

# A MANUAL FOR FACILITATORS OF MALE ADVOCATE CLUBS TO PREVENT VIOLENCE AGAINST WOMEN AND GIRLS

Transforming masculinities and  
building respectful and  
equal relationships with women





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## Transforming masculinities and building respectful and equal relationships with women

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The contributions of all male advocate participants, the volunteer facilitators, and the organizations involved in piloting this intervention have been instrumental in adapting this manual so that it is acceptable, feasible, and effective in the context of communities in Viet Nam.

Photos using in this manual are taken by Phan Thanh An and Thao Hoang (UN Women) from activities during the project's implementation.

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## LIST OF ABBREVIATION

No.	Abbreviations	Definition
1	DNWU	Da Nang Women's Union
2	HIV	Human immunodeficiency virus
3	P4P	Partners for Prevention
4	STDs	Sexually transmitted diseases
5	TOR	Terms of Reference
6	UN Women	United Nations Entity for Gender Equality and the Empowerment of Women
7	UNV	United Nations Volunteer
8	UNDP	United Nations Development Programme
9	UNFPA	United Nations Population Fund
10	VAWG	Violence Against Women and Girls

## FOREWORD

Violence against women and girls (VAWG) is a significant violation of women's and girls' human rights and well-being. It is pervasive globally, with some of the highest rates found in the Asia and Pacific Region.<sup>1</sup> With Sustainable Development Goals 5 and 16 calling for the elimination of all forms of violence against women and children, there is an increased global mandate to develop and implement VAWG prevention programs. Although the evidence for what works to prevent such violence is growing, there is a need for interventions to be adapted and piloted in local contexts to establish their acceptability, feasibility, and potential effectiveness.

The Da Nang Women's Union, with the support of UN Women, UNV, and Partners for Prevention, UN Regional Joint Programme are taking up the call to action and leading VAWG prevention work in Da Nang City, Viet Nam, in part through the Male Advocate Club project that aims to develop and pilot an intervention to inspire men in communities to become advocates for VAWG prevention.

In this context, *the Manual for Facilitators of Male Advocate Clubs to Prevent Violence against Women and Girls* was developed by adapting existing evidence-informed manuals for the local Vietnamese context. This male advocacy intervention takes a primary prevention approach in that it addresses the underlying causes and risk factors for VAWG perpetration and empowers men to adopt non-violent masculinities and gender equitable attitudes, as well as strengthening their relationship, communication, and conflict resolution skills. Men are supported to reach out to their communities through various activism projects to promote gender equitable, safe, and vibrant communities for all members.

Through a rigorous process of manual development and facilitator training and support, this intervention was successfully piloted in communities in Da Nang where it was well received and showed promise. This manual is one tool that can be used in Viet Nam to prevent VAWG. We are deeply grateful to the men who participated in the pilot as facilitators, the participants, and all the staff who supported the implementation and administration of the pilot.

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<sup>1</sup> World Health Organisation (WHO), 2013. Global and regional estimates of violence against women. Prevalence and health effects of intimate partner violence and non-partner sexual violence.



As partner institutions, the Da Nang Women's Union, UN Women, UN Volunteers, and Partners for Prevention are happy to have supported this project and hope that this work will be taken forward to the benefit of many more men, women, families, and communities across Viet Nam.



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# CONTENTS

ACKNOWLEDGMENTS	4
LIST OF ABBREVIATION	5
FOREWORD	6
CONTENTS	8
INTRODUCTORY NOTES	12
<b>SESSION 1: GETTING TO KNOW EACH OTHER AND PROGRAMME INTRODUCTION</b>	<b>22</b>
1. Aim	23
2. Overview of activities	23
Activity 1.1 Getting to know each other	23
Activity 1.2 Members' expectations & introducing the club programme	24
Activity 1.3 Refreshing game	25
Activity 1.4 Principles in club programme	25
Activity 1.5 Learning in action	26
Handout 1.1 Meeting agenda of the "Men Pioneering VAWG Prevention" Club	27
<b>SESSION 2: PRESSURE OF BEING A MAN</b>	<b>28</b>
1. Aim	29
2. Overview of activities	29
Activity 2.1 Welcome	29
Activity 2.2 Gender & sex	30
Activity 2.3 Refreshing game	31
Activity 2.4 Advantages and pressures of being a man	31
Activity 2.5 Learning in action	33
Handout 2.1 Gender & sex	34
Handout 2.2 Pressures due to gender norms and stereotypes	35
<b>SESSION 3: DOING GENDER DIFFERENTLY</b>	<b>36</b>
1. Aim	37
2. Overview of activities	37
Activity 3.1 Welcome	37
Activity 3.2 Gender or sex?	38
Activity 3.3 Refreshing game	39
Activity 3.4 Changing negative gender norms	39
Activity 3.5 Learning in action	40
Handout 3.1 Sex or Gender?	41
Handout 3.2 How can we change gender norms?	42
<b>SESSION 4: HOW TO COMMUNICATE EFFECTIVELY WHEN YOU ARE ANGRY</b>	<b>44</b>
1. Aim	45
2. Overview of activities	45





Activity 4.1 Welcome	45
Activity 4.2 How to communicate to reduce tension	46
Activity 4.3 Refreshing game	47
Activity 4.4 Using communication skills to express emotions and expectations (part 1)	48
Activity 4.5 Learning in action	49
Handout 4.1 Different ways of communication and their impacts on controlling tense and conflicts	50
Handout 4.2 How to talk about our feeling and want	51
<b>SESSION 5: CONSOLIDATING EFFECTIVE COMMUNICATION SKILLS</b>	<b>52</b>
1. Aim	53
2. Overview of activities	53
Activity 5.1 Welcome	53
Activity 5.2 Skills of talking about feelings and desires in communication (part 2)	54
Activity 5.3 Refreshing game	55
Activity 5.4 Being supportive and true listening	55
Activity 5.5 Learning in action	57
Handout 5.1 Expressing care to others	58
<b>SESSION 6: VIOLENCE AGAINST WOMEN AND GIRLS AND CONSEQUENCES OF VIOLENCE</b>	<b>60</b>
1. Aim	61
2. Overview of activities	61
Activity 6.1 Welcome	61
Activity 6.2 What is VAWG?	62
Activity 6.3 Refreshing game	63
Activity 6.4 Consequences of VAWG	63
Activity 6.5 Learning in action	64
Handout 6.1 Definition of VAWG	65
Handout 6.2 Thao's story	66
Handout 6.3 Violent behaviours against women and girls	67
Handout 6.4 Consequences of violence on women and girls	69
<b>SESSION 7: ROOT CAUSES OF VIOLENCE &amp; FACTORS LEADING TO INCREASING VIOLENCE AGAINST WOMEN AND GIRLS</b>	<b>72</b>
1. Aim	73
2. Overview of activities	73
Activity 7.1 Welcome	73
Activity 7.2 How do we explain about VAWG?	74
Activity 7.3 Refreshing game	74
Activities 7.4 The root causes of VAWG and preventive solutions	75
Activity 7.5 Learning in action	76
Handout 7.1 Violence perpetrators have to take full responsibility for their violent behaviours	77
Handout 7.2 Power imbalance and gender equality are root causes of VAWG	78

