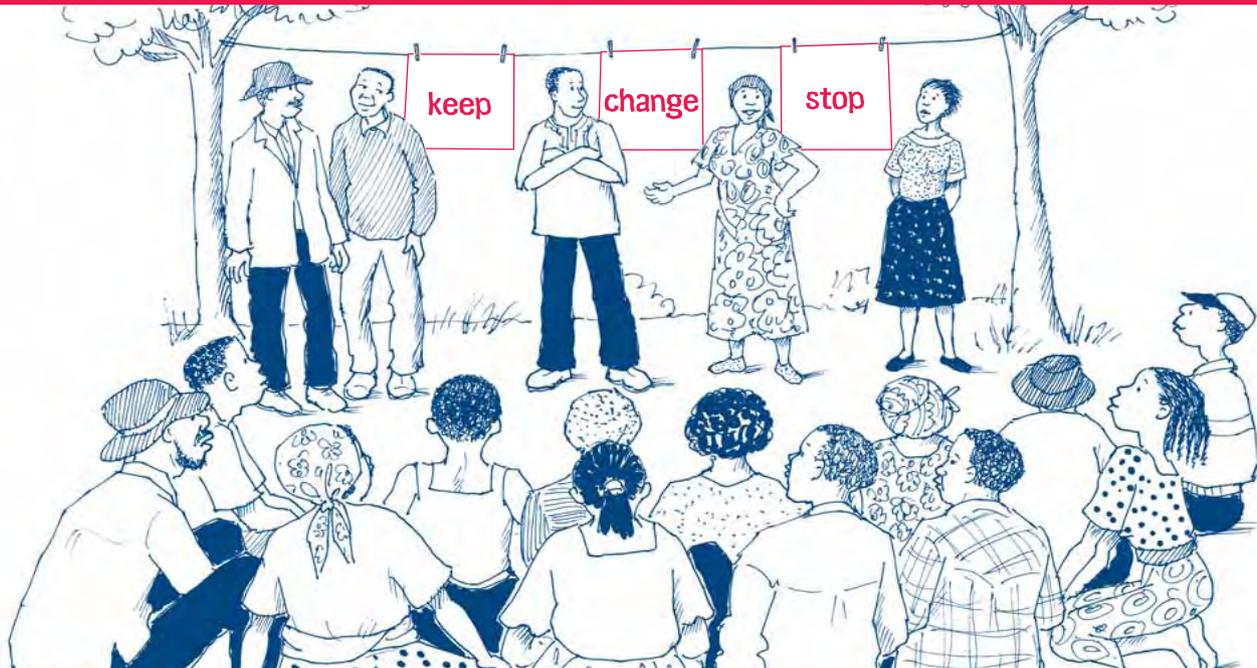


Supporting community action on AIDS in developing countries



## Keep the best, change the rest

Participatory tools for working with communities on gender and sexuality

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## 2 About this toolkit

### Aim of this toolkit

This toolkit aims to support community groups to work in a practical and thorough way on improving understanding and relationships between women and men. Through this, it aims to promote sexual well-being, strengthen communities and help them to prevent HIV.

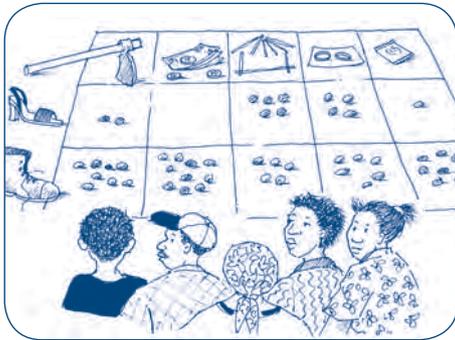
### Who this toolkit is for

This toolkit is aimed at individuals and organisations that support communities to address HIV and AIDS and related issues. Examples include training organisations, 'intermediary' NGOs, NGO support programmes and organisations implementing interventions in communities.



## What materials are needed to use this toolkit?

This toolkit is designed to make maximum use of local resources. The majority of the tools involve community members holding discussions, doing role-plays or using the ground, sticks, stones, beans and everyday objects, such as clothes and household items. A small number of the tools, particularly those to develop an action plan in section E, benefit from the use of a blackboard and chalk or flipchart paper and marker pens.



## What this toolkit contains

**Introduction:** Explaining what this toolkit is, who it is for and how it can be used most effectively with community groups.

**Section A: Gender, sexuality and vulnerability:** Providing tools to explore general, everyday issues about gender and sexuality and how they affect women's and men's vulnerability to HIV.

**Section B: Sex and relationships:** Providing tools to explore how gender and sexuality affects people's sexual relationships and women's and men's vulnerability to HIV.

**Section C: Sexual violence:** Providing tools to explore issues relating to gender-based and sexual violence and how they affect women's and men's vulnerability to HIV.

**Section D: Working together:** Providing tools to help community groups to work well together on issues relating to gender and sexuality.

**Section E: Making a plan:** Providing tools to help community groups to make an action plan for working together on issues relating to gender and sexuality.

## Using this toolkit

This toolkit works best if it is used in the order that it is presented – going through sections A to E to identify and explore issues and then deciding how to work together and what action to take. It particularly suits on going work with community groups, involving regular sessions over several weeks or months.

However, it is also possible to 'dip into' this toolkit and select one or more tools for a specific purpose. As such, it can be used for one-off sessions with community members, such as awareness-raising meetings to build people's interest in gender and sexuality and assess their interest in further activities.

## 4 Building support for your work

### Getting permission from key stakeholders

Before we start working on gender and sexuality with a community, it is important to build relations and trust and work with the community to assess and agree on how looking at gender and sexuality can help to improve the lives of different groups of people and protect them from HIV.

Getting permission from key stakeholders is an important step in this process. These are people who have a particular influence, power or decision-making role in a community. Examples include chiefs, traditional teachers on gender and sexuality, teachers, health workers, civil society organisations and religious and other local leaders.

The support of key stakeholders is particularly important for work on gender and sexuality because it involves addressing sensitive and controversial subjects. It is vital that they not only understand, but support the work.

Work with key stakeholders has to be ongoing, not 'one-off'. They need to be regularly informed of the progress of the work, for example by having community members come to talk to them about the tools and their impact. A good relationship with stakeholders will make it more likely that they will support the Action Plan that comes from the use of the tools when it is put into action in the community.



### Building relationships with allies

Allies are people, groups and institutions whose support can help your work on gender and sexuality. The most obvious allies may be local service providers, such as health clinics and HIV testing and counselling centres. But, there may be others, such as the media or local businesses, that you have not considered before.

It is important to build good relationships with allies from the start. This process might involve: explaining your work to allies and identifying common interests; talking about the contribution that allies can make and identifying what they need in order to make it; and maintaining regular communication with allies and reviewing your relationship with them.

# Preparing the team

## Creating the right team

Work on gender and sexuality with community groups is usually best done by facilitation teams of staff and/or volunteers, rather than just one person. A team can support each other and reach more people more quickly with better activities.

If possible, balance teams in terms of gender, age, social status, etc. Members will have their own views and experience of gender and sexuality. They should also all have:

- good relationships with the community
- a basic level of literacy
- a basic understanding of HIV and AIDS
- enough time to do the work
- commitment to working together as a team
- members should be willing to reflect on their values relating to gender and sexuality and be willing to change as they learn more.

## Using community volunteers

Community volunteers often play a vital role in work on gender and sexuality. This can include facilitating activities, using the community languages, visiting less visible community members to invite them to meetings, arranging a place and equipment for meetings and doing follow-up after meetings.

Engaging community volunteers in the team and the activities makes the work more credible if they are trusted and respected people. The presence of volunteers can also help the team be more accountable to the community.

It is important to find ways to value the work of volunteers – to avoid exploiting their interest and commitment. Good ways to do this include:

- project staff visiting the communities and working alongside the volunteers to emphasise the importance of their work
- providing incentives (such as food or money) for the work of the volunteers

- providing training to assist volunteers who are interested in finding paid work
- creating a team identity through badges, materials or t-shirts.



## 6 Preparing the team

### Preparing yourself

Before working with communities, it is important for all team members to consider their own feelings about gender and sexuality, as these might affect how they do their work. It is vital that members experience the tools for themselves and are able to respond to what they learn before using them with others. If the team agrees as a group, they can support each other to change and be good role models.

One way to prepare to use the tools is to think about our own personal experiences of gender and sexuality. Some of these may have been, or may still be, physically or emotionally harmful, such as experiences of violence in personal relationships. It may be hard to talk about certain topics without being reminded of such experiences.

This toolkit is based on the principle that the process of change begins with each of us as individuals. As such, it is important for the team to become used to talking openly about personal

matters. To prepare them to do this, it can be helpful for members to:

- choose someone they trust and who can listen and offer support
- tell that person briefly about the experiences that they are concerned about, sharing as little or as much information as feels comfortable
- tell that person how they think these experiences could affect their work
- explain how they would like to be supported to deal with their experiences.

### Looking at discomforts and strong views

Some team members may feel uncomfortable talking openly about certain topics, such as masturbation. Some may have strong views on certain issues, such as sex before marriage. It will be difficult for a team member to facilitate an open discussion with community members if they feel uncomfortable or have such strong views about the issues at hand.

To prepare for this, it is helpful for the team to:

- decide on issues that they may discuss with the community and identify those that some members feel uncomfortable discussing or have strong views about
- discuss situations in which discomfort or strong views might make it hard for some members to facilitate a discussion. Then make a plan for dealing with such situations
- make time to practice facilitating discussions of such issues and enable the members to get feedback on how well they handled their discomfort or strong views
- remember that it is right to have strong views against harmful behaviours such as rape, child abuse and violence and we should always challenge opinions that promote these.

## Improving teamwork

An important part of preparing the team to use these tools with communities is to look at what it needs in order to work well together. This might include:

### Training in the use of the tools

Training for team members should include:

- basic information about sexual health, including HIV and AIDS. This toolkit does not include such information, but there are many other resources that do and that can be used to refresh members' knowledge
- opportunities to explore their own thoughts about gender and sexuality. Experiencing the tools themselves not only enables members to explore their own feelings, but to understand what it is like to be a participant and to make any necessary adaptations to the tools
- time to practice and get feedback in their use of the tools. The best way to learn about the tools is to use them (with the same materials that will be available in the community) and to exchange feedback with peers.

### Ways to give each other feedback and support

It is important to help team members to support each other, especially because working on gender and sexuality can raise painful personal issues, cause resistance among people's friends and family and make people feel overwhelmed. Ways to provide support include:

- structuring mutual support. For example, group members can regularly meet together in pairs or small groups to offer each other support
- helping members to get to know each other better – by encouraging them to share their interests and by allowing time for social activities
- having supervision sessions with staff to identify further needs for support
- making it known what support is/is not available and making clear agreements about how team members can ask for it.

### Clear roles and responsibilities

Teamwork is better when everyone understands their own and each other's roles and responsibilities. It is important

to discuss these with team members as part of the preparation for their work. This discussion can help to:

- connect roles and responsibilities to skills and experience – to make sure that the members are able to do what is being asked of them
- make clear agreements about how team members will work together
- ensure that responsibilities are distributed fairly across the team.

### Helping each other to 'practise what they preach'

It is vital that the team 'practises what it is preaching' and provides a good example of the types of values that it is trying to promote, such as equal and supportive relationships between men and women. To do this, it can be useful to set clear, agreed standards of behaviour that can be used to hold team members to account for inappropriate behaviour (such as sexist jokes or sexual harassment).

## 8 Planning the work

### Deciding what to work on

The starting point for work on gender and sexuality will usually be some sense of concern about particular aspects of relationships between women and men that are increasing the spread of HIV and/or worsening its impact on the community. An example might be many reports of husbands beating their wives. Community leaders, officials or staff of non-governmental organisations, or women and community members themselves might voice these concerns.

Your team may have identified some areas of concern as a result of working with the community to identify problems and concerns. This can help to reveal problems that would otherwise be hidden, such as rape within marriage.

The team and community can then bring relevant groups of community members together to explore the issues that underlie the concerns about an aspect of gender and sexuality and identify actions to address it.

### Steps for focusing the work

Start with a general or specific concern



Form groups of relevant community members to discuss the concern



Use tools with this group to identify issues to work on and actions to take



### Deciding which community members to work with

Developing these tools showed that it is better to work with specific groups of people when addressing gender and sexuality, rather than offering an open invitation to everyone. For example, if the community aims to create an environment in a local school that prevents sexual violence, then it may be important to work with Ministry of Education inspectors, teachers, students, parents and legal bodies.

Overall, it is important to work with people who have:

- most concern about the issue relating to gender and sexuality
- most involvement in the issue
- most influence over the issue.

Selecting people who are able to attend a series of meetings over time makes it easier to use the tools. It also makes it more likely that the work will be effective and long-lasting.

## Making group sessions accessible

It is usually easier to work regularly with community members who either already belong to groups (such as micro credit groups) or are linked to a particular institution (such as teachers in a school).

However, the most marginalised and vulnerable members of communities are often less likely to be members of such groups or institutions. So, to target these people, the team needs to think about how to do outreach – and encourage them to participate fully in the group-work process.

The team also need to consider practical ways to make its group sessions as accessible as possible. For example, it will need to ensure that its work is carried out at a time and place that is appropriate, easy and safe for the relevant community members.

## Building relationships with participants

To work on gender and sexuality, it is vital that teams build trusting relationships with the community groups. Without this, participants may be unwilling to share their own experiences and discuss what needs to change.

Project staff and volunteers need to have something to offer groups and the broader community and keep their promises.

Participants at meetings may need food or other incentives to travel to the site and spend time away from economic activities. However, before doing so, the team should check with others in the area to discuss a common approach to incentives, so that they do not harm existing agreements and relationships.

## Planning how to progress the work

Planning how long the group work will last, how many sessions will be required and which tools will be used will depend on the objectives of the project and the circumstances of the participants. But, in general, it is helpful to plan group-work sessions so as to move:

- from describing problems to understanding them more deeply
- from discussing less sensitive issues to exploring more sensitive ones
- from addressing less controversial topics to dealing more controversial ones.



