrations of masculinity with a view to achieving gender equality;
- Practice effective communication and anger management skills, decrease tension, and resolve conflicts in non-violent ways;
- Identify abusive behaviours against women and children, analyse the causes and consequences, and point out what needs to be done to support people who experience violence and solutions to stop violence; and
- Develop communication skills and plans in order to become advocates for community participation in gender equality promotion and VAWG prevention.

» 3. Roles of participants

- Commit to joining club sessions fully and punctually.
- Actively participate in community events organized by Danish Refugee Council on ending violence against women and girls.
- Demonstrate that they are progressive, gender-equitable, and non-violent men.
- Encourage other men in the community to take part in activism activities for gender equality and prevention of violence against women.

Module 10: Men's Group Meeting

Facilitator to refer to DRC's Resilient Communities through Community Based Protection curricula – Part I; to establish Men's Community Based Group.

Handouts for Participants

Handout 6.1: Twelve Roadblocks to Communication

- 1. Judgments, comparisons, interpreting, analysis, diagnosing, explaining:** the listener changes the flow of communication by asking questions or commenting in a way that indicates he has made conclusions about the speaker's story without having listened to the whole story. The listener seeks out a hidden meaning to the speaker's story and gives his own interpretation.
- 2. Criticism, blame, shame:** use of language that suggests to the speaker that there is something wrong with what he has said or how he has acted.
- 3. Moralizing, lecturing:** using language that suggests an underlying moral code such as saying "should" or "ought." This type of language implies what the listener thinks should be proper conduct.
- 4. Demands, ordering, threatening:** the messages from the listener carry an authoritative command of how the speaker should act. Messages may also include a threat of impending negative consequences or outcomes if the advice is not carried through.
- 5. Denial of responsibility, justifications:** use of language that moves any responsibility away from the speaker and justifies his actions as valid regardless of whether he acted in an inappropriate manner after all or is responsible for conflict.
- 6. Avoiding, withdrawing, shutting down:** an attempt to "take the person's mind off the topic;" it directly diverts communication and underneath implies that what the speaker was saying is not important or should not be pursued further.
- 7. Ridiculing, attacking:** openly showing disapproval in the behavior or attitude of the speaker.
- 8. Humoring, distracting, story-telling:** another attempt to "take the person's mind off the topic;" it directly diverts communication by attempting to joke about or belittle the situation by use of anecdotes or stories that are not related to the speaker's story.
- 9. Reassuring, sympathizing, consoling:** the listener interrupts the speaker with comments in hopes of making the person feel better; however, in reality this is a roadblock as it interferes with the spontaneous flow of communication.
- 10. Questioning, interrogating:** interrupting the speaker and asking probing questions; questions interfere with the spontaneous flow of communication, diverting it in directions of interest to the questioner but not perhaps of help or concern to the speaker.
- 11. Advising, educating, fixing and correcting:** the listener draws on his or her knowledge and experience to recommend a course of action to "fix" the situation.

- 12. One-upping (my situation is even worse):** the listener begins retelling his experiences and diverting the communication to himself / herself while highlighting how much worse their story is in comparison to the speaker's.

Handout 7.1: What do I do when I Feel Angry

1. Think of scenarios that you experience lately in which you felt angry. What happened? Describe briefly with 1 or 2 sentences.
2. Now after thinking about these scenarios, try to remember what were you thinking about and what did you feel. List some of these feelings.
3. When we feel angry, we mostly resort to violence. This might happen even before we realise as a reaction that for some people is instant and manifests in yelling and throwing things across the room, or hitting something or someone. In other times, we could get depressed, isolate ourselves, or remain silent. Now that you're rethinking the scenario in which you were angry; how did that anger manifests? How did you behave?
4. Write a sentence of few words about the actions you did.

PRACTICAL METHODS TO CONTROL ANGER

1. Step away from the situation, leave or take a walk.

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

2. Use words to express your feelings without attacking.

Express anger without "attacking." For example, you can say, "I am angry because..." or, "I would like you to know..." Another example: if your partner is late in joining you for an appointment, you could yell something like, "You're a fool, you're always late, and I have to wait for you all the time!" Or, you can use words without attacking. For example, say, "I'm upset because you were late. I prefer you had arrived at the scheduled time or warned me that you were going to be late."

Handout 9.1: Meeting Agenda of the Men's Support Group

1. Aim

- » The Men's Support Group was established to create a forum for men to exchange ideas, share knowledge, and acquire skills to build a healthy life and improve family and social relationships.
- » At the same time, the club also aims to encourage participants to become pioneers in VAWG communication and prevention in the community, contributing to a healthy and vibrant living environment in their local areas.

2. Meeting agenda

8 Group sessions are scheduled over 2 months. Accordingly, sessions can take place once a week.

The Group sessions focus on knowledge and skills that help men to:

- a. Identify pressures on men in daily life and find ways to create positive changes in demonstrations of masculinity with a view to achieving gender equality;
- b. Practice effective communication and anger management skills, decrease tension, and resolve conflicts in non-violent ways;
- c. Identify abusive behaviours against women and children, analyse the causes and consequences, and point out what needs to be done to support people who experience violence and solutions to stop violence; and
- d. Develop communication skills and plans in order to become advocates for community participation in gender equality promotion and VAWG prevention.

3. Roles of participants

- Commit to joining club sessions fully and punctually.
- Actively participate in community events organized by Danish Refugee Council on ending violence against women and girls.
- Demonstrate that they are progressive, gender-equitable, and non-violent men.
- Encourage other men in the community to take part in activism activities for gender equality and prevention of violence against women.

ⁱ Adapted from LiveRespect "Coaching Healthy and Respectful Manhood"

ⁱⁱ Adapted from Promundo. "Program P – A Manual for Engaging Men in Fatherhood, Caregiving and Maternal and Child Health"

ⁱⁱⁱ Adapted from Care. "Engaging Men and Boys Manual"

^{iv} Adapted from Pro-Mundo and World Vision. "A More Equal Future: Ending Early Marriage"

^v Adapted from

^{vi} Adapted from "A More Equal Future: Ending Early Marriage"

^{vii} Adapted from News reports on early marriage with Syrian girls found at <http://www.bbc.co.uk/news/world-middle-east-37617523>

^{viii} Adapted from The Gottman Institute. "Four Horsemen of Marital Problems" found at <https://www.gottman.com/blog/the-four-horsemen-recognizing-criticism-contempt-defensiveness-and-stonewalling/>

^{ix} Adapted from Population Sciences International "Marital Relations and Gender-based Violence in Papua New Guinea" training manual developed by Sarah Martin

^x Adapted from Abaad "Project Ra, Workshop 3"

^{xi} Adapted from Abaad "Project Ra, Workshop 10"

^{xii} Adapted from Abaad, "Project Ra"

^{xiii} Adapted from "A More Equal Future: Ending Early Marriage"

^{xiv} Adapted from Partners for Prevention in Vietnam: "A Manual for Facilitators of Male Advocate Clubs to Prevent Violence against Women and Girls: Transforming Masculinities and Building Respectful and Equal Relationships with Women."