<b>SESSION 8: SUPPORTING WOMEN AND GIRLS WHO EXPERIENCE VIOLENCE</b>	<b>80</b>
1. Aim	81
2. Overview of activities	81
Activity 8.1 Welcome	81
Activity 8.2 What should be done to support women and girls who experience violence?	82
Activity 8.3 Refreshing game	83
Activity 8.4 Benefits of supporting women and girls who experience violence	83
Activity 8.5 Learning in action	84
Handout 8.1 What can be done to support women and girls who experience violence?	85
Handout 8.2 Benefits of supporting women and girls who experience violence	87
<b>SESSION 9: SEXUAL VIOLENCE AND HEALTHY SEX</b>	<b>88</b>
1. Aim	89
2. Overview of activities	89
Activity 9.1 Welcome	89
Activity 9.2 Consent in sexual intercourse	90
Activity 9.3 Refreshing game	91
Activity 9.4 Sexual violence and preventive measures	91
Activity 9.5 Learning in action	92
Handout 9.1 How to identify voluntary sex and consensual sex?	93
Handout 9.2 How to have consensual sex?	94
<b>SESSION 10: BEING HEALTHY AND HAPPY</b>	<b>96</b>
1. Aim	97
2. Overview of activities	97
Activity 10.1 Welcome	97
Activity 10.2 What is love?	98
Activity 10.3 Refreshing game	99
Activity 10.4 What ruins happy relationships?	99
Activity 10.5 Learning in action	101
Handout 10.1 Expressing love	102
Handout 10.2 What ruins relationships?	103
<b>SESSION 11: PERSONAL COMMITMENTS TO CHANGE</b>	<b>104</b>
1. Aim	105
2. Overview of activities	105
Activity 11.1 Welcome	105
Activity 11.2 When men behave more equitably	106
Activity 11.3 Refreshing game	107
Activity 11.4 Helping men to overcome obstacles and behave more equitably	107
Activity 11.5 Learning in action	108
Handout 11.1 When men behave more equitably	109

<b>SESSION 12: BEING A PIONEER AND ADVOCATE FOR VAWG PREVENTION</b>	<b>110</b>
1. Aim	111
2. Overview of activities	111
Activity 12.1 Welcome	111
Activity 12.2 Being an advocate for gender equality	112
Activity 12.3 Refreshing game	113
Activity 12.4 Making an action plan	114
<b>SESSION 13: BEING A CHANGE MAKER AND ADVOCATE FOR VAWG PREVENTION</b>	<b>116</b>
1. Aim	117
2. Overview of activities	117
Activity 13.1 Welcome	117
Activity 13.2 Effective social activism	118
Activity 13.3 Refreshing game	119
Activity 13.4 Making an action plan	119
<b>SESSION 14: SUPPORTING SOCIAL ADVOCATES FOR VAWG PREVENTION</b>	<b>122</b>
1. Aim	123
2. Overview of activities	123
Activity 14.1 Welcome	123
Activity 14.2 Acknowledging personal effort and giving mutual support	124
Activity 14.3 Action plans to advocate community participation in VAWG prevention	125
Activity 14.4 Learning in action	127
<b>SESSION 15: SUPPORTING SOCIAL ADVOCATES FOR VAWG PREVENTION (continued from Session 14)</b>	<b>128</b>
1. Aim	129
2. Overview of activities	129
3. Learning in action	129
<b>SESSION 16: REVIEW – DRAWING EXPERIENCE - REPLICATION</b>	<b>130</b>
1. Objectives	131
2. Program and operation guidelines	131
3. Materials prepared in advance for the meeting	133
<b>Appendix I: Some refreshing games</b>	<b>134</b>
<b>Appendix II: Terms of Reference (TOR) for Male Advocates for the Prevention of Violence against Women and Girls in Da Nang, Vietnam.</b>	<b>137</b>

## INTRODUCTORY NOTES

This guide is intended for use by supervisors and facilitators of male advocate clubs made up of younger and older adult males. The overall aim of the intervention is to equip men with gender equitable attitudes, relationship building skills, and community advocacy skills in VAWG prevention.

This male advocacy intervention should specifically recruit both young and older adult male participants in a year-long programme. Groups of 20-30 men meet fortnightly at a mutually agreed place and time for five months and then move to a monthly meeting for six months while participating in and leading various events and activities focused on VAWG prevention.

The intervention seeks to cultivate activist volunteerism among men. In order to effect sustainable change, it is important to empower and support men to become active in VAWG prevention activities and events in their communities over a period of one year, with a focus on experiential learning and gradual implementation. Thus, regular meetings and guided activism pursuits, as well as opportunities for participant-driven activism, are the core approach of this intervention. The meetings are participatory and discussion-based.

The initial fortnightly meetings focus on cultivating group cohesion and trust, building gender equitable attitudes and challenging harmful masculinities, promoting sexual and reproductive health awareness, building healthy relationship skills and self-efficacy or coping skills, and developing an awareness of VAWG issues. During the second phase of the intervention, participants meet monthly to continue discussions and activities related to the topics outlined above, and to provide guidance and support for engaging in volunteer activism activities in the community (e.g., being an activist in daily life, sharing progress and achievements, brainstorming solutions to challenges, and getting social reinforcement for their efforts). The meetings are held monthly in order to allow for increasing engagement in activism events organised by other groups and to allow participants to implement their own activism projects.