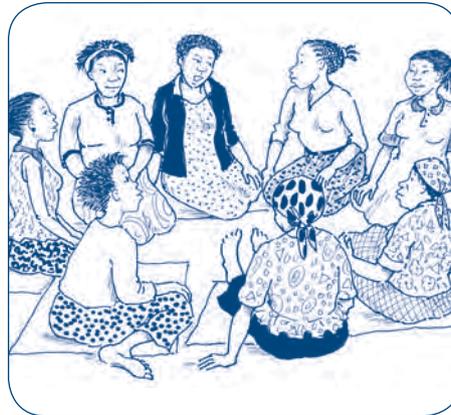
## 10 Planning the work

**Planning group sessions**

Usually, it is important to work with the same group of people over time. How to arrange a series of sessions will depend on local circumstances. But it can generally help to:

- work with informal peer leaders and ask them to convene meetings
- work with key stakeholders to ensure that target participants can come to the sessions
- appoint some of the participants as conveners and give them the responsibility for making sure participants come to meetings
- arrange meetings at places and times where the participants already meet
- think about offering some kind of incentives to motivate people to attend
- make any special arrangements that may be needed to enable some participants to attend, such as childcare for women with children.

Before beginning a session, it is important for the team members that are involved to meet to plan it. The team may decide to adapt particular tools in order to better suit the group with whom they are working.

**Typical group meeting**

- ✓ Welcome everyone, especially new members.
- ✓ Remind everyone about why the group is meeting, what it is working on and how it has agreed to work.
- ✓ Agree on confidentiality issues.
- ✓ Invite group to recap on the previous meeting's discussion, review actions taken since last meeting and discuss any issues.
- ✓ Agree on the issues you will discuss and use one or more tools to explore those issues.
- ✓ Agree on recommendations for action arising from the discussion. Summarise the key points from the discussion.
- ✓ Check on feelings about the meeting and how to improve it.
- ✓ Make a plan for the next session. Fill in an Activity Chart to record the session.

# Using the tools

## Composition of the group

The facilitation team and community will need to decide about the composition of the groups for each of the tools. For example, will they facilitate the tool with single or mixed-sex groups, married or unmarried people, or people of the same or different age groups?

In particular, experience has shown that exploring problems relating to gender and sexuality benefits from some work in single sex and age groups. So, in the 'how to use it' instructions for the tools in this toolkit, it is often suggested that the work is carried out by single-sex groups and, in some instances, that those groups are further divided according to age. After working in separate groups, the groups can share their ideas as they wish so that people understand each other's point of view.

## Introductions

Some groups may know each other well, while others may not. Whatever the case, it is helpful to begin any group work with activities that help people

feel more comfortable with each other. This can involve thinking of fun ways for group members to get to know each other better, such as games.

## Making working agreements

It is important to create working agreements with the participants. These are the 'ground rules' that people make about how they will work together. They

### Examples of working agreements

- ✓ Listen to everyone.
- ✓ Participate fully.
- ✓ Stick to the point.
- ✓ Respect everyone's ideas.
- ✓ Challenge each other, but do it respectfully.
- ✓ Try to speak up if you are quiet.
- ✓ Try to listen more if you speak a lot.
- ✓ Be as honest as you can.
- ✓ Keep confidentiality.
- ✓ Take care of yourself and others in the group.

are important for any group process, but especially when discussing sensitive subjects, such as gender and sexuality.

## Confidentiality

Making a clear working agreement on confidentiality is essential. Participants should not tell people outside the group details of what specific individuals in the group say. However, this agreement cannot be enforced and people should be careful about what they are willing to share and with whom they share it. It is safer to talk about 'people like us' rather than disclosing an event as a personal experience.

## Energy and humour

Maintaining the energy of participants during group work is important. Members may feel overwhelmed by difficult issues, reducing energy levels. However, humour is a useful learning tool. People learn better when they feel more comfortable and relaxed. Ways to maintain the energy and humour of the group include using energisers and ice-breakers.

## 12 Skills for using the tools with groups

### Key skills

A critical part of the process of using tools on gender and sexuality is helping a group of people to work together productively. To do this, Facilitator's particularly need skills in:

#### Active listening

This means more than just hearing what is said. It means letting people know that they are being heard and understood. Active listening encourages people to be more open in sharing their experiences, thoughts and feelings. This is crucial when it comes to encouraging groups to talk more openly about gender and sexuality.

Active listening involves:

- using body language and facial expressions to show interest and understanding
- 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 – to show a desire to understand

- summarising the discussions to check understanding of what has been said.

Participants also need listening skills in order to gain the most benefit from this toolkit. From the start, it is important to make it clear that the purpose of the tools is to encourage discussion **among** participants, rather than between participants and the facilitator.

#### Effective questioning

Effective questioning involves:

- asking open-ended questions, for example using Why? What? When? Where? Who? and How?



- asking probing questions that follow 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.

Again, this skill is as important for participants as Facilitator's and is an important idea to introduce early in the process.

#### Facilitating group discussions

Facilitating discussions is another basic skill for using this toolkit. It is needed to increase the participation of people in their group discussions and to ensure that members are given the opportunity to express their range of views and interests. Good facilitation helps to improve the quality of discussions and problem-solving. It also helps groups to agree on changes that are needed and commit to taking action on them.

## Introducing each tool

Facilitator's need to provide an introduction and explanation for each tool that they use. This should be clear and concise and followed by simple instructions.

It is important to check that the participants have understood what you have said and whether they have any questions. If there are specific tasks to be completed in small groups, take time at the beginning – before they have immersed themselves in the task – to go around to each group and check that they are clear about what to do.

## Involving everyone

Helping all participants to take part in discussions is an important part of facilitating meetings. It involves paying attention to each member's level of participation. There may be many reasons why someone is quiet during a discussion. For example, they may be shy or ill or just thinking deeply.

In general, it is a good idea to try to bring quiet group members into the discussion, for example by asking them direct questions. If someone is very

talkative, you can ask them to allow others to take part. Encourage the group to share responsibility for group dynamics. One way to encourage full participation is to ask every member to say something in turn or else to break into pairs or very small groups. Also provide a minute or two for quiet reflection before asking people to speak as this helps people to increase their confidence.

## Guiding the discussion

The key tasks of a facilitator are to open up discussion and encourage full participation by using the tools. They should also help the group to explore the issues raised in more depth by asking probing questions and encouraging the expression of different points of view. Finally, they should summarise the discussion (checking for areas of agreement and conflict) and note any action points that have arisen.

A key task for a facilitator is to help the group stay focused. If the group seems to be losing its focus, it is important to remind its members of the objectives for the activity and the issues that are being looked at. This will help to get them back on track.

## Managing conflict

Talking about gender and sexuality may give rise to disagreements in the group. Facilitator's need to welcome this. But they also need to anticipate it, identifying safe ways to respond and move forward.

Often it is through disagreement with others that we come to better understand our own thoughts and feelings. But there may be situations when disagreement turns into conflict. When this is the case, people put their energy into defending their own positions rather than exploring the issues with each other. Helping the group to manage conflict is a key role for the facilitator. Examples of how to do this include:

- getting people to state clearly their concerns and the reasons for them – to reduce the danger of other people making assumptions
- getting people to listen to others carefully and, if necessary, repeating what others said to make sure they heard it correctly
- helping people identify areas of agreement and shared concern – to create common ground to come together to work out a conflict.

## 14 Skills for using the tools with groups

**Achieving agreement**

It will often not be possible or desirable to achieve agreement among group members. It is helpful to ask people to reflect on areas of 'common ground' for the group, as well as points of difference that need further discussion or people can agree to differ.

The facilitator or group should also sum up the main points of the discussion and any action points that they have agreed. Encourage people to thank each other for their contributions and to celebrate the achievements of the meeting.

**Dealing with challenges**

Facilitating a group meeting will almost certainly mean dealing with negative or disruptive behaviours, such as chatting between participants or domination of discussions by a few vocal individuals.

Reminding the group of its working agreements and asking everyone to be responsible for maintaining them is a good way to deal with such disruptions. It is important to try and involve the group when asking a disruptive group member to help, rather than hinder, the work that the group is trying to do. In the most extreme circumstances, when a participant continues to be disruptive, the group (or the facilitator acting on their behalf) may need to ask them to leave the group session. In this situation, it is important to arrange to talk with this person later in order to understand their position and work with both them and the other participants to reach a decision about whether they should continue to participate in the programme.

**Dealing with distressed individuals**

Facilitator's need to consider how they will respond to group members who become distressed. Participants can form 'support pairs' or small groups – agreeing to meet regularly throughout the programme (and perhaps in the months afterwards) to provide each other with support.

When it is not possible to support people in this way, the facilitator may need to take time after a session to talk to the individual one-to-one and either provide support or refer them to a local service.

**Personal disclosure**

Over the course of the sessions, participants may reveal personal information about themselves and their lives, for example disclosing their HIV status. Acknowledge those who do so for their courage in sharing such information. Remember that stigma and discrimination towards those of us living with HIV is still a problem and the costs of disclosure can be high. Remind the

group of agreements they have made about confidentiality.

Those of us who are living with HIV may decide to talk about our own personal experience when we facilitate. We may decide before the session about how disclosure could help the group to achieve its objectives or we may use an opportunity that arises naturally from the content of a discussion.

### Creating the right environment and dealing with crises

The first task for any facilitator is to try to create a safe and supportive environment within the group. This will help members to decide for themselves whether and when to talk about any personal issues.

Creating such an environment begins at the point of telling people about the group and recruiting people to join it. At this point, it is important to encourage people living with HIV to participate.

The group's working agreements also play an important role in creating a safe environment. One of the tasks of the facilitator is to encourage participants

to follow these agreements, but to remind them that they cannot be enforced.

Group members may talk about personal concerns because they are in a crisis and urgently need help. In such a situation, the facilitator may need to take time during a break or, in the most serious cases, during the session itself, to deal with it. This will involve assessing the group member's situation and making a referral where relevant services exist.

### Dealing with harmful points of view

Members of the group are likely to have strong views about the issues in this toolkit. It is important for the facilitator to welcome disagreement, but there may be some members whose views make the problems worse.

Everyone has a right to their opinion, but it is the role of the facilitator to see that harmful points of view are challenged - ideally by participants themselves, but, failing that, by the facilitator. The best way to do this is not only to repeat the core values and

messages of the toolkit, but also to give the person a chance to think more deeply about their point of view and the impact that it has. The facilitator should also encourage everyone to listen more closely to different points of view in the group. This can be difficult, but it is vital in helping members to work towards positive change.

A common example of a harmful point of view is blaming the victims of violence. For example, a group member might say: *"If a woman is wearing a short skirt and gets raped, it is her own fault"*. The following is one suggested way to deal with such a group member:

1. Ask for clarification. For example, say: *"I appreciate you sharing your opinion with us. Can you tell us why you feel that way?"*
2. Seek a different point of view. For example, say: *"Thank you. So at least one person feels that way. What do the rest of you think?"*
3. If another point of view is not offered, provide one. For example, say: *"I know that a lot of people disagree with that statement. Most women and men I know feel that the only person to blame for a rape is the rapist."*

## Skills for using the tools with groups

4. Offer facts that support a different point of view. For example, say: *"The facts are clear. The law states that every individual has a right to say 'no' to sex. Whatever 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 facilitator has used these four steps, it is unlikely that the group member will openly change their opinion. But, by challenging the statement, the facilitator has provided another point of view that the member will be more likely to think about and, it is hoped, adopt later.

### Using role-play

Role-play – including acting, singing and dancing – is involved in many of the tools in this toolkit. It is a good way to reveal thoughts and feelings about gender and sexuality. Playing a role demands more from people than just talking about an issue. It involves going deeper into what they think and feel. This is critical because our beliefs about gender and sexuality go very deep and

are such a key part of who we all are as people.

Dealing with HIV and AIDS calls for people to have new skills. For example, people need skills in talking to sexual partners, using condoms and preventing sexual violence. To develop these skills, people need to practice and get feedback – and role-play can be a good way to do this.

Ways to ensure that role-plays are useful and effective include:

- staying aware of not only what is happening in the scene, but how the rest of the group is reacting
- pausing a role-play when there is an opportunity to discuss a key issue. Then asking questions of the actors and the other participants about what is happening, why it is happening and the implications – and using those questions to make key learning points
- supporting humour as a way to relax people, but ensuring that it does not take over and lose the point of the role-play

- being aware that role-plays can bring up a lot of emotions for those playing the roles and those watching – and being prepared to stop the process if people appear to be upset
- ensuring that people do not get 'stuck' in the role they have been playing and 'de-role' participants. For example, after the role-play is complete, you can ask them to state their real name and some trivial personal facts – to remind themselves and the others about who they really are and to separate them from their role.



## Using drawings

Drawing is also involved in many of the tools in this toolkit. Again, this is because it is a good way to encourage people to reveal their real thoughts and feelings about gender and sexuality.

Drawing can be carried out on the ground, a blackboard or paper, depending on the materials available and the preferences of the participants.

It is important for facilitator's to help participants to feel relaxed about drawing. This involves explaining that the quality of the drawing does not matter – as it is the issues that are raised that are important.



## Recording and monitoring your work

One role of the facilitation team is to take responsibility for recording the work that it supports in the community. One way to do this is to fill in an Activity Record Sheet after each meeting. This provides a brief and simple way to document the key facts about a session, such as where it was held, who attended, what issues were discussed and what decisions were reached.

An example of an Activity Record Sheet is provided on the following page. Activity Record Sheets, or similar tools, are vital for monitoring the work that is being carried out – as they tell the 'story' of what it has involved and how it has progressed.

Other ways to assess the impact of your work on gender and sexuality include:

- asking for regular feedback from participants on their thoughts and feelings about the group work process and how it is affecting their lives. Ask them for their suggestions on improving the meetings. A very simple way to do this is to take 5-10

minutes at the end of every meeting to ask each participant to answer some basic feedback questions

- interviewing the friends and family of participants at the beginning and the end of the process to assess what difference the discussions have made to the members' behaviours and attitudes
- asking participants to keep a daily/weekly diary of their thoughts and feelings during the process and then asking them to use the information in these diaries to assess what difference the work has made
- holding group discussions with some or all of the group members before the beginning and after the end of the process and comparing the findings from these discussions.