Throughout the programme, personal transformation and social activism are slowly introduced through prompts to engage in personal reflection followed by low intensity conversations with trusted people (e.g., family and friends) in participants' networks. This is followed by guiding the male advocates to participate in organised

activism (e.g., community events such as those around 16 Days of Activism or Women’s Day, Happiness Day, Family Day, and Children’s Day), to commit to being non-violent, to provide referrals to people in their networks and neighbourhoods who are experiencing violence and/or sexual and reproductive health issues, to engage in social media messaging in collaboration with other community VAWG prevention activities, and finally, to support independent or group activism activities that the participants define and implement themselves. A Terms of Reference (TOR) outlines the responsibilities of the male advocates and is presented for consideration during recruitment and before enrolment in the group to ensure that participants are aware of and willing to engage fully in all aspects of the programme. A sample TOR is included as Appendix II.

These self-defined activism projects may include hosting a community conversation or providing refreshments during a separate community event or club meeting; organizing a theatre-style “role play” in the community; producing posters with positive messaging for posting in strategic community locations; integrating some of the activities into other club meetings; or persuading public figures or other influential community members to become involved, support events, and disseminate core VAWG prevention messages. Ideally, a community organisation should provide some seed funding and mentoring to participants to implement their social activism activities. This approach will allow the organisation staff to slowly phase out their intensive involvement to empower individuals to sustain and continue to build changes in their communities beyond the project’s reach.

***The specific objectives of the intervention for the male advocates are:***

1. To challenge harmful constructions of masculine identities that emphasise male entitlement, value, and power over women and to build gender equitable attitudes grounded in respect for human rights;
2. To challenge attitudes that are accepting of VAWG;
3. To promote healthy relationship skills, including open communication and non-violence conflict resolution skills;
4. To improve men’s coping skills and sense of self-efficacy and self-esteem, especially related to personally constructing and demonstrating gender-equitable masculine identities and promoting these attributes in their communities; and
5. To empower young men and older adult men to become active volunteers in their communities to lead and engage in VAWG prevention.

## FACILITATION AND THE FACILITATOR'S ROLE

(Notes from Skhokho Supporting Success for Families)

### **What are participatory workshop methods?**

The male advocate clubs project relies on participatory methods of engaging participants in a workshop setting. A participatory workshop means learning occurs through active involvement of the participants in the workshop, and it is they who develop the answers. Participants have learning opportunities that are created by presenting new information together with analytical methodologies for the participants to discuss and consider in light of their own experiences. A participatory workshop is completely different from traditional “teaching”. Participatory-style workshops are especially useful for gender analysis because participants have different levels of awareness and understanding of gender issues, and as a result they may be sensitive, defensive, or even hostile to the topic. The participatory approach to a workshop diffuses negativity because participants explore gender and other sensitive issues in a supportive, motivating environment.

Many of the principles of a participatory workshop approach draw on theories of learning. Because people in general already know a lot, they learn best by building upon their own experiences. People learn more by doing than by listening. Learning theory stresses that learners need opportunities to *think*, to *understand*, and to *apply*:

- To learn by thinking, participants need to have responsibility to work out their own conclusions (e.g., on issues such as VAWG and gender).
- To learn by understanding, participants need to relate the learning experience to their own values, beliefs, and previous experiences.
- To learn by applying, participants need to use and test a new skill and receive feedback on their performance.

Learning is demonstrated by change – changes in behaviour, knowledge, understanding, skills, interests, values, awareness, or attitudes. To facilitate these changes in participants, experiential activities – in which participants work out their own conclusions – are more effective than lectures. Good workshop courses include a broad variety of learning activities including presentations, large group work, small group work, games, and role play, each with its own merits and uses.

During a participatory workshop, activities are selected specifically to encourage participants to *engage with* the materials and become active and animated; participants offer ideas, raise questions, build on one another's statements, and challenge one another's opinions. They learn from and with other participants and work together on a collective analysis and consensus. Participatory workshop sessions are structured around the ability of the participants to reason, to analyse problems, and to work out their own solutions. It emphasizes the *process of inquiry*, and therefore participatory workshops often end with questions as well as conclusions.

The facilitators are also active and frequently move around and engage with participants in the workshop room or venue. This style of workshop also improves the focus and attention span of participants: because they are actively involved, longer sessions can be tolerated. These types of sessions can be effective in inspiring change.

### *Facilitation and the facilitator's role*

Facilitation is derived from the word facilitate which means 'to make easy'. Facilitation is about bringing a group of people together (whether they are acquainted or not) to work jointly for a specified goal. Facilitation is about empowering others.

In this intervention the facilitator's role is to work with a group of men to draw out knowledge and ideas from different members of the group, and to help them learn from each other and to think and act together. During these participatory workshop sessions the facilitator's primary job is to structure and facilitate rather than deliver information, explain, or provide answers. Facilitators initiate discussion and then draw in the participants. They amplify some participants' comments and summarize others'; they compare and connect separate remarks and point out opposing views. They draw the threads of discussion together and relate them to the workshop's objectives. They ask thought-provoking questions that promote critical reflection and examination of an issue from different perspectives.

The role of a skilled facilitator is to create conditions for a group to work together effectively. The facilitator will guide a group of people through a process of learning and discussion by introducing topics or concepts, and then guiding the group through thinking, reflecting, and discussing topics or concepts without making a decision for the group participants.

Facilitation entails guiding participants through a discussion by considering all possible perspectives within the group, and continuing until they are able to arrive at some consensus about that particular topic or concept, or until the members of the group acknowledge that there is no consensus. Concepts are introduced, which are usually not new to the participants, and the facilitator's role is to help participants to discuss the concepts, come up with their own understanding of it, and present it to the rest of the group in various ways. Approaches can include brainstorming in a bigger group, small group discussions and presentation of small group ideas to the bigger group, working in pairs by sharing personal stories, sharing perspectives in turns, or individual/self-reflection. The role of a facilitator becomes very important in the context of a participatory workshop and needs to be executed in a way that is careful yet fun, as well as neutral but factual and firm.

The main tasks of a facilitator are to:

- Help the participants set ground rules and keep them;
- Encourage and guide participants to think critically;
- Listen to participants' comments, questions, and feedback;
- Keep the focus and keep the process moving;
- Help with observations and analysis;
- Help participants arrive at appropriate conclusions;
- Encourage participants to contribute to the discussion;
- Help participants to reach an appropriate consensus;
- Build trust;
- Help identify opportunities and potentials; and
- Summarize the discussion or ask others to do so.

### *Tips for effective presentation*

Capture the participants' attention. You may use any of the following methods: ask questions; state an impression or fact; narrate a story; cite a quotation; or make a forceful statement.

Put the participants and yourself at ease. Give the right signals, both verbal and nonverbal, to the audience. In verbal signals, your voice should not be shaky. A calm but varying tone with the proper mix of enthusiasm generally will create the right impression on the audience. Your non-verbal signals, including your posture, movement, gestures, and facial expression, should complement your verbal signals, not contradict them.