# Example: Activity record sheet

## Activity record sheet: Group meeting on gender and sexuality

### 1. Details of group meeting

Date of meeting \_\_\_\_\_ Location of meeting \_\_\_\_\_

Number of participants \_\_\_\_\_

Type of participants (e.g. men/women, younger/older people) \_\_\_\_\_

\_\_\_\_\_

### 2. Tools used and issues covered during the meeting

Tools used during the meeting \_\_\_\_\_

\_\_\_\_\_

Issues covered during the meeting \_\_\_\_\_

\_\_\_\_\_

### 3. Areas of agreement and disagreement among the group

Areas of agreement among the group

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Areas of disagreement among the group

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_


**4. Decisions made by the group**

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**5. Next steps for the facilitator (e.g. issues to cover in the next meeting)**

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# Introduction to Section A: Gender, sexuality and vulnerability

## Overview

This section of ‘Keep the best, change the rest’ provides tools to explore general, everyday issues about gender and sexuality and how they affect women and men’s vulnerability to HIV.

This section includes ten tools:

- A1 Cartoon strip
- A2 Scenes from life
- A3 But why?
- A4 Chain of effects
- A5 Walking in each other’s shoes
- A6 Working day
- A7 Making decisions
- A8 Caring for others
- A9 Lifelines
- A10 Gender boxes

## Gender, sexuality and vulnerability

**Gender** refers to the social, cultural and economic roles, characteristics, opportunities and expectations that are linked to being female or male. The situation in relation to gender varies widely in different societies. But, because it is ‘constructed’ (made) by a society, gender can be changed over time – to make that society more just and equal.

**Sexuality** is a key aspect of being a human and affects people throughout their life. It involves issues relating to gender, sex, sexual orientation, pleasure, relationships and reproduction. Sexuality can be expressed by some or all of a person’s thoughts, beliefs, desires, fantasies, attitudes, values, behaviours, practices, roles and relationships. It is influenced by the relationship between a wide range of different factors, including those that are social, biological, psychological, economic, political, cultural, ethical, legal, historical, religious and spiritual.

**Vulnerability** relates to the risks of HIV and AIDS that are faced by different kinds of people in different kinds of situations. It helps in understanding the reasons behind those risks and the extent to which people do or do not have control over them. Looking at people’s vulnerability is a good way to see how issues of gender and sexuality affect HIV and AIDS.

## What influences vulnerability?

Vulnerability involves a combination of several different factors:

- **Bodies:** Some people are physically more vulnerable to HIV than others. For example, girls and young women are more vulnerable because the genital tract is not as developed (strong) as it is in older women. Meanwhile, women or men with other sexually transmitted infections (STIs) may be more vulnerable, if they have cuts in the skin that make it easier for HIV to enter. Research has shown that uncircumcised men are more vulnerable to HIV infection than circumcised men.

- **Choices:** Some people are more vulnerable to HIV because they have fewer choices than others when it comes to their sexual behaviour and dealing with the risk of infection. For example, some women exchange sex for money due to their economic needs and may not be able to choose whether to use a condom with their sexual partners.
- **Abilities:** Some people are more vulnerable to HIV because they have fewer abilities to deal with their risk of infection. For example, if a woman has experienced sexual violence, she may have low self-esteem and confidence and not be able to negotiate safer sex with her husband.
- **Pressures:** Some people are more vulnerable to HIV because they face more pressure than others to take risks. For example, young men might feel under pressure to have many different sexual partners and not use condoms to 'prove' that they are men to their peers.

## Changing gender roles – keep the best, change the rest

This section of 'Keep the best, change the rest' focuses on women and men's social and sexual lives, how they are changing and how they are affected by HIV and AIDS.

It helps communities to look at how changes in gender roles are creating both opportunities and confusion for people today. As just some examples:

- Children learn from school and the media about human rights and girls can see women moving into positions of authority. But, at the same time, young people are also under pressure to follow the culture of older generations.
- There are signs that changes in women's roles are creating a negative response from some women and men, putting pressure on people to return to more traditional ways.
- Men are under pressure to live up to their traditional roles as provider and head of the house. But, where there is rising male unemployment, this can become a problem for those who lack the economic means to play this role.

- Some women feel a double pressure – to conform to traditional roles when back home in their village, and to be independent modern women when at work in the town.

'Keep the best, change the rest' is an important principle of this toolkit. It is based on the view that people can make choices about which of their values, beliefs and practices they want to keep and which they want to change. The tools are designed to help people to make these choices for themselves.



## 22 Tool A1 Cartoon strip

**What is it?**

This tool involves acting out a 'cartoon strip' – a series of scenes about an issue or situation relating to gender and sexuality.

**Why use it?**

To explore people's real life experiences in relation to gender and sexuality.

**Facilitator's notes**

- Encourage the participants to think of stories that are realistic for their local community, rather than ones that are too exaggerated.
- Inform the participants that 'cartoon strips' work best when the story leading up to the 'incident' (picture 5) takes place over quite a short space of time (hours/days) rather than a longer period (months/years).

**How to use it**

- 1 Explain the purpose of the tool to participants.
- 2 Ask the group to identify four issues or problems relating to gender and sexuality in their community. Examples might include 'young people are starting to have sex at a young age' or 'there are many cases of husbands beating their wives'.
- 3 Divide the participants into four small groups. Ask each group to choose a different one of the issues to work on. Ask each one to:
  - *think of a story about this problem, based on their knowledge and experience of the local community*
  - *tell the story by acting out a 'cartoon strip', involving a series of five scenes.*

Inform them that the final scene (picture 5) should show an 'incident' of the problem (such as a couple having unsafe sex or a wife being beaten by her husband). The previous scenes (pictures 1-4) should show the steps that lead up to the 'incident'.

- 4 Bring all of the participants back together. Ask each group to act out its 'cartoon strip'. Encourage everyone to discuss the stories and support them to draw up a list of the most common issues, events and experiences that lead up to the final scenes.
- 5 At the end, fill in an Activity Record Sheet. In particular, note any decisions and action points made by the group and identify next steps. For example, people might want to identify ways to prevent these situations occurring.



## Tool A2 Scenes from life

Gender, sexuality and vulnerability

### What is it?

This tool involves performing 'scenes from life' – role-plays, songs or poems about situations relating to gender and sexuality.

### Why use it?

To explore the underlying causes of problems relating to gender and sexuality – helping people to 'go deeper' and express what they really think and feel.



### Facilitator's notes

- Be aware that this activity can bring up strong feelings – as it might remind people of painful experiences in their own lives. Encourage the participants to take care of themselves and each other.
- Inform the participants that 'scenes from life' work best if they are typical of their community, rather than too dramatic.
- Ensure that the role-plays, songs or poems keep to the point of the activity.
- This tool can be used in a number of different ways. For example, you can: present some 'scenes from life' showing a problem that the participants might feel uncomfortable to talk about.

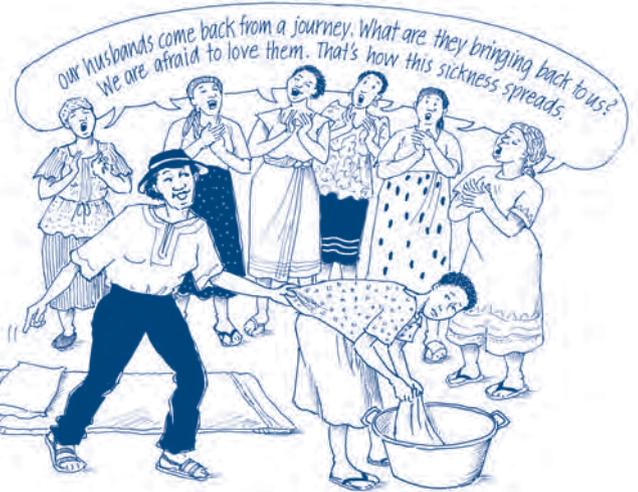
### How to use it

- 1 Explain the purpose of the tool to participants.
- 2 Ask the group to identify four issues or problems relating to gender and sexuality in their community.
- 3 Divide the participants into four groups. Divide by age and gender. Ask each group to choose a different one of the issues to work on.
- 4 Ask each group to prepare some 'scenes from life' – a role-play, song or poem about the issue that is based on characters, events and attitudes that are similar to those in their community.
- 5 Bring all of the participants back together. Ask each group to present its 'scenes from life'. Ask the actors to talk about what it was like to perform the role-play, song or poem and what they learned from it. Ask the other participants to talk about how they felt watching the performance and what they learned from it. Encourage discussions about:
  - *What was happening in the 'scenes from life'? Does this happen in the community?*
  - *Why did each character behave as they did?*
  - *What power did each character have in the situation, and why?*
  - *Who was most affected by the situation, how and why?*
  - *How were the different people vulnerable to HIV?*
  - *What could each of the people do to reduce their vulnerability to HIV?*
- 6 At the end, fill in an Activity Record Sheet. In particular, note any decisions and action points made by the group and identify next steps.



► Example 1  
'Scenes of life' as a song

▼ Example 2  
'Scenes of life' as a role-play



## 26 Tool A3 But why?

**What is it?**

This tool involves creating a 'but why?' diagram – by drawing a problem relating to gender and sexuality in the centre, repeating the question '*but why?*' and drawing the answers in circles around the problem.

**Why use it?**

To explore the underlying causes of problems relating to gender and sexuality.

**Facilitator's notes**

- Be aware that this tool can be quite complicated. Support the participants to use it by giving them clear, step-by-step instructions and explaining how the end result shows the different 'levels' of reasons for the main problem. It may help to put arrows on the lines that link the circles – with them all pointing inwards to show how they contribute to the central problem.
- Encourage the participants to allow plenty of space for this tool – so that the diagram can spread out as much as is needed.

**How to use it**

- 1 Explain the purpose of the tool to participants.
- 2 Ask the group to identify four issues or problems relating to gender and sexuality in their community.
- 3 Divide the participants into four groups. Ask each group to choose a different one of the issues to work on.
- 4 Ask each group to draw a 'but why?' diagram. Ask them to start by drawing or writing their issue in a circle in the middle of a space on the floor, blackboard or sheet of flipchart paper.
- 5 Ask each group to:
  - Discuss '*but why does this happen?*' Then write each of the immediate answers in separate circles around the problem.
  - Look at the first of the immediate answers and again discuss '*but why does this happen?*' Then write the answer in a new circle and join it to the first circle with a line. Repeat this a few times.
- 6 Ask each group to repeat the activity for each of the other immediate answers and to keep asking '*but why does this happen?*' until they can think of no more answers.
- 7 Bring all of the participants back together. Ask each group to share their diagram. Support the participants to develop a list of the most common reasons for problems relating to gender and sexuality and to discuss why they are the most common.
- 8 At the end, fill in an Activity Record Sheet. In particular, note any decisions and action points made by the group and identify any next steps. For example, discuss what the group and others can do about each cause.

Because it makes us happy to love one another.



## Tool A4 Chain of effects

### What is it?

This tool involves making a 'human chain' of the effects that result from a problem relating to gender and sexuality.

### Why use it?

To build understanding about the effects of a problem relating to gender and sexuality and to motivate people to identify strategies to address them.

### Facilitator's notes

- Ensure that the central issue is clear and that the effects are focused.
- Looking deeper into the effects of problems can motivate people to change.
- Looking at effects helps to raise people's awareness of the seriousness of a problem and who is affected by it. It also helps to make the links between different issues that the community is concerned about. For example, violence against women is an example of a condition that allows HIV to spread, while also having an effect on the well-being and status of women.

### How to use it

- 1 Explain the purpose of the tool to participants.
- 2 Ask the participants to select one issue or problem relating to gender and sexuality in their community.
- 3 Ask for one or two volunteers to sit in the middle of a large space and represent the issue that has been selected.
- 4 Ask the other participants to think of an immediate effect of the issue (i.e. what does the issue lead to or cause to happen?)
- 5 Ask another volunteer to sit to one side of the 'issue', to link their arms with them and to represent the immediate effect.
- 6 Ask the participants to identify the effects of the immediate effect. Ask other volunteers to sit to the side of the 'immediate effect' and to represent the effects and form a long chain. Encourage the group to keep listing the effects until they can think of no more 'links' in the chain.
- 7 Go back to the original issue and identify another immediate effect. Repeat the process.
- 8 When the 'human chain' is finished, encourage the participants to discuss what they have learned about the different ways in which an issue about gender and sexuality impacts on their community. Also ask them if they have any suggestions about how they could address the issue.
- 9 At the end, fill in an Activity Record Sheet. In particular, note any decisions and action points made by the group and identify next steps.



## Tool A5 Walking in each other's shoes

Gender, sexuality and vulnerability

### What is it?

This tool involves women and men 'walking in each other's shoes' by acting out the journey through life that is taken by the other gender.

### Why use it?

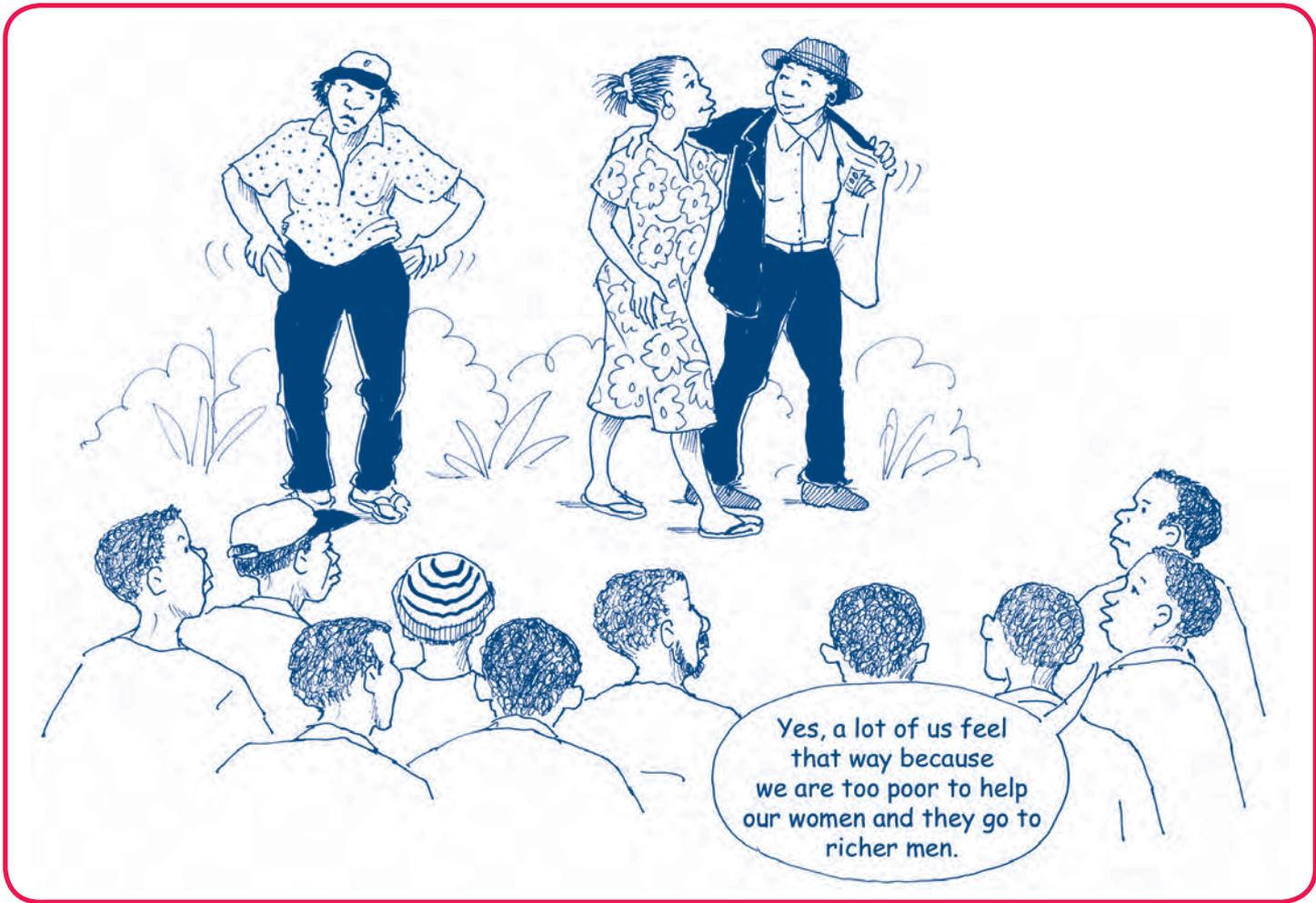
To help women and men to understand what life is like for each other and to identify ways to improve their relationships.