Preview the topic. Always preview, or tell the participants beforehand, what you're going to cover in the presentation. This helps participants understand what is going to be conveyed to them during the day or a particular session. It also helps the participants to prioritize their interest areas.

State the significance of the topic. Stating the significance of the topics helps the participants to realize that the presenter values their time and will be able to improve their existing knowledge of that topic, and thereby their performance.

Don't be negative. Being negative in presentation can ruin your chances of being taken seriously or being able to convey your message effectively. Besides, being negative does not help you to get your ideas across. Rather, what you might get is rejection and non-acceptance from the participants.



Be concise: Concise means saying things “in a few words”. It is best if you can, as a presenter, communicate your idea/message in a few, easily understood words. It helps you to retain the attention of the audience because you take less time and use fewer words to get your message across. It also helps you to cut down on boredom among participants.

Be enthusiastic and dynamic. Being enthusiastic and dynamic helps you to:

- Hold and maintain audience attention;
- Prevent participants from falling asleep; and
- Get your idea across more effectively.

### *Facilitation skills and workshop techniques*

Be ready	Develop and practice your session plan in advance
Be clear	State and identify clearly your session’s objectives and deliver what you state
Show respect	Show respect by using effective communication skills (verbal and non-verbal)
Be friendly	Treat participants in a friendly way when responding to questions
Encourage participation	Encourage quieter participants to share ideas and questions and allow participants to talk; use open-ended questions frequently
Pay attention	Address the needs and feelings of group members
Be time sensitive	Make sure your session plan fits with the time available
Be honest	Be truthful by acting in a confident and professional manner
Communicate effectively	Use simple, appropriate words and the right tone; maintain eye contact and employ active listening
Use multiple communication tools and channels	Use different and relevant workshop materials and tools to assist you in conveying your messages
Give take-away messages	Wrap up and summarize the main points in your session

## Facilitation vs. Teaching

TEACHING	FACILITATION
Teachers have a formal relationship with students, based on their status as a teacher	Facilitators are considered an equal, and develop relationships based on trust, respect, and a desire to serve
Teachers are concerned with students understanding the right answer	Facilitators encourage and value different views
Information flows in just one direction, from teacher to student	Information flows in many different directions between the facilitator and individual group members
Teaching follows a pre-set curriculum	Facilitators use practical, participatory methods, such as group discussions and other activities in which all members of the group participate
Teaching starts from the teacher's own knowledge	Facilitators address issues identified by the group or their community and adapt new ideas to the needs and culture of the group
Teachers deliver lectures to a group of students – usually from the front of the room	Facilitators start by assessing the knowledge of the group

## Pre-workshop information and content

### Preparation for each session

It is important to prepare beforehand for each session of every day by reading and highlighting all the different steps that are laid out for each exercise. This will help the facilitator to plan the time, know what to communicate to participants, and think about how the exercises will be run. Preparation is crucial to limit stumbling over the steps and to avoid uncertainty about how to proceed with the exercises.

### Important content information

It is the role of the facilitator to come up with content for the particular concept that is being presented or discussed during the session. At the beginning of the session the facilitator may

bring up a certain concept, and the facilitator needs to ask what participants' understanding is of that particular concept. The facilitator can then assess the accuracy of the participants' understanding, and determine if there are gaps in that understanding. If there are gaps, the facilitator can provide factual, accurate, and possibly additional information about that concept to the group of participants attending the session. This manual has appendices at the back that are often referenced in relevant exercises in brackets [text]. The appendices refer to information that the facilitator needs to know before starting the workshop that is essential content to support the facilitator's understanding of different parenting concepts and tips for working with parents and teenagers. It is not necessary for the facilitator to read the information out loud to participants, but the facilitator can refer to it in order to ensure accuracy and proper representation of the Supporting Success stance on particular issues.

### **Facilitators' notes**

Facilitators' notes are provided at the end of many exercises, and consist of tips, reminders, guides, and additional information for maximising the depth of discussion during these exercises. The notes are short and clear, and the facilitator should ensure that the notes have been covered before closing the session and moving on to the next exercise.

### **Workshop procedures**

The facilitator is provided with the aim of the session, how the session is supposed to be implemented, and directions for how to conduct the exercises following stipulated steps, as outlined below.

- Introduction – All exercises begin with a brief, though at times detailed, statement directing the facilitator on how to introduce the exercise topic. In many exercise introductions (Step 1) the facilitator will introduce the topic of discussion and if there are related preceding exercises he/she will explain the relationship between the new exercise and the previous one(s). This is done in order to indicate to participants the connection between the sessions, so they understand that all sessions in the workshop series are connected, related, build on one another, and culminate in a holistic view of issues related to parenting and VAWG.
- Directives – Most directive words which are meant to help the facilitator to conduct the exercises, using the framework of “give, explain, ask, remind, and summarise”. These key words are very important directions for the facilitator regarding what and how they should communicate the steps of each exercise to participants.
- Probes, Discussion Notes, Questions – These usually are provided just below the directions for the steps outlined above. They are questions or additional notes for the facilitator to consider using during the relevant step in the exercise. Sometimes participants will have discussed or mentioned issues that are indicated in the manual, and in that case, facilitators need to just ensure that those issues have been covered.



## *How to interpret the instructions in the exercises*

There are a number of exercises used:

- ***Brainstorming***

Brainstorming means asking workshop participants to quickly come up with ideas or to identify what comes to mind when a certain concept is mentioned. The concept is not explained and is usually just one word (e.g., 'parent').

- ***Working in pairs***

Working in pairs means that the facilitator asks each participant to find a partner within the group with whom they will talk about the issues the facilitator suggests to them as part of the exercise.

- ***Small groups***

A small group can have up to 4-5 people to discuss the topic as suggested by the facilitator.

- ***Self-reflection exercise***

A self-reflection exercise is an individual activity where participants are asked to close their eyes and think through particular issues in a quiet manner. The facilitator will read out a script, starting with the posture that the participants must adopt, e.g., how they are to be seated or lying down, to close their eyes and be relaxed. Then the facilitator will introduce a certain scenario which the participants are asked to visualise or think through. Each statement of the scenario is read slowly, quietly, and in a paced manner, with pauses after each statement to allow participants to visualise or think through the scenario in their minds. Taking a pause after the end of the activity is also important to allow participants to get back into the workshop mode. A period for feedback follows the self-reflection exercise, and usually the facilitator will have specific questions to go through with the participants.

- ***Bigger group or smaller break-out groups***

The bigger group refers to the main group of participants with whom one facilitator is working. During these whole group discussions the facilitator should allow the discussion to flow and should not impose a structure where every person has to share something in a particular format. But the facilitator should not allow a few participants to dominate the discussion and should try to draw in those who are very quiet.

- ***Checking in***

It is important that facilitators "check in" with participants to determine whether they fully understand the activity, and if necessary provide additional explanations to help participants through it.

- ***Presentation***

Next, the facilitator asks each pair or small group of participants to present their work, either as verbal feedback or written work on flipcharts. After each group has

been assigned, the facilitator must always remind participants that they will need to decide who will present the group's ideas to the bigger group. At presentation time, the facilitator must let each group present, only asking clarifying questions or explaining the meaning of the activity ideas. When all groups have presented, the facilitator checks to see if there are any discussion points specified for this step of presenting group work.

- **Language use**

This manual is available in Vietnamese and English. Facilitators are encouraged to conduct the workshop in the language easily understood by participants. This means it is important to prepare beforehand so that facilitators can anticipate difficult concepts and find their colloquial translations and meanings before the workshop. Doing so ahead of time will help the facilitator to enhance their confidence during the session and earn the confidence of the participants as well.





Hoạt động 1.1.

12.

Mong đợi

- \* CLB duy trì lâu dài, hiệu quả.
- \* Giải quyết hỗ trợ hoạt động g/đời & trẻ em
- \* Sắt với đời sống hiện tại -
- \* Sinh hoạt đều đặn
- \* Sinh hoạt tạo thành nếp sống văn hóa
- \* Học được kinh nghiệm từ FCBL -
- \* Kết nạp thêm thành viên
- \* Sinh hoạt đúng giờ - chất

Lo ngại

\* Có sinh hoạt trước



## SESSION 1



GETTING TO KNOW  
EACH OTHER AND  
PROGRAMME  
INTRODUCTION

## 1. AIM

This session aims to help the members and the facilitator to:

- Get to know each other and list expectations about their participation in the club;
- Get to know the topics that they are going to address over the course of their participation in the club, as well as roles and responsibilities of club members; and
- Establish and agree on the principles for participating in the club.

## 2. OVERVIEW OF ACTIVITIES

Time	Activities	Materials
30 min	1.1. Getting to know each other	A0 paper and board pens
30 min	1.2. Members' expectations and introducing the club programme	Colour cards (2 colours), A0 paper, board pens Handouts on the club programme
10 min	1.3. Refreshing game	
20 min	1.4. Principles in the club programme	Colour cards (2 colours), A0 paper, board pens
10 min	1.5. Learning in action	Handout 1.1

### Activity 1.1 Getting to know each other

**Time needed:**

30 minutes

**Aim:**

Participants will introduce themselves and get a chance to learn each other's names

**Description:**

Game and a mini group discussion

**Directions:**

**1. Warm-up game: Making rafts (10 minutes)**

- The facilitator welcomes members to the 1<sup>st</sup> club session, inviting all members to participate in a warm-up game to get to know each other.
- The facilitator introduces the game "Making rafts". For this game the members stand in a circle and the facilitator says "make rafts, make rafts". The members will ask "what kind of rafts? What kind of rafts?", and then will organize themselves into "rafts" according to the directions given by the facilitator (see below).
- The facilitator lets the members play for about 5-7 minutes by giving them a number of orders ranging from easy to difficult, such as: make rafts of 2 people, rafts of 5 people 5 feet long, make rafts of 3 people 4 feet long, etc.
- In the last order, the facilitator requires members to organize into 4 groups. The goal is to create small groups for the next activity.

**2.** *Getting to know each other in small groups (10 minutes)*

- The facilitator asks members to get to know each other in small groups. Then each group member shares 3 pieces of information: his name, age, and one thing that makes him feel most proud of himself as a man.
- The group members then present information (by writing or drawing) about their group in a creative way on A0 paper, and appoint one member who will introduce the group to all club members on behalf of the members of his group.

**3.** *Getting to know each other in a big group (all club members) (10 minutes)*

Representatives of each of the four groups present the results of the getting to know each other activity to all club members. Each group will have maximum 5 minutes for presentation/introduction.

## Activity 1.2 Members' expectations and introducing the club programme

**Time needed:**

30 minutes

**Aim:**

The members share their expectations for the club, and list the topics they will be discussing in the next 12 months.

**Description:**

Use colour cards to find out the expectations of the club members. Use Handout 1.1 to introduce the club program.

**Directions:**

**1.** *Learn about the expectations of the club members (15 minutes)*

- The facilitator provides 2 colour cards for members to write down what they “EXPECT” and are “CONCERNED” about when participating in the club activities. Each card is only used to write 1 thing each member either expects or is concerned about as a member of the club. Members have 5 minutes to write as many as they want.
- Then the facilitator collects all the cards and sticks them on the board under the two categories of “Expectations” and “Concerns”. The facilitator groups cards that contain the same opinions so as to avoid duplication.
- Then the facilitator summarizes the common expectations and concerns.

**2.** *Introducing the club programme (15 minutes)*

The facilitator uses the handout to introduce the club programme and remembers to stress that:

- By joining the club, members will obtain both knowledge and skills to reduce the pressure on themselves (i.e. the pressures of masculinity), to behave more humanely, and especially to improve their family and social relationships. In addition, members will also participate in community advocacy, education, and communication activities, according to their ability.
- The club members meet for 11 months: in the first 5 months they meet twice a month; and in the following 6 months they meet once a month.



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

### Activity 1.3 Refreshing game

**Time needed:**

10 minutes

**Aim:**

To create a joyful and relaxed atmosphere for the club.

**Description:**

The facilitator picks a refreshing exercise or game and instructs participants to play it (see the refreshing or exercise games provided in Appendix I).

### Activity 1.4 Principles of the club programme

**Time needed:**

20 minutes

**Aim:**

Members agree on the place and time suitable for the club activities, and reach consensus on what they should and should not do when participating in club meetings.

**Description:**

Use colour cards to consult members and have discussion in a large group.

**Directions:**

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

## Activity 1.5 Learning in action

**Time needed:**

10 minutes

**Aim:**

To sum up the discussion results and encourage members to participate in the next club meetings.

**Description:**

The facilitator summarizes the key messages.