### Facilitator's notes

- Encourage the participants to make their journeys interesting, for example by using objects or clothes that are associated with the other gender.
- Highlight participants' own, real life experiences of successfully 'walking in each other's shoes' and improving their relationships.
- 'Walking in each other's shoes' not only improves individual relationships, it also helps communities to work well together on issues of common concern, such as HIV and AIDS.
- Challenge men who role-play women's suffering but are reluctant to change to reduce it.

### How to use it

- 1 Explain the purpose of the tool to participants.
- 2 Divide the participants into two groups – women-only and men-only.
- 3 Ask each group to talk about what they think it is like to live life as a person of the other gender. Ask them to think about this life in terms of a journey that goes from birth to the present day and that is walked by a typical person in their community. Ask them to prepare to act out that journey.
- 4 Bring all of the participants back together. Ask the men's group to 'walk in each other's shoes' – by acting out the women's journey. Ask the women's group what it was like to see the description of their lives and how closely it fitted reality.
- 5 Repeat the process, with the women's group acting out the men's journey.
- 6 Ask the participants to discuss:
  - *How similar or different were the two journeys? If different, why is that?*
  - *How might these different journeys affect women's and men's experiences in relation to HIV and AIDS?*
  - *Would you want to exchange your journey for that of the other gender? Why or why not?*
  - *How easy or difficult is it for women and men to try to 'walk in each other's shoes'? What could make it easier?*
  - *How can we use our understanding of each others situation to improve our relationships?*
  - *What are our own experiences of 'walking in each other's shoes'?*
- 7 At the end, fill in an Activity Record Sheet. In particular, note any decisions and action points made by the group and identify next steps.



## Tool A6 Working day

### What is it?

This tool involves drawing a 'working day' timeline and marking on the different tasks that women and men carry out.

### Why use it?

To highlight the differences between women and men's daily activities and roles and to explore how they reflect unequal social roles that can influence people's situation in relation to HIV and AIDS.



### Facilitator's notes

- Adapt the tool by:
  - dividing the participants into men-only and women-only groups of different ages. Ask them to do two 'working day' timelines (one for themselves, one for the opposite gender) to highlight different and similar points of view
  - asking the participants to do three separate timelines: family, community and work. This helps to highlight the many different activities that are carried out in relation to the family that are not seen as 'work' and that are usually the responsibility of women.

### How to use it

- 1 Explain the purpose of the tool to participants.
- 2 Divide the participants into small groups, with a mixture of women and men in each. Ask each group to think about their community and to:
  - *think of a typical day in the lives of a typical married couple*
  - *identify all the tasks carried out by the wife and the husband, from when they get up in the morning to when they go to bed.*
- 3 Ask each group to summarise their discussions by drawing a 'working day' timeline on the ground, a blackboard or piece of flipchart paper. Ask them to use words, symbols or numbers to show the wife and the husband (down the left-hand side), the different times of day (across the top) and the tasks carried out (in the appropriate columns).
- 4 Bring all of the participants back together. Ask each of the groups to present their 'working day' timelines. Encourage discussion about the differences that the timelines show about the work of women and men. Ask questions such as:
  - *What benefits do women and men's work bring to the household?*
  - *What would happen if either were to stop doing their work?*
  - *How different is the amount of work, type of work and pay received by women and men?*
  - *Why do those differences exist? How do they affect women and men, especially in relation to their sexual lives?*
  - *Is anything changing in people's working days nowadays? If so, why?*
- 5 Ask the participants whether their answers would be the same for all types of women and men. For example, what differences might there be in the 'working day' timeline for a household headed by a child? Find out by



including child-headed households in using the tool and participating in the discussions.

**6** Encourage the participants to discuss:

- *What would you want to change about the working days of women and men in order to improve their lives and their sexual health?*
- *Who would support this change and how can you encourage that support?*
- *Who will resist this change, and how can you deal with that resistance?*

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

	☀		☀	☾	☀	☀		☀	☀		☾								
	4	5	6	7	8	9	10	11	12	1	2	3	4	5	6	7	8	9	10
Housewife	☀	☀	☀	☀	☀	☀	☀	☀	☀	☀	☀	☀	☀	☀	☀	☀	☀	☀	☀
Farmer		☀	☀	☀	☀	☀	☀	☀	☀	☀	☀	☀	☀	☀	☀	☀	☀	☀	☀

Wakes up	Cleaning	Sexual interactions	Religious observances
Wash	Eat	Garden work	Watch TV
Tea	Washing clothes	Farming	Sleep
Prepare husband for work			

## Tool A7 Making decisions

### What is it?

This tool involves creating a 'making decisions' chart to support discussions about the power that women and men have in different areas of decision-making.

### Why use it?

To explore the different kinds of decisions that face individuals, couples and families and the roles of women and men in making those decisions.



### Facilitator's notes

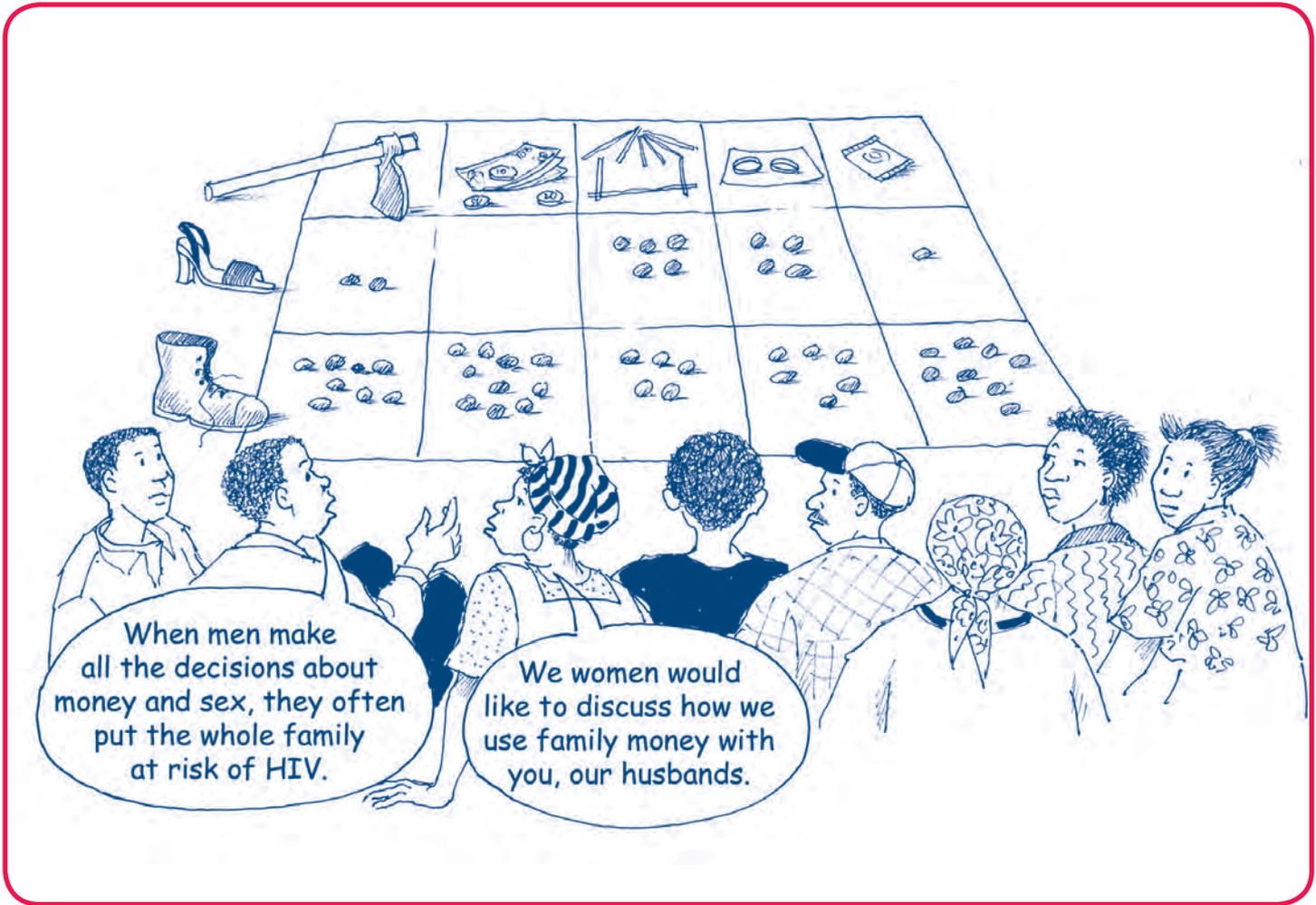
- Welcome disagreements about women and men's roles in making decisions. These will help people to identify what changes need to occur.
- It is best to divide the participants into women-only and men-only groups and to ask them to do their own and each other's chart – in order to highlight where there are similar and different points of view.
- Ask the participants to share any traditional stories or proverbs that say something about the roles of women and men in each of the areas. Talk about how the roles have changed over time and why.

### How to use it

- 1 Explain the purpose of the tool to participants.
- 2 Ask the participants to identify five different areas of decision-making at the household level. Examples might include 'work' or 'money'.
- 3 Draw a 'making decisions' chart. Mark out a grid on the ground, blackboard or flipchart paper and use drawings, items or words to show a man and a woman down the left-hand side and the five areas of decision-making across the top. For example:

	Work	Money	Family	Children	Sex
Woman					
Man					

- 4 Give each participant ten stones or beans. Explain that these are their 'votes'.
- 5 Ask the participants to put their 'votes' in the boxes on the chart to show where women or men have less or more power in making decisions. For example, if they think that men have a lot of power in decision-making about money, they should put several of their 'votes' in that box.
- 6 Discuss what the 'making decisions' chart shows. For example:
  - *Overall, who has a greater role in making decisions: women or men? Why?*
  - *How do current beliefs about the roles of women and men affect their roles in making decisions?*
  - *In terms of HIV and AIDS, which decisions is it most important for women and men to share?*
  - *What needs to change for women and men to share more decision-making, especially in relation to HIV and AIDS?*
- 7 At the end, fill in an Activity Record Sheet as in previous sessions.



When men make all the decisions about money and sex, they often put the whole family at risk of HIV.

We women would like to discuss how we use family money with you, our husbands.

## Tool A8 Caring for others

Gender, sexuality and vulnerability

### What is it?

This tool involves discussions and role-plays to highlight the different roles and expectations of women and men in relation to caring for others.

### Why use it?

To identify the range of caring roles in the community, who normally takes on those roles and how caring tasks can be shared more equally between women and men.

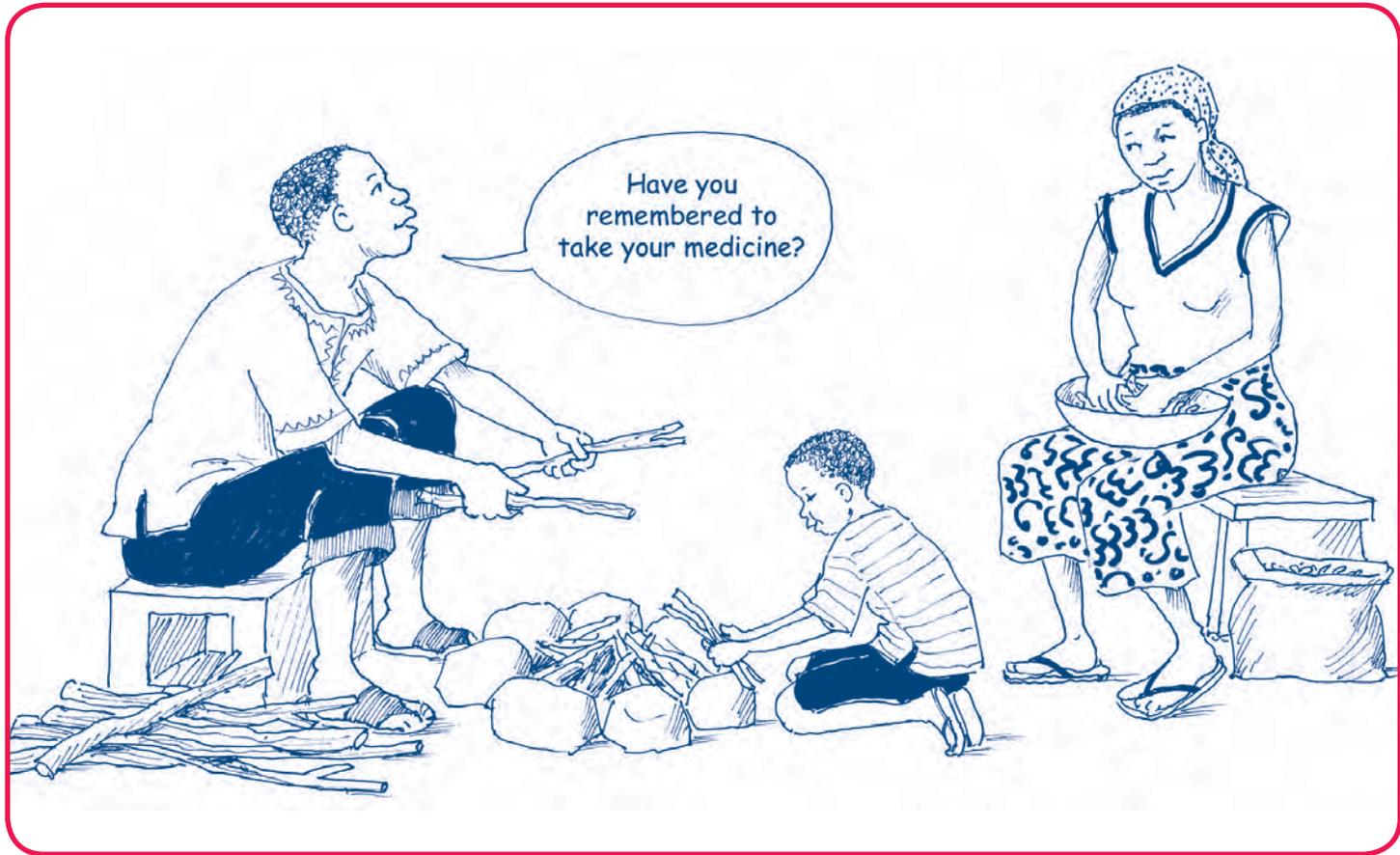


### Facilitator's notes

- Be aware that talking about the burden of care might be emotional for some participants, especially if they are themselves carers or close to people who are sick.
- Ensure that you are prepared for emotional reactions by participants and, if necessary, can refer them to local care and support services that you know about.
- Talk about the reality of HIV and AIDS and how this is forcing everyone to question responsibilities in relation to care.

### How to use it

- 1 Explain the purpose of the tool to participants.
- 2 Ask the group to share proverbs, poems or songs that talk about women's and men's role as carers in relationships, the family and the community.
- 3 Based on what the participants have shared, encourage them to discuss:
  - *What are the traditional roles and expectations of women and men in relation to caring for those who are ill? What the reasons for these differences?*
  - *How does the difference in care activities affect the lives of women and men and those living with HIV?*
  - *How has HIV and AIDS affected the caring roles of women and men?*
- 4 Discuss what would happen if care activities were shared more equally. For example, how would women benefit and how would men benefit?
- 5 Ask the participants to give examples from their own lives of men taking on caring roles. Discuss these examples by asking:
  - *What helped these men to get involved in care?*
  - *Which pressure (social, economic, psychological) prevent men from being carers?*
  - *What opportunities are there for men to get more involved in caring for others? What can help men to take advantage of these opportunities?*
- 6 Based on the discussions, ask for volunteers to role-play scenes in which men are challenged, persuaded and supported to play a more active role in care activities. Encourage the participants to discuss the role-play and what they have learned from the activity.
- 7 At the end, fill in an Activity Record Sheet. In particular, note any decisions and action points made by the group and identify next steps.



### What is it?

This tool involves drawing a 'lifeline' on the ground, marking it with different ages and using it as the basis for role-plays about what and how young people learn about gender and sexuality.

### Why use it?

To explore when, what and how young people learn about the roles of women and men as they are growing up and the impact of this on their sexual health.

### Facilitator's notes

- Be aware that lifelines can bring up personal and emotional issues – as they involve thinking about childhood and adolescence. Look out for anyone who seems upset during the activity and offer support where needed.
- This tool may be used by adults using memories of their own childhood. It is important to talk about the differences between what they learned then and what young people learn today. The best way to do this is to have young people do the same activity and compare the results.

### How to use it

- 1 Explain the purpose of the tool to participants.
- 2 Ask the participants to think about an experience early in their life when they learned that girls and boys are treated differently. Ask them to discuss what it taught them about how and why such treatment occurs.
- 3 Encourage the participants to identify the different 'influential people' that affect boys and girls as they are growing up. Examples might include mothers, fathers, friends, traditional initiators, teachers, church leaders, the media, etc. Ask for volunteers to role-play each of these people.
- 4 Draw a 'lifeline' on the floor – by drawing a straight line and marking it with four stages: 5 years old, 10 years old, 15 years old and 20 years old.
- 5 Ask for two volunteers (one female and one male) to come and stand at the '5 years old' stage on the lifeline. Ask the female volunteer to role-play a typical 5-year-old girl from the community when she was growing up. Ask the male volunteer to role-play a typical boy of the same age.
- 6 Ask the 'girl' and 'boy' to describe their lives. Encourage them to talk about: what they do/do not like doing; how they feel about girls/boys; what they have been told about the differences between girls and boys; and who has the most influence on their feelings about being a girl or boy.
- 7 Ask each of the volunteers role-playing 'influential people' to give the 'girl' and 'boy' messages about their gender roles and differences.
- 8 Discuss whether the messages are helpful or harmful and how they affect children's lives. Ask the 'girl' and 'boy' what messages would help them to live healthily and happily.
- 9 Then ask for new volunteers to play the 'girl' and 'boy' at the next stage on the lifeline (10 years old). Repeat the process.



- 10 Move on to the '15 years old' stage. Repeat the previous steps, but also ask the 'young woman' and 'young man' to role-play a situation in which they are challenging a harmful message. Also ask the 'influential people' to challenge each other about harmful messages that are given to young people.
- 11 Repeat the process for the '20 years old' stage.
- 12 Discuss what the lifeline showed about what young people learn about gender at different stages in their lives. In particular, focus on which messages nowadays are helpful or harmful for young people – and how the helpful ones can be strengthened and the harmful ones challenged.
- 13 At the end, fill in an Activity Record Sheet. In particular, note any decisions and action points made by the group and identify next steps.

## Tool A10 Gender boxes

### What is it?

This tool involves drawing 'gender boxes' on the ground and jumping in and out of the boxes to highlight qualities that are – or are not – associated with being a good woman or a good man.

### Why use it?

To learn more about the pressures on community members to 'act like a woman' or 'act like a man' according to widespread views about gender roles.

### Facilitator's notes

- This tool can also be used by dividing the participants into two groups – women-only and men-only. The groups can start by doing a 'gender box' for their own gender, before then doing one for the other gender. This is a good way to open up discussion about how women and men see each other's situation.
- This tool can also be used with groups of older people and younger people. This helps to explore how traditional and modern expectations affect 'gender boxes'.

### How to use it

- 1 Explain the purpose of the tool to participants.
- 2 Ask the participants to identify what, in the view of their community, are the ten most important characteristics or qualities of an 'ideal' woman and man.
- 3 Draw two large squares on the ground, a small distance apart. Explain that these are 'gender boxes' – one for women, one for men.
- 4 Ask for a male volunteer. Ask him to stand in the gender box for men and to act out the ten characteristics or qualities that were identified for an 'ideal' man.
- 5 Ask for a female volunteer. Repeat the process for the women's box.
- 6 Explain that, so far, the activity has focused on 'ideal' women and men – who fit comfortably into their 'gender box'.
- 7 Now, encourage the participants to suggest characteristics or qualities that real-life women and men have that are not 'ideal' for their gender. Ask the participants to shout out the characteristics or qualities. Ask the two volunteers to jump out of their 'gender box' and to act out the characteristics and qualities.
- 8 Encourage the participants to discuss what they have learned from seeing the volunteers jumping in and out of their 'gender boxes'. Ask them:
  - *What are the benefits to women and men of staying in their 'gender box' and behaving how they are supposed to?*
  - *What are the costs or risks to women and men of staying in their 'gender box', especially in terms of HIV and AIDS?*
  - *What might it feel like to be out of a 'gender box'?*
  - *What support do women and men need to step out of their 'gender boxes'?*
- 9 At the end, fill in an Activity Record Sheet. In particular, note any decisions and action points made by the group and identify next steps.



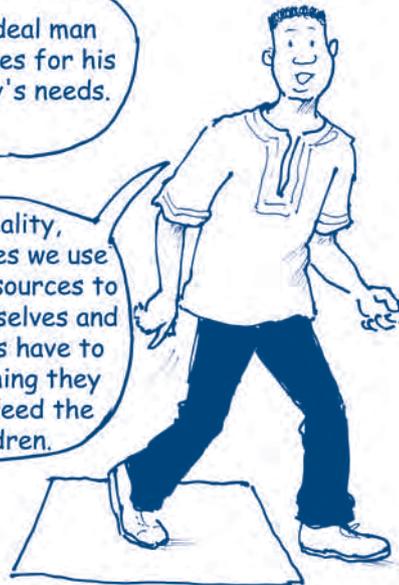
An ideal girl abstains from sex until she marries for life.



In reality, we may be sexually abused or want to enjoy our sexual feelings.



An ideal man provides for his family's needs.



In reality, sometimes we use family resources to enjoy ourselves and our wives have to do anything they can to feed the children.

## Introduction to Section B: Sex and relationships

### Overview

This section of ‘Keep the best, change the rest’ provides tools to explore how gender and sexuality affect people’s sexual relationships and women and men’s vulnerability to HIV.

This section includes ten tools:

- B1** Community timeline
- B2** If I knew then what I know now
- B3** Keep the best, change the rest
- B4** Agree-disagree
- B5** Sex and ‘goods’
- B6** Money and HIV
- B7** Body mapping
- B8** Turning it up, turning it down
- B9** Condoms – safe and sexy
- B10** Sex talk

### Sex and relationships

This section looks at how communication between women and men affects sex and relationships.

One of the problems facing many women and men is a lack of understanding in their relationships with each other. Sexual partners often find it difficult to share their hopes and fears, as well as their desires and needs, about sex. Women and men find it difficult to really talk and listen to each other about their personal relationships. This can be for different reasons, such as:

- We find it difficult to talk about what we like sexually because we expect our partners to know what we like without being told. A lot of the messages that we receive about sex are about performance and ‘doing it well’. Both women and men may be taught the importance of pleasing their partner sexually and, therefore, helping to prevent them seeking other relationships. These messages can lead to anxiety about sexual performance, making it more difficult

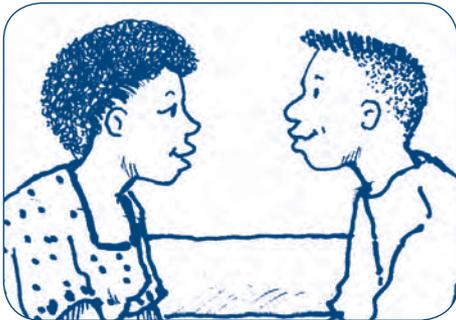
to talk openly about sexual desires and fears.

- The unequal roles between women and men make communication more difficult. For example, many men do not want to appear vulnerable by showing their emotions. Where the man is quite a lot older than the woman, this inequality is often greater.
- The view that these differences between women and men are ‘natural’ can make us believe that we cannot change relationships. This makes it difficult for couples to change unhelpful patterns of communication.
- We find it very difficult to talk openly about safer sex and HIV because it may suggest a lack of trust in each other. This can lead to problems in the relationships, including quarrels and violence. For example, cases of men beating women for raising the topic of condom use are well known.

## Improving communication – keep the best, change the rest

So, it is important for all of us to look at what gets in the way of listening and talking to each other. Better communication is essential for a real change in gender equality and helpful action on HIV and AIDS.

Women and men, both separately and together as couples, need opportunities to talk about their hopes and fears about their relationships and the difficulties they have in talking with their partners. They need skills and support on how to work on these difficulties together and find better ways of communicating with each other. The



people who often provide this support (such as family members, church leaders or traditional counsellors) may themselves need support in how to communicate about sexuality and help couples deal with their communication difficulties.

There are some skills that will help both women and men to learn to talk to each other more about their dreams, needs, desires, pleasures, safety, etc. These include listening and questioning, assertiveness and negotiation.

‘Keep the best, change the rest’ is an important principle of this toolkit. In this section, it is put into practice by providing tools to help people make choices and build skills – making the most of the strengths that they already have, while developing new approaches to improve their relationships and reduce their vulnerability.