**Directions:**

1. The facilitator asks each member to share one thing he likes about the first club meeting.
2. The facilitator delivers the main messages of the first club meeting:
  - By joining the club “Male advocates in prevention of violence against women and girls”, members will gain knowledge and skills to alleviate pressure on themselves when performing their roles as men, and will gain skills to behave more humanely to improve their family and social relationships.
  - Members shall participate in 16 club meetings over a period of 11 months: 2 meetings/month in the first 5 months, and 1 meeting/month in the last 6 months. Each meeting lasts about 1.5 hours (90 minutes).

When joining the club activities, members shall adhere to the club principles, especially the following:

- Respect different viewpoints.
  - Do not criticize/ judge other person’s opinions.
  - Actively share ideas and lessons learned.
  - Enthusiastically and fully participate in the club activities and other events related to the “Advocating community participation in VAWG prevention” project.
3. The facilitator distributes Handout 1.1, thanks the members for participating in the first club meeting, and says he will see them again for the next meeting at the time and venue agreed upon.



## **HANDOUT 1.1 Meeting agenda of the Men Pioneering VAWG Prevention Club**

### **1. Aim**

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

### **2. Meeting agenda**

16 club sessions are scheduled over 11 months. Accordingly, 10 sessions will be held in the first 5 months (2 sessions per month). In the last 6 months, there will be 1 session per month.

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

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

### **3. Roles of participants**

- (1) Commit to joining club sessions fully and punctually.
- (2) Actively participate in community events organized by the “Advocating community participation in VAWG prevention” project.
- (3) Design and implement communication initiatives on VAWG prevention in the community (in the last 6 months a separate budget is provided for execution).
- (4) Demonstrate that they are progressive, gender-equitable, and non-violent men.
- (5) Encourage other men in the community to take part in activism activities for gender equality and prevention of violence against women.



**SESSION 2**



**PRESSURE OF BEING A MAN**

## 1. AIM

This session helps participants to:

- Explain the differences in biological (sex) and social (gender) characteristics of men and women; and
- Discuss and analyse pressures on participants to demonstrate masculinities (gender demonstration) as expected by their families and society

## 2. OVERVIEW OF ACTIVITIES

Time	Activities	Materials
10 min	2.1. Welcome	2 pieces of A0 papers and pens (for option 2)
30 min	2.2. Gender & sex	Pictures of male and female bodies
10 min	2.3. Refreshing game	
30 min	2.4. Advantages and pressures of being a man	1 piece of A0 paper to be divided into 2 halves: 1 half for Advantages; 1 half for Pressures (or divide the board into two parts). Colour cards: 2 colours, size 7cm x 29cm (1/3 of A4 size) Paper/board pens: 1 pen/ 1 member
10 min	2.5. Learning in action	Key message(s) of the 2 <sup>nd</sup> club meeting

### Activity 2.1 Welcome

**Time needed**

10 minutes

**Aim:**

To follow up on any questions, concerns, or achievements related to the group since the last club meeting and introduce the day's contents.

**Description:**

Summary by facilitator and feedback from members.

**Directions:**

1. The facilitator welcomes everyone and asks the members to review the key discussion points and outcomes of the previous meeting. This can be done in the form of individual sharing or a competition among groups.
2. The facilitator asks whether or not the members still have any questions or concerns related to the content of the previous meeting.
3. Then the facilitator introduces the focus of the 2<sup>nd</sup> meeting: "We will explore the masculine characteristics that originate from nature or from the society, and discuss the pressures for men to express certain masculinities as well as pressures on men to comply with social norms about the roles of men in their family and society."

## Activity 2.2 Gender and sex

### Time needed:

30 minutes

### Aim:

Participants are able to explain the differences between men's and women's biological and social characteristics, and realise that most constructions of masculinities are not determined by biological characteristics.

### Description:

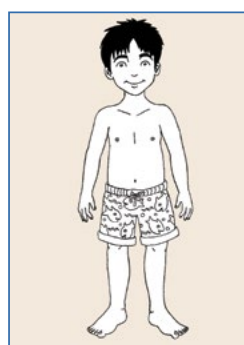
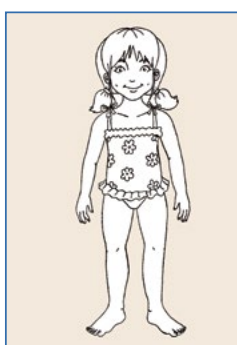
Participants will discuss ideas based on pictures in small groups. Then they will have a large group discussion.



### Directions:

#### 1. Discussion in small groups (10 minutes)

The facilitator divides participants into 4 groups and distributes paintings about masculinity to 2 groups and paintings about femininity to the other 2 groups. Ask the groups to discuss and record on paper biological characteristics that distinguish men from women and social characteristics or expectations of men /women.



*Taken from Body Safety Education - A parent's guide to protecting kids from sexual abuse by Jayneen Sanders*

#### 2. Large group presentations and discussion (20 minutes)

Ask for group representatives to make presentations on the group's discussion (10 minutes in total). Two groups discussing the same topic (men or women) will in turn give a presentation on what they have discussed; the group presenting after the first group will only add different and new ideas to the first group's presentation.



3. The facilitator focuses on different biological characteristics and raises the question: “Can these characteristics be swapped between men and women?”, and then concludes: “**Biological characteristics** cannot be changed and swapped between men and women (except when sex reassignment surgery is performed). These are characteristics people are **born** with. They are **sex**”.
4. The facilitator focuses on social characteristics and raises questions: “Can these characteristics be swapped between men and women?”, and then concludes: “All **personality characteristics** or **social expectations** of men and women can be **swapped** and **changed** over time, depending on social development. These characteristics are formed through **education, learning, and observation**. These are **gender** characteristics. Differences in men’s and women’s biological characteristics are often used to assign each gender with “certain” socially-defined roles (e.g., Men are the family’s backbone; Women should take care of the children because only they can give birth; etc.), but these associations are constructed or created and they can be changed.”

The facilitator distributes Handout 2.1 and asks group representatives to read each paragraph out loud to the others. Once the reading is done, the facilitator asks participants if they have any questions or concerns. If not, move on to the next part.