## Tool B1 Community timeline

### What is it?

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

### Why use it?

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

### Facilitator's notes

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

### How to use it

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

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



▲ Example 1  
'Living image' of older generation

▶ Example 2  
'Living image' of younger generation



## Tool B2 If I knew then what I know now

### What is it?

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

### Why use it?

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

### Facilitator's notes

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

### How to use it

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

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

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

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



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



## Tool B3 Keep, change, stop

### What is it?

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

### Why use it?

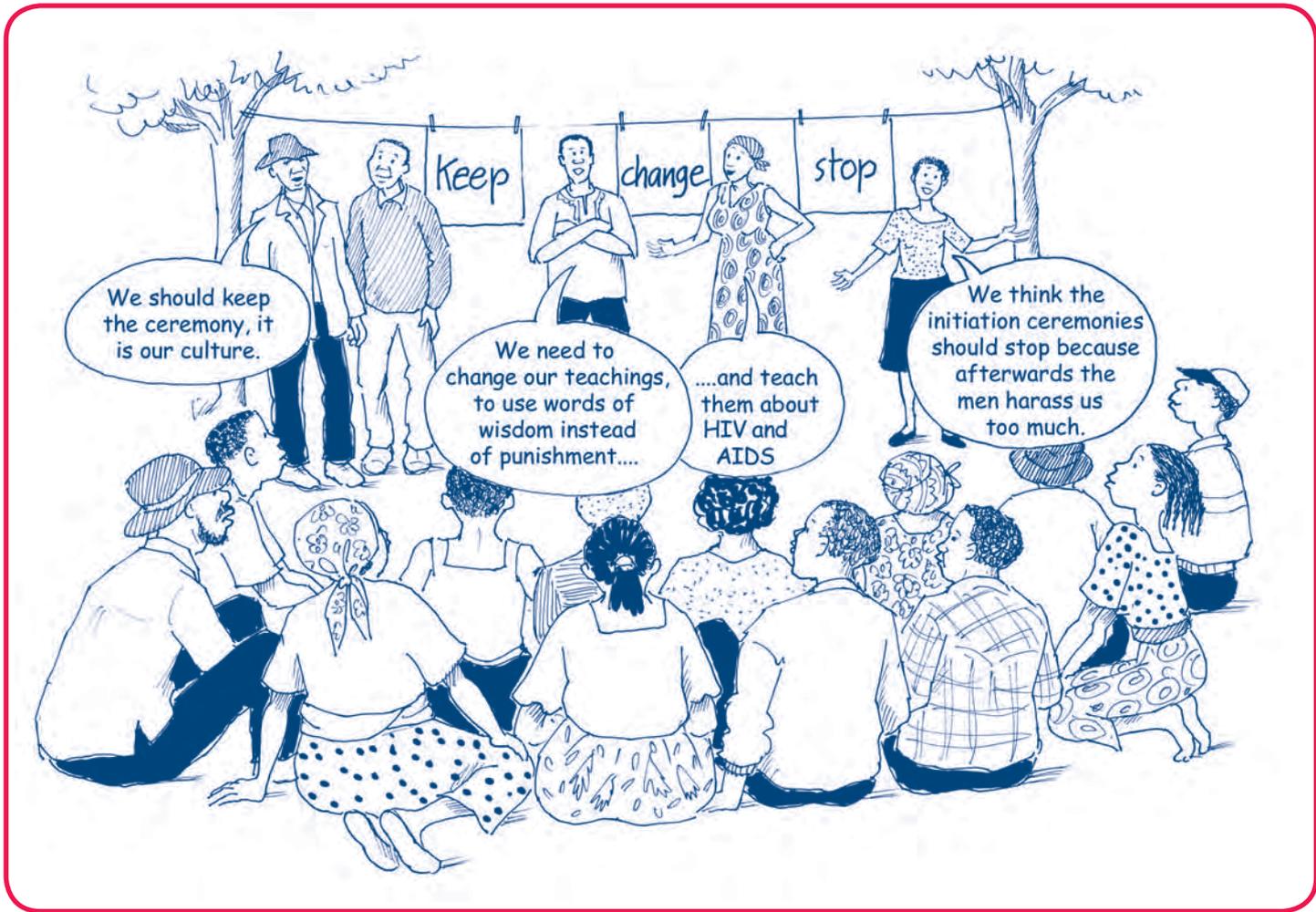
To identify aspects of culture and customs relating to gender and sexuality that are important for a community to keep, change or stop in order to support healthier and happier sexual lives.

### Facilitator's notes

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

### How to use it

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



We should keep the ceremony, it is our culture.

We need to change our teachings, to use words of wisdom instead of punishment....

....and teach them about HIV and AIDS

We think the initiation ceremonies should stop because afterwards the men harass us too much.

## Tool B4 Agree-disagree

### What is it?

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

### Why use it?

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

### Facilitator's notes

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

### How to use it

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

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



## Tool B5 Sex and 'goods'

### What is it?

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

### Why use it?

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



### Facilitator's notes

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

### How to use it

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



It's a small price to pay for the loving she gives me.

At least I will be able to buy some food this week.

## Tool B6 Money and HIV

### What is it?

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

### Why use it?

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



### Facilitator's notes

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

### How to use it

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



A woman who sells vegetables in the market might be abused by men on her journey home.

Yes, and she could reduce the risk by walking with other women.

## Tool B7 Body mapping

### What is it?

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

### Why use it?

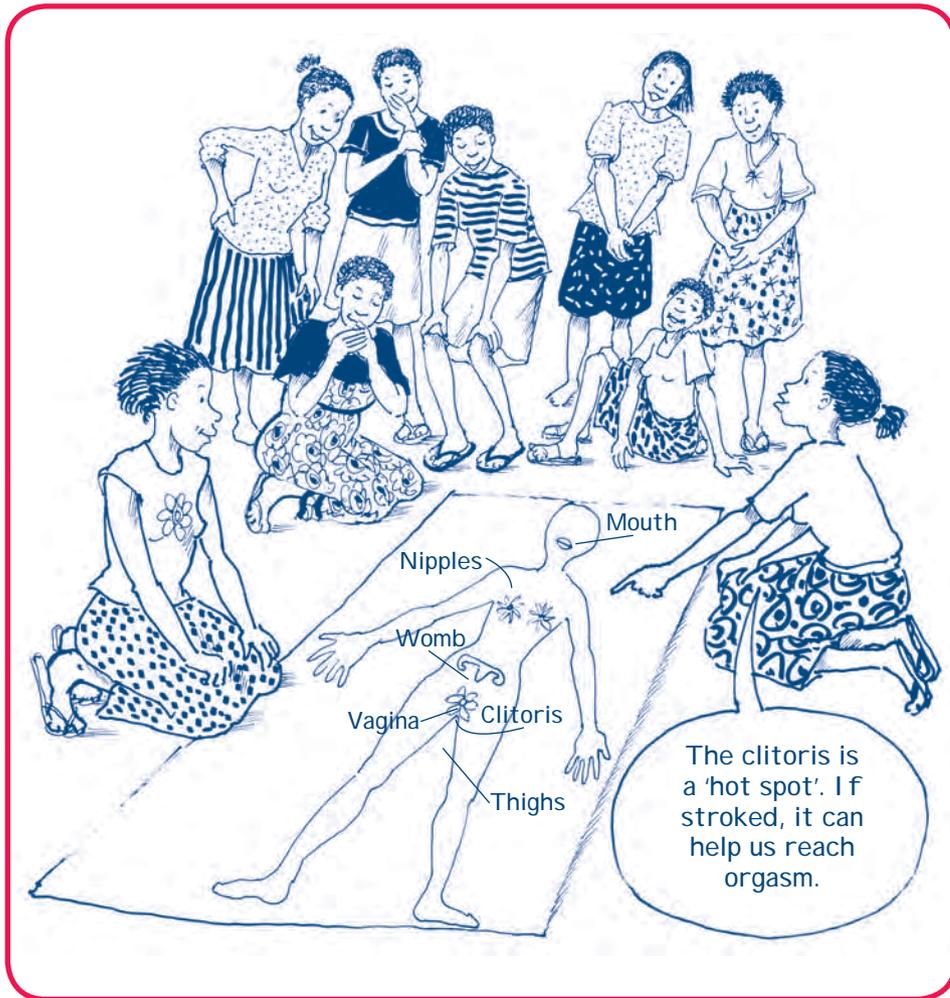
To increase understanding about women and men's 'hotspots' – to increase sexual pleasure and know how to manage sexual feelings safely.

### Facilitator's notes

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

### How to use it

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



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

## Tool B8 Turning it up, turning it down

### What is it?

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

### Why use it?

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



### Facilitator's notes

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

### How to use it

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



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

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

## Tool B9 Condoms – safe and sexy

### What is it?

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

### Why use it?

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

### Facilitator's notes

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

### How to use it

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

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

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



**▲ How to put on a condom**

Remember to dispose of the used condom safely

### What is it?

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

### Why use it?

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

### Facilitator's notes

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

### How to use it

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

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



▲ Picture 1

Couple having sex and not communicating well



▲ Picture 2a  
Couple communicating well about an everyday matter



▲ Picture 2b

Couple communicating well about having sex

# Introduction to Section C: Sexual violence

## Overview

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

This section includes two tools:

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

## Sexual violence

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

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

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

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

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

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

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

### **The impact of sexual violence**

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

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

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

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

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

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

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

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

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

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

# Tool C1 Sexual violence and daily life

## What is it?

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

## Why use it?

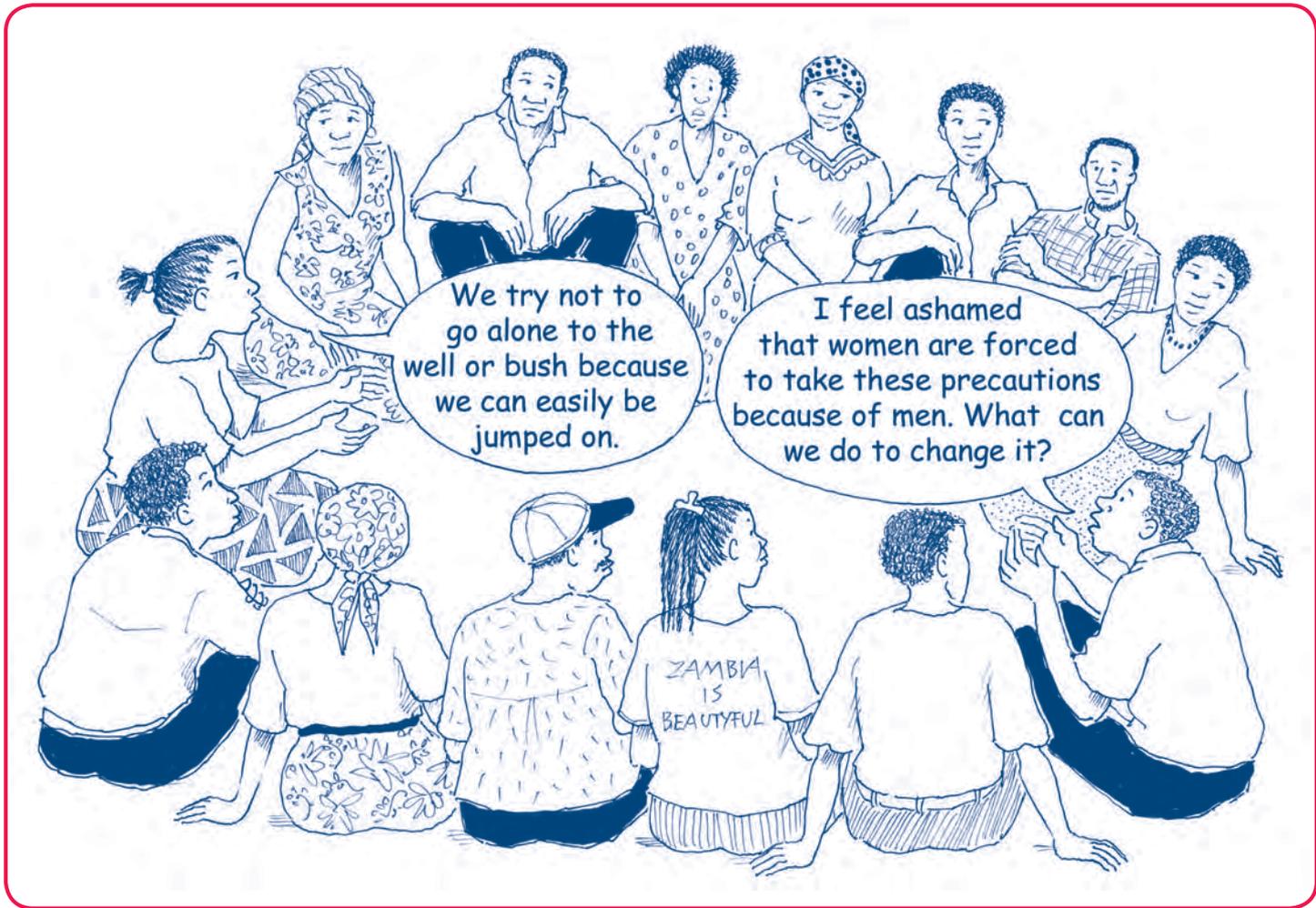
To explore the ways in which women's daily lives are affected by fear or experience of sexual violence and to identify ways to prevent this.

## Facilitator's notes

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

## How to use it

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



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

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

ZAMBIA IS BEAUTIFUL

## Tool C2 Taking action against violence

### What is it?

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

### Why use it?

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



### Facilitator's notes

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

### How to use it

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



The elders said at the meeting that wife beating must stop. Run and get Mr. Phiri, I'll try to stop dad.

# Introduction to Section D: Working together

## Overview

This section of 'Keep the best, change the rest' provides tools to help community groups to work well together on issues relating to gender and sexuality.

This section includes five tools:

- D1** Speaking my truth
- D2** Maintaining energy
- D3** Creating structure
- D4** Building leadership
- D5** Working with allies

## Working together

This toolkit is based on the belief that **people need to work together in groups to make change happen** in communities. From birth to death, we live our lives in groups: families, friends, peers and colleagues. So, it is logical that we work together in groups to make change.

When working on gender and sexuality, it is particularly important to work in groups. This is because individuals acting alone cannot bring about the sort of changes in norms and beliefs that may need to happen. Building the power of groups to work together on such action is essential.

## Building skills and maintaining energy

Dealing with HIV and AIDS and other community concerns may mean that people need to develop new skills. Examples include skills for campaigning for better services and educating community members about the need to change existing gender roles.

Addressing gender and sexuality also means that a group needs to maintain its energy and enthusiasm, even when its work is difficult and challenging.

## Developing leadership and structure

Groups need to be clear about their purpose, while members need to feel valued and connected. Balancing these two requires good leadership.

Effective leadership means being willing to think about the group as a whole and offer direction to meet its goals. Many people have experiences with leaders who made all the decisions or who didn't listen to others. These are aspects of leadership that have to be overcome for the group to work together well.

Leadership is made up of many components and we can share these among the group's members. Leadership and teamwork need to go hand-in-hand. The group is not dependent on any one person, but rather on the collective abilities of its

members. Each person brings their own views, skills and experience.

The purpose of sharing leadership is to value all the members of the group and to give each person a chance to exercise their own strengths. In addition, groups need to identify some type of structure that allows them to work well as an 'organisation'. This includes having systems and processes for decision-making and agreed roles and responsibilities.

### Working with allies

Groups also need to try to work in partnership with other individuals, groups and organisations.

Partnerships can be about sharing lessons and materials, creating referral networks or building coalitions to campaign for change. In all of these cases, good partnership rests on:

- common interests and shared objectives
- clear communication on roles and responsibilities
- clear agreements on methods and approaches.

### Courage to change – keep the best, change the rest

This section of 'Keep the best, change the rest' recognises that pressure from friends, family and the larger community can make it hard to challenge widely-held, but harmful, beliefs about gender and sexuality.

However, for people to lead happier and healthier social and sexual lives, change is necessary – even if it takes a lot of courage to make it happen.

'Keep the best, change the rest' is an important principle of this toolkit. It is based on the view that people can make choices about how they want to work as a team and support each other while they take action on gender and sexuality in their community.



## 74 Tool D1 Speaking my truth

Working together

**What is it?**

This tool involves role-playing in threes and having one person 'speaking my truth', another listening and another challenging – to support discussions about how people can speak up about issues that they care about.