### Activity 2.3 Refreshing game

<p><b>Time needed:</b> 10 minutes</p>	<p><b>Aim:</b> To create a joyful and relaxed atmosphere for the club</p>	<p><b>Description:</b> The facilitator picks a refreshing or exercise game and instructs participants to play it (refer to the refreshing and exercise games in Appendix I).</p>
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### Activity 2.4 Advantages and pressures of being a man

<p><b>Time needed:</b> 30 minutes</p>	<p><b>Aim:</b> To help participants to better understand social norms on masculinity and the social pressures of being a man on them and their relationships.</p>	<p><b>Description:</b> Participants will share their own experiences, do some small group discussion, and then engage in a large group discussion.</p>
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**Directions:**

1. Individual experience (5-10 minutes)  
  
The facilitator asks participants to close their eyes and recall a time when they were treated in a particular way just because they are male (i.e. if they were women they would have been treated differently). Give 2 minutes of privacy and silence for the participants.

Ask 1-2 participants to volunteer to share their experiences.

Ask the participants how they feel about being treated differently?

**2.** Small group discussion (15 minutes)

The facilitator divides the participants into 4 small groups. Provide the groups with green cards for them to list in 5 minutes the “ADVANTAGES” (as many as possible) of being a man according to different age groups: young child, teenager; middle age; older age (write only 1 advantage on each colour card). Ask all groups to stick their cards on the board under the ADVANTAGES category.

Then provide the groups with yellow cards for them to list in 5 minutes the “PRESSURES” (as many as possible) of being a man according to different age groups: young child; teenager; middle age; older age (write only 1 advantage on each colour card). Ask all groups to stick their cards on the board under the PRESSURES category.

**3.** The facilitator then raises the following questions to the whole club (10-15 minutes)

- *What do you guys think when you see the advantages and pressures of being a man as listed on the board? (Give time for the groups to answer).*
- *Do you think that women have advantages and suffer from pressures as men do? Why and why not?*

**4.** The facilitator emphasizes that the differences in advantages and pressures for men and women are due to gender inequalities and power imbalance between men and women, especially in the patriarchal society of Vietnam. Only gender equality can help women and men to have equal positions.

**5.** The facilitator asks: “How do you think men benefit from gender equality?”

The facilitator lets the participants answer freely, then distributes Handout 2.2 and asks the participants to read it and look up (in the handout) how men can benefit from gender equality.





## Activity 2.5 Learning in action

1. The facilitator asks all participants to stand in a tight circle, then passes a paper ball or a pen to a participant. The facilitator tells the participants to start passing the ball or pen around (it may be a good idea for all participants to sing a group song or a local folk-song) and then tells the participants to pause suddenly. The one who is holding the pen or ball is asked to share a new thing he has learned from the meeting.
2. The facilitator delivers the key message(s) of the meeting:
  - Men and women differ only in the biological characteristics which have existed since they were born.
  - The majority of the differences between men and women are due to the process of learning, observation, and education from childhood to adulthood; they are differences that are created and not biologically destined.
  - Men also feel pressure due to the social norms associated with masculinity.
  - Men will also benefit from participating in gender equality activities by eliminating the rigid norms related to masculinity and femininity, respecting the capacity and characteristics of each individual, and creating fairness in opportunities and enjoyment for everyone.
3. The facilitator asks the participants to think about what kind of men they want and are able to become, what pressures they suffer from when trying to follow social norms on masculinity, and what negative impacts these norms have on their family relationships and personal lives if they try to follow them.
4. The facilitator thanks everyone for joining the meeting and says that he is looking forward to seeing them again at the next meeting.



## HANDOUT 2.1 Gender and sex

SEX	GENDER
Refers to distinctive biological features of men and women: chromosomes, genitals, muscles, etc.	Refers to distinctive social features of men and women: personality, qualities, roles, positions, etc.
Is determined in utero (i.e. you are born with it).	Is formed based on education and observation within families and societies.
Is difficult to change and is not affected by social factors such as culture, politics, history, etc.	Changes over time and geographical areas. Is heavily influenced by social factors such as culture, politics, history, the economy, etc.

Men and women are born with biological differences. For example, women can get pregnant and deliver babies, and men can make women pregnant. The biological differences are innate and cannot be changed.

However, most of the differences between men and women are not innate, but are due to education, social teaching, and guidance from an early age. They can also come from the process of learning from the people around us.

For example, at birth, both boys and girls do not know how to cook, wash dishes, or sweep the house. However, due to misconceptions that men should only take care of “big tasks” (e.g., paid work outside the home) and women should take care of the housework, parents and other family members often teach and require only daughters to do housework, while sons are not required to do it. Growing up, boys and girls see that division of work exists in their own families and other families around them. Thus they misunderstand that doing housework is the “God-defined job” for women, and doing ‘big’ jobs is the “God-defined job” for men. And when they become parents, they continue educating their children under this misconception, even though they themselves may find the “God-defined jobs” as burdens rather than joys.

In fact, the majority of the so called “God-defined functions” are based on the social process of teaching and learning, not due to differences in body nor congenital characteristics. Therefore, the “God-defined functions” are not “God defined” and they are changeable.



## HANDOUT 2.2 Pressures due to gender norms and stereotypes

- Patriarchal gender norms, stereotypes, and inequalities related to the roles and positions of men and women in society cause a lot of injustice and threats to women.
- Men have more power and advantages, and are generally favoured over women in society. However, men themselves are also under pressure due to gender norms and social constructions.
- For example, men are under pressure to earn money to support their wives and children and to be the breadwinner for the family. Suppose that due to poor health, poor family conditions, limited personal capacity, bad luck in life, or other reasons, men are not able to make money or are not able to earn as much money as other men. In this situation they easily fall into boredom and feel frustration, and then they are likely to behave badly to their wives and children. Meanwhile, their wives – in order to be regarded as “good” wives – often have to earn money, take care of housework, and look after children at the same time, and may even still have to tolerate being treated badly by their husbands. In many cases, women sacrifice their health, even their lives because they do not dare to act differently from, or react to, the “God-defined functions” that were assigned to them by society.
- In fact, patriarchal gender norms give men both advantages and pressures. While men benefit from the social norms giving prominence to the role and position of men, they are also under pressure to live up to their male roles and responsibilities as defined by the patriarchal society.
- When men respect women’s equality and promote alternative masculinities, they will definitely benefit a lot, and at least they will not have to fully adhere to the social principles of masculinity of their society.
- For example, men may share housework and child care with their wives. Women may share the responsibility to provide for the family economically with their husbands. What the husband and wife in a family do should depend on who is better at what, and should be based on open negotiation to share responsibilities. Husband and wife should also encourage and give each other opportunities to advance their careers. The bottom line is that husbands and wives should respect each other and highly appreciate each other’s contributions, regardless of whether they are financial or not.