**Why use it?**

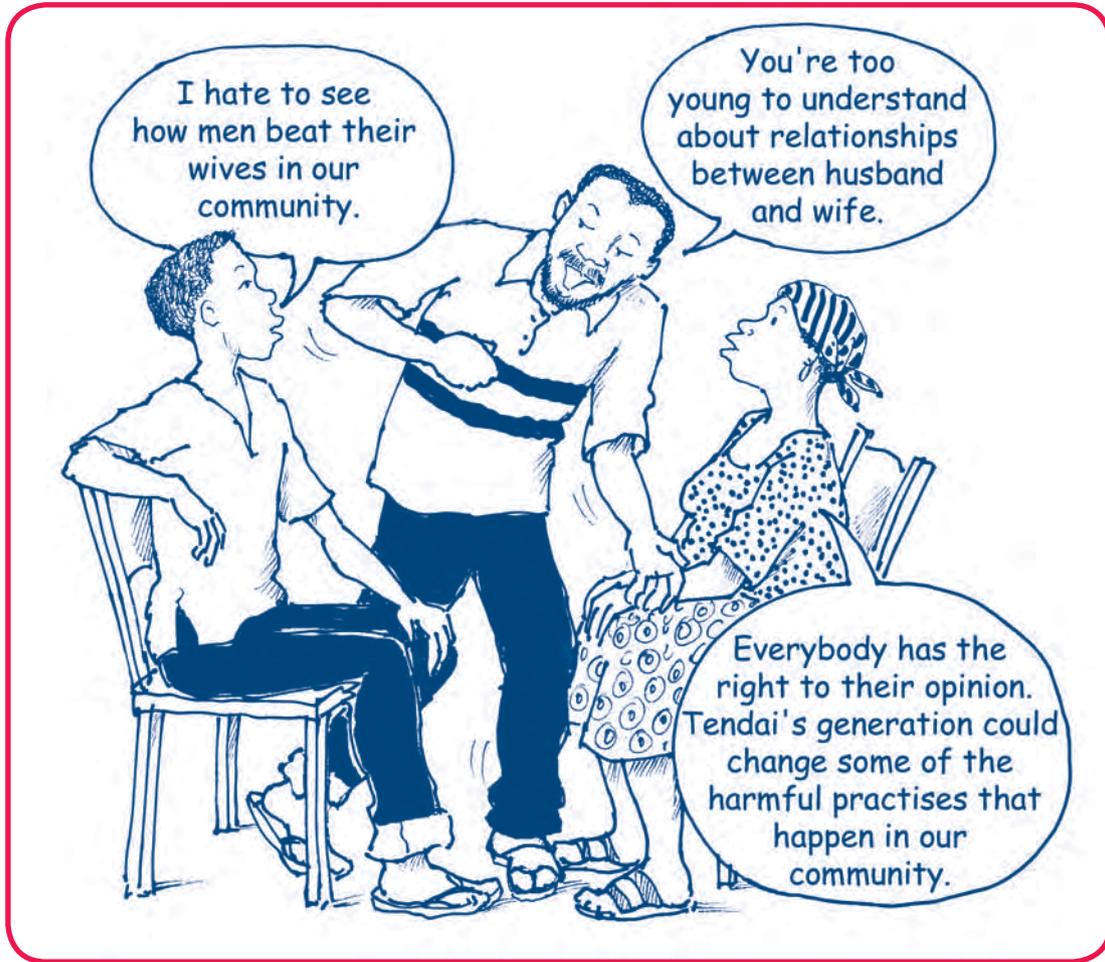
To strengthen group members' confidence and ability to speak up for what they believe in and care about.

**Facilitator's notes**

- We can also use this tool with women-only and men-only groups. This highlights what men can do to support other men and what women can do to support other women in relation to speaking up.
- Support both women and men to speak up in the group about the changes that they care about. For example, challenge any participant who uses 'roles' to try to silence another member of the group (e.g. a man saying to a woman that something is 'a subject that only men should talk about').

**How to use it**

- 1 Explain the purpose of the tool to participants.
- 2 Ask the group to think back on the issues about gender and sexuality that they have discussed. Ask each participant to think of one change in relation to women and men's roles and lives that they really care about, but have not spoken about in public before.
- 3 Divide the participants into groups of three people. Give each person in the groups a different role: **A**: Speaker, **B**: Listener, **C**: Challenger.
- 4 Ask **A** to sit opposite **B** and 'speak my truth' – by talking about the change that they care about. Tell **C** to try to challenge the right of **A** to speak. Ask **A** and **B** to respond to this challenge.
- 5 Ask the members of the groups to change roles twice. Repeat the process so that each person has acted each role.
- 6 Bring all of the participants back together. Encourage them to discuss what they have learned from the activity. Ask them questions such as:
  - *What did it feel like as person **A** to 'speak my truth' about the changes that you want to see? What did it feel like as person **B** to hear this?*
  - *What did person **C** do or say that made it harder to 'speak my truth'? How did the others deal with them?*
  - *What would help you to speak up in the face of opposition?*
  - *What difference, if any, does being a woman or a man, or being a young person or adult, make to people's ability to speak up?*
- 7 Ask the group to make a list of what they could do to support each other to speak up about issues about gender and sexuality that they care about.
- 8 At the end, fill in an Activity Record Sheet. In particular, note any action points and decisions made by the groups and identify next steps.



## 76 Tool D2 Maintaining energy

Working together

**What is it?**

This tool involves discussions about ways of 'maintaining energy' while working on gender and sexuality.

**Why use it?**

To identify sources of energy that can sustain the work of a group and ways to make the best use of those sources.

**Facilitator's notes**

- Prepare the participants for the reality that trying to change aspects of gender and sexuality will take time and require a lot of energy.
- Encourage the participants to think about how to maintain their energy while they take action together. For example:
  - value and build on the sources of energy that already exist in their lives
  - think in terms of sources of energy for both individuals and the whole group
  - share your own experiences about maintaining energy to do this work.

**How to use it**

- 1 Explain the purpose of the tool to participants.
- 2 Ask one or more of the participants to open the session with a song, prayer or ritual that helps them to renew their energy and spirit.
- 3 Discuss the importance of 'maintaining energy' when taking on the challenge of changing aspects of gender and sexuality.
- 4 Ask the participants to identify different sources of energy that could help them to sustain their work together. Examples might include: commitment and passion, hope and inspiration, success, religious faith, money, good health, supportive relationships, celebrations, etc.
- 5 Divide the participants into groups of 3-4 people. Give each group one of the sources of energy that have been identified. Ask them to discuss the source based on the following questions:
  - *What (or who) can help the group to tap into this source of energy?*
  - *What obstacles might the group face in trying to tap into this source of energy?*
  - *How can the group overcome these obstacles?*
- 6 Bring all of the participants back together. Ask the groups to share the highlights from their discussions. Support the participants to summarise how they will make the best use of the different sources of energy.
- 7 Close with another song, prayer or ritual.
- 8 At the end, fill in an Activity Record Sheet. In particular, note any action points and decisions made by the groups and identify next steps.



Once a month  
we could meet together -  
to share some food, support  
each other and celebrate the  
good work we are doing in  
the community.



## 78 Tool D3 Creating structure

Working together

**What is it?**

This tool involves discussing and drawing a structure for the group that, in particular, reflects its commitment to gender equality.

**Why use it?**

To make an agreement on how the group will work together to take action on issues relating to gender and sexuality.

**Facilitator's notes**

- Support the group to identify the kind of structure that it needs by:
  - encouraging the participants to talk about their own experiences and what already works. The group could be part of an existing structure
  - reminding the participants of the need to find the right balance between having some sort of structure, while not getting too complicated.

**How to use it**

- 1 Explain the purpose of the tool to participants.
- 2 Explain the idea of a 'structure'. For example, a 'structure' might involve having a chairperson, vice chairperson, officials (who are elected to take on particular responsibilities) and members.
- 3 Ask the participants to share their own experiences and examples of structures from groups that they already belong to (such as micro credit groups, burial societies, sports teams, village development committees, etc). Ask them to identify the qualities of a good 'structure' and those of a bad 'structure'.
- 4 Support the participants to discuss how a 'structure' will help the group to decide:
  - *How will we make decisions?*
  - *How will we manage the work that we will do?*
  - *How will we be accountable to each other and to others?*
  - *How will we support each other as we work together?*
  - *How will we link with or build on existing structures?*
- 5 Divide the participants into women-only and men-only groups. Ask them to discuss:
  - *How can the structure of our group show our commitment to more equal and just roles for women and men?*

Ask each small group to design a structure for how the group as a whole will make decisions and work together in a way that shows its commitment to more equal and just roles. Encourage them to draw the structure, for example on the ground or on a blackboard.

- 6 Bring all of the participants back together. Ask each group to present their results. Encourage the participants to identify any similarities or differences between the women's and men's groups.
- 7 Encourage the participants to summarise what type of structure the group will set up to support its work on gender and sexuality.
- 8 At the end, fill in an Activity Record Sheet. In particular, note any action points and decisions made by the groups and identify next steps.



## Tool D4 Building leadership

Working together

### What is it?

This tool involves debating statements about women and men's leadership roles – to support discussions about what makes 'good leadership' for a group taking action on gender and sexuality.

### Why use it?

To help the group to identify the type of leadership that it wants and needs and to begin to build that leadership.



### Facilitator's notes

- Try to 'practise what you preach' – by being a role model for the type of leadership qualities that are discussed in this activity.
- Let the group know when you see examples of unequal and unjust roles being played out among them and how these affect their work in relation to group leadership.

### How to use it

- 1 Explain the purpose of the tool to participants.
- 2 Ask the participants to share examples and stories about good leadership from their own personal and professional lives.
- 3 Discuss the qualities of a good leader for a group that wants to work on issues relating to gender and sexuality. Examples might include 'leads by example', 'is a good speaker' or 'accepts criticism in a positive way'.
- 4 Divide the participants into two groups – women-only and men-only. Ask each group to discuss the following statements:
  - *Women communicate and show empathy better than men.*
  - *Men may think they are the leaders, but women really have the power.*
  - *Women have too much work to do at home to become leaders.*
  - *Women are most affected by gender and HIV, they should be the leaders.*
- 5 Bring all of the participants back together. Ask the groups to share the key points from their discussions. Encourage the participants to compare the similarities and differences between the women's and men's groups.
- 6 Explain that, in a group working on issues relating to unequal gender roles, it is important that the leadership is shared between women and men.
- 7 Divide the participants into two groups again, but this time with a mixture of women and men. Ask each group to discuss:
  - *What leadership do we have in the group now and what leadership do we want in the future?*
  - *How can we, as women and men, share our leadership in the group?*
  - *How can we as a group put into practice the qualities of leadership?*



- 8 Bring all of the participants back together. Ask the groups to share the highlights of their discussions. Encourage the participants to make an agreement among themselves about how they want the group's leadership to be and how they will put that agreement into practice.
- 9 At the end, fill in an Activity Record Sheet. In particular, note any decisions and action points made by the group and identify next steps.

## Tool D5 Working with allies

### What is it?

This involves drawing a 'venn diagram' to support discussions about relationships with 'allies' for work on gender and sexuality.

### Why use it?

To identify the allies and relationships that can help a group in its work on gender and sexuality.

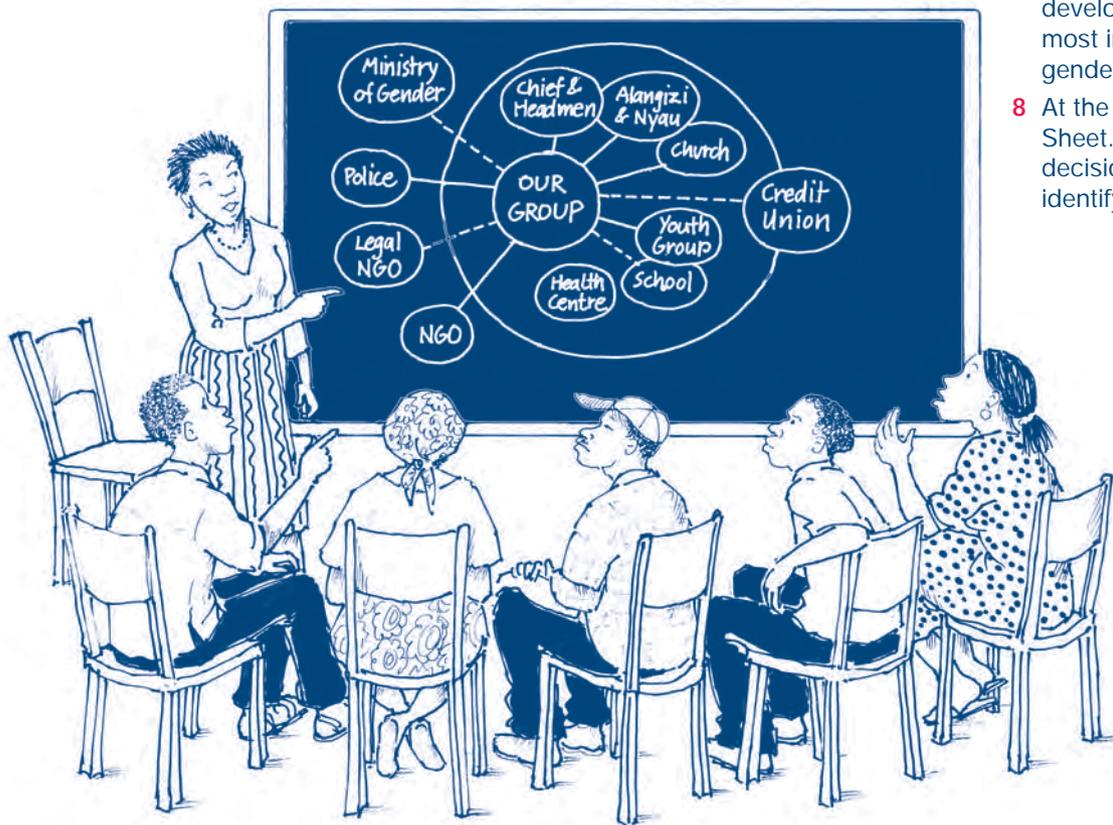


### Facilitator's notes

- Emphasise that being imaginative about allies, and finding the right ones, is vital to work on gender and sexuality.
- Be aware that this tool can be complex to understand 'in theory'. Support the participants by presenting an example of a 'venn diagram' at the start and going through the process step by step.

### How to use it

- 1 Explain the purpose of the tool to participants.
- 2 Introduce the idea of an 'ally' – a friend or supporter. Ask the participants to give examples from their own lives of people, groups or institutions that have been their 'allies'. Identify the qualities of a good 'ally'.
- 3 Show an example of a 'venn diagram'. Explain how:
  - *the size of circle shows how important an ally is – the bigger the circle, the more important the ally*
  - *the length of line shows the strength of the relationship with the ally – the shorter the line, the closer the relationship with the ally*
  - *the type of line shows the status of the relationship with the ally. For example, a solid line shows a current relationship, while a dotted line shows a potential one.*
- 4 Draw a circle in the middle of a space on the ground, blackboard or large sheet of paper. Tell the group that this represents their work on gender and sexuality.
- 5 Ask the participants to list the current and potential allies that could help them with their work on gender and sexuality.
- 6 For each of the allies listed, ask the participants to:
  - *Decide how strong their relationship is with the ally. What do we do now with the ally? Then draw the ally at a short, medium or long distance from the central circle.*
  - *Decide how important the ally is. How can they help? Then draw a small or large circle around the ally.*
  - *Decide how strong or weak their relationship is with a current ally. How often do we meet with them? Then draw a solid line for them and a dotted line between the central circle and potential allies.*



- 7 Review the completed 'venn diagram'. Based on what it shows, ask the group to make a plan to develop its relationships with its most important allies for work on gender and sexuality.
- 8 At the end, fill in an Activity Record Sheet. In particular, note any decisions made by the group and identify next steps.

## Introduction to Section E: Making a plan

### Overview

This section of ‘Keep the best, change the rest’ provides tools to help community groups to make an Action Plan for working together on issues relating to gender and sexuality. It focuses on the discussions and decisions that are necessary to produce an Action Plan, (see example on page 85).

This section includes five tools:

- E1 Deciding what to work on
- E2 Deciding how to do the work
- E3 Deciding when to do the work
- E4 Deciding who will do the work
- E5 Deciding how to monitor and evaluate the work

### Action planning

Action planning is like preparing for a journey. It involves answering the questions: *Where are we trying to get to? How will we get there? How will we know when we have arrived?*

Deciding what to work on begins with deciding what is important. This could be because making such a change will have a big impact on our lives or because no one else is doing much (good) work on making such a change. Deciding what to work on also involves discussing what is easier to work on. For example, the group may already have the skills needed to make a change or may have opportunities to access support or funding.

Action planning involves thinking about and then **taking actions related to gender and sexuality at different levels:**

- **individual** – changes in knowledge, attitudes, behaviour, etc
- **community** – changes in norms, policies, laws, etc
- **institutional** – changes in services’ accessibility, quality, etc.

Groups also need to decide which actions to take now and which to take soon or later. This can make the list of actions seem less overwhelming.

People often think that **checking on progress** (monitoring and evaluation) only happens when a project is finished. However, it is more helpful for the group to plan this at the very beginning by using a baseline survey against which to measure change and monitor the work in progress.

For a community group to take their work forward **using an Action Plan**, each stage needs to be discussed and decided on. Each tool in this section ends with filling in one of the Action Plan columns, leading to the production of a completed Action Plan.

‘Keep the best, change the rest’ is an important principle of this toolkit. It is based on the view that people can make choices about what action they want to take on gender and sexuality, how and when they want to take it, who will do the work and how they will check their progress.

# Action plan

<b>Priorities</b> (What to work on)	<b>Actions</b> (How to do the work)	<b>Time</b> (When to do the work)	<b>People</b> (Who will do the work)	<b>Progress</b> (How to monitor the work)
1.				
2.				
3.				

# Tool E1 Deciding what to work on

Making a plan

## What is it?

This tool involves using a 'priorities line' to support decision-making about what changes in relation to gender and sexuality a group hopes to address.

## Why use it?

To make clear decisions about the changes in relation to gender and sexuality that are the priority for a group to address.

## Facilitator's notes

- This tool can cause tensions – men and women of different ages may have very different ideas. Welcome disagreements as it is better for people to disagree openly than reach a 'false' agreement. The groups may want to take different actions, which will all contribute to community change.
- Use materials such as pencils or chalk, rather than marker pens, to fill in the Action Plan chart, so that people can change things as they discuss ideas.

## How to use it

**Note:** Before carrying out this activity, review the Activity Record Sheets that you completed after using tools from sections A, B, C and D of this toolkit. Based on the results, draw up a list of the changes relating to gender and sexuality that the group, over the course of its work, identified as important.

- 1 Explain the purpose of the tool to participants.
- 2 Summarise the list of changes relating to gender and sexuality that, through their work together, the group has identified as important. Check that the group are happy with the list – or if there is anything that they want to add, change or delete from it.
- 3 Put changes into groups of similar things if this helps. For example, put all improved skills together and everything to do with safer sex.
- 4 Draw a 'priorities line' on the ground. Mark one end 'low priority', the middle 'medium priority' and the other end 'high priority'.



- 5 Draw or write each of the grouped changes relating to gender and sexuality on a piece of card.
- 6 Take the first of the changes and ask the participants to decide whether it is low, medium or high priority for them. When deciding, ask them to particularly consider:
  - *how important the change is in terms of its effect*
  - *how easy the change is in terms of taking action.*
- 7 Based on the discussions, ask for a volunteer to pick up the card with the priority drawn or written on it and place it in the appropriate place on the 'priorities line'.
- 8 Repeat the process for the other changes.
- 9 When the 'priorities line' is complete, point out the 3-4 changes that have been identified as the highest priority. Ask the participants if they agree that these should be their priority areas for work. Encourage them to make changes if necessary.
- 10 Draw a large Action Plan on a wall, blackboard or floor. Fill in the information in the first column (Priorities: What to work on).



<b>Action plan</b>				
<b>Priorities</b> (What to work on)	<b>Actions</b> (How to do the work)	<b>Time</b> (When to do the work)	<b>People</b> (Who will do the work)	<b>Progress</b> (How to monitor the work)
1.				
2.				
3.				

- 11 At the end, fill in an Activity Record Sheet. In particular, note any decisions made by the group and identify next steps.

## Tool E2 Deciding how to do the work

Making a plan

### What is it?

This tool involves discussions to identify actions that the group can take to achieve the changes in relation to gender and sexuality that it has identified as priorities.

### Why use it?

To make clear decisions about what practical actions the group will take to achieve the changes in relation to gender and sexuality that it has set as its priorities.

### Facilitator's notes

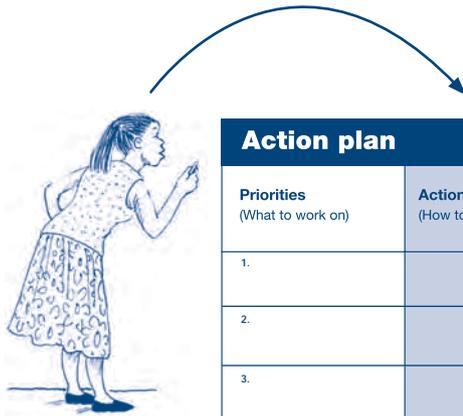
- If the idea of a court is not appropriate for the local culture, use another situation where an 'inquisition' might occur. Examples might include a village tribunal, press conference or meeting of elders.
- Allow plenty of time for this activity, so that the participants can thoroughly explore if their actions will be possible and effective.

### How to use it

- 1 Explain the purpose of the tool to participants.
- 2 Review the priorities in the Action Plan started in activity E1.
- 3 Divide the participants into the same number of groups as the number of priority changes that they have identified (i.e. if they have identified three priorities, divide them into three groups).
- 4 Give each group one of the priorities. Ask them to identify the practical actions that people need to take to achieve the priority. Encourage them to consider actions that individuals in the group, the group as a whole and the community (including community groups, services, etc) could take. Encourage the groups to think through their actions carefully – in terms of whether they will achieve the change, if it is practical, if they can get resources, etc. Ask them to prepare a small presentation about their actions.



- 5 Bring all of the participants back together. Ask one of the small groups to sit on one side of the space where you are working and to present the actions that they have identified for their priority. Ask the other participants to sit on the other side and to 'inquisition' or 'cross-examine' the small group – as if they were in a court, asking difficult questions to ensure that the group has thought through its ideas.
- 6 Bring all of the participants back together. Encourage them to work together to make the actions for the first group's priority as strong and effective as possible.
- 7 Repeat the process for the other small groups and priorities.
- 8 Summarise all the actions that have been identified and ask the participants if they are happy with them. Encourage them to make any changes that are necessary.
- 9 Return to the Action Plan and fill in the information in the second column (Actions: How to do the work).



<b>Action plan</b>				
<b>Priorities</b> (What to work on)	<b>Actions</b> (How to do the work)	<b>Time</b> (When to do the work)	<b>People</b> (Who will do the work)	<b>Progress</b> (How to monitor the work)
1.				
2.				
3.				

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

## Tool E3 Deciding when to do the work

Making a plan

### What is it?

This tool involves developing a 'now, soon, later' timeline to support discussions about when the group will take its actions.

### Why use it?

To agree on the timeframe for the group's actions on changes relating to gender and sexuality.



### Facilitator's notes

Support the participants to be realistic about when actions can be taken. Remind them that it is more important to have a modest plan that is achieved than a complex one that is not.

### How to use it

- 1 Explain the purpose of the tool to participants.
- 2 Review the Action Plan that has been filled in during activities E1 and E2. Explain that the group will now develop a timeframe for its work on gender and sexuality. Explain that a timeframe can show which actions will take place: **now** (e.g. within the next six months), **soon** (e.g. within the next year) and **later** (e.g. after the next year).
- 3 Divide the participants into the same small groups as in activity E2, so that each one is focusing on one of the priority areas.
- 4 Ask each group to review the actions that they have identified for their priority area.
- 5 Support each group to draw a 'now, soon, later' timeline – by drawing a long line along the ground and marking one end as 'now', the middle as 'soon' and the other end as 'later'.



- 6 Ask each group to draw or write each of the actions for their priority on a piece of card. Ask them to place each card on the 'now, soon, later' timeline according to when people should take the action. Encourage them to consider issues such as:
  - *How important is each action?*
  - *How long will each action take?*
  - *What resources (time, money, information, etc) will each action take?*
  - *Which actions need to happen before or after other ones?*
- 7 Bring all of the participants back together. Ask each small group to present its 'now, soon, later' timeline. Encourage the participants to work together to make the timelines as effective and realistic as possible.
- 8 When all of the small groups have presented their work, ask the participants if they agree about the timelines for their actions. Encourage them to make changes if necessary.
- 9 Return to the Action Plan and fill in the information in the third column (Time: When to do the work).



<b>Action plan</b>				
<b>Priorities</b> (What to work on)	<b>Actions</b> (How to do the work)	<b>Time</b> (When to do the work)	<b>People</b> (Who will do the work)	<b>Progress</b> (How to monitor the work)
1.				
2.				
3.				

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

## Tool E4 Deciding who will do the work

Making a plan

### What is it?

This tool involves discussions about three levels of strengths (individual, group and community) to support discussions about who will carry out the group's work on gender and sexuality.

### Why use it?

To agree who will carry out the actions for each of the group's priority changes in relation to gender and sexuality.



### Facilitator's notes

- Take time at the start of the activity to make sure that participants understand the meaning of the term 'strength'. Encourage them to ask questions and provide their own examples of different types of strengths.
- Pay particular attention to identifying the individuals, groups and organisations that have the most ability to take action.
- Allow time to discuss the ways that people and groups can strengthen their abilities to take action. This is especially important in relation to grassroots groups – that may have the potential to take action, but are currently weak.

### How to use it

- 1 Explain the purpose of the tool to participants.
- 2 Review the Action Plan that has been filled in during activities E1, E2 and E3.
- 3 Explain that the group now needs to identify who will carry out the actions that they have agreed to achieve the priority changes.
- 4 Support the participants to discuss the strengths that are available among:
  - *individuals in the group*
  - *the group as a whole*
  - *the community (including its groups, institutions and structures).*

Encourage the participants to think about a wide variety of different strengths, including knowledge, skills, time, money, influence, relationships, energy and enthusiasm.
- 5 Go through each of the activities that they have identified for each of the group's priority changes. Support the group to identify which individuals or groups will be responsible for carrying out that change.
- 6 Support the participants to identify any gaps in the strengths that individuals, the group or community have to offer and how people might address those gaps.
- 7 Return to the Action Plan and fill in the information in the fourth column (People: Who will do the work).
- 8 At the end, fill in an Activity Record Sheet. In particular, note any decisions and action points made by the group and identify next steps.

## Action plan

Priorities (What to work on)	Actions (How to do the work)	Time (When to do the work)	People (Who will do the work)	Progress (How to monitor the work)
1.				
2.				
3.				



# Tool E5 Deciding how to monitor the work

Making a plan

## What is it?

This tool involves discussions about what type of information is needed to check progress on a group's action plan.

## Why use it?

To plan how the group will check on the Action Plan that it has made and the progress that it is achieving in relation to gender and sexuality.



## Facilitator's notes

Emphasise that it is important for groups to plan in advance how they are going to check their progress. This helps people to get into the habit of asking for and gathering feedback on their work. It also helps them to identify exactly what information is needed and how it will be collected.

## How to use it

- 1 Explain the purpose of the tool to participants.
- 2 Review the Action Plan that has been filled in during activities E1, E2, E3 and E4.
- 3 For each of the priorities that the group has identified for its Action Plan, ask the participants to:
  - *identify the kinds of information that would give the group signs of progress*
  - *identify where that information could come from*
  - *decide how that information could be collected and recorded.*
- 4 Return to the Action Plan and fill in the information in the fifth column (Progress: How to monitor the work).

Action plan				
Priorities (What to work on)	Actions (How to do the work)	Time (When to do the work)	People (Who will do the work)	Progress (How to monitor the work)
1.				
2.				
3.				

- 5 Now that it is completed, present the Action Plan to the participants. Encourage them to discuss what they think about the plan and whether they want to make any changes. In particular, ask them to consider:



- Does the plan reflect the most important changes in relation to gender and sexuality that should happen in the community? I.e. does it have the right priorities?
  - Does the plan reflect changes that can happen in the community? I.e. is it realistic?
  - Does the plan reflect changes that the group wants to make in the community? I.e. are they proud and enthusiastic about it?
- 6 Encourage the group to celebrate completing their Action Plan, for example by holding an event to present the plan to other community members perhaps using song, drama or dance.
  - 7 At the end, fill in an Activity Record Sheet. In particular, note any decisions and action points made by the group and identify next steps.