## SESSION 3



# DOING GENDER DIFFERENTLY



## 1. AIM

This session helps participants to:

- Consolidate their knowledge and improve their ability to distinguish between gender and sex, and raise critical questions to challenge “God-defined duties” which have long been associated with women and men by default; and
- Brainstorm/think about changes to the practices of social norms on masculinity, which they can make, and also advocate for other men to do, in order to achieve gender equality.

## 2. OVERVIEW OF ACTIVITIES

Time	Activities	Materials
10 min	3.1. Welcome	
20 min	3.2. Gender or sex?	List of sentences/saying on Gender/Sex, 3 sheets of A4 paper inscribed with “GENDER”, “SEX”, “WAVERING”
10 min	3.3. Refreshing game	
40 min	3.4. Changing negative gender norms	Some colour cards inscribed with some discussion results of Activity 2.4. on pressures of being a man
10 min	3.5. Learning in action	

### Activity 3.1 Welcome

**Time needed:**

10 min

**Aim:**

To follow up on any questions, concerns, or achievements related to the group since the last club meeting and introduce the day’s contents.

**Description:**

Summary by facilitator and feedback from members.

**Direction:**

1. The facilitator welcomes and asks the members to review the key contents of the previous meeting. This can be done in the form of individual sharing or a competition among groups.
2. The facilitator asks whether or not the members still have any questions or concerns related to the contents of the previous meetings.
3. Then the facilitator introduces the focus of the 3<sup>rd</sup> meeting: *Today we will together discuss the changes in practising social norms associated with masculinity and advocating for other men to change.*

## Activity 3.2 Gender or sex?

### Time needed:

20 minutes

### Aim:

Participants are able to distinguish between sex and gender, and explain a few misconceptions about social gender norms being unchangeable.

### Description:

Participants take part in an activity called “run and give ideas” to distinguish between sex and gender, and discuss reasons why they “unconditionally” accept or dare to challenge “God-defined duties” that are assigned to men and women.

### Directions:

1. The facilitator asks participants to stand in a circle and makes an introduction: *“Last time we were able to distinguish between sex and gender. We agreed that gender refers to social characteristics assigned to men or women. Now I am going to read a few statements. Please listen and consider. If you think a statement is about gender, then step to my right side after that statement is made, and if you think a statement is about sex, stand to my left side after that statement is made. If you are uncertain if the statement is about sex or gender, stand in front of me.”*



[Facilitator note: After each statement, pause and observe which side has the most participants.

Pick a random participant in the minority group and ask why they are standing there. Ask someone from the majority group to explain why they are standing where they are, and to try and persuade participants from the other groups to come to join his group (or vice versa). Pay particular attention to the “uncertain” group].

Statements:

- a. Female workers are entitled to six-month maternity leave
  - b. Men build houses, women build homes
  - c. Men without alcohol are like flags without wind
  - d. Women cannot pee higher than the level of the grass
  - e. Men are hot-tempered and it’s difficult for them to control themselves when angry
2. The facilitator lets participants give answers freely and then distributes Handout 3.1, asking everyone to read it and identify from the handout the benefits of gender equality for men. The facilitator gives a summary: *“All gender norms, whether they are assigned*

*to men or women, are discriminatory in nature and can impede men's and women's potentials and opportunities. Therefore, we need to change these gender norms to fully enjoy our rights."*

### Activity 3.3 Refreshing game

**Time needed:**

10 minutes

**Aim:**

To create a joyful and relaxed atmosphere for the club members

**Description:**

The facilitator picks a refreshing or exercise game and instructs participants on how to play it (refer to the refreshing and exercise games in Appendix I).

### Activity 3.4 Changing negative gender norms

**Time needed:**

40 minutes

**Aim:**

Participants are able to identify practical solutions to challenge socially dominant gender norms

**Description:**

Participants engage in discussion in small groups to identify supporting and impeding factors to changing gender norms, and solutions to overcome barriers.

**Directions:**

1. The facilitator notes that: *"In the previous club meeting, we discussed pressures on men to conform to social constructions of masculinity. In Activity 3.2. just now, we drew a lesson that "God-defined duties" and constructions of masculinities and femininities are actually more social than biological in nature. Therefore, constructions of masculinities and femininities (gender norms) can certainly be changed."*
2. The facilitator then divides up participants into 4 small groups to discuss the following pressures on men: (1) economic pressure (men are the family's "backbone"); (2) social status pressure (men must be successful and able to "bring glory" to their families or clans); (3) Childbearing pressure (men must have a son to continue the family lineage); (4) sexual pressure (men take the initiative, have a strong sex drive, and know how to create pleasure). For each kind of pressure, men will discuss the following 3 questions:
  - a. What can men do to alleviate pressures on themselves, and at the same time build a good relationship with their wife/girlfriend/sex partner?
  - b. What are the potential barriers to men living/behaving "differently" in response to these social pressure?
  - c. What can men do to overcome the barriers and begin to change these gender norms and pressures in society?
3. The facilitator allows the groups 10 minutes to discuss these questions. Then each group chooses a representative who will make a 5-minute presentation summarizing their group's discussion, followed by a 10-minute full group discussion.

Group discussion question: *“What have you learned from all of the groups and how we might begin to change ideas and practices around gender?”*

4. The facilitator distributes Handout 3.2 and asks everyone to read it in order to review the exercise.

### Activity 3.5 Learning in action

1. The facilitator asks everyone to stand in a circle; each participant will share something new they have learned from the session.
2. The facilitator delivers the key message(s) of the 3<sup>rd</sup> club meeting.
  - Biological characteristics are often abused to explain gender norms/standards (standards of masculinity and femininity). In fact, most of the differences between men and women originate from social perceptions, not biological features.
  - Men currently generally have higher positions and more power in the family and society than women, so men play a very important role in creating changes in the practice of gender roles (roles of men and women are decided by society).
  - Changing the concept and practice of gender roles is not easy because the majority of people in the society have been taught to misunderstand that gender roles are “natural” and “defined by God”. Therefore, it is important to encourage more men in the community to understand and change gender role concepts and practices.
3. The facilitator asks the participants to pay attention to what they say and do in order to see if they inadvertently reinforce social norms of masculinity and femininity, or if they act differently from the expected norms in order to create changes. They should notice what impacts their small changes have had on their family relationships.
4. The facilitator asks all participants to sing a team song, thanks them for joining in the session, and expresses hope to meet them again at the agreed time and venue for the next meeting or activity.





## HANDOUT 3.1 Sex or Gender?

1. **Female workers are entitled to 6-month maternity leave:** This regulation stems from **sex** differences. Women experience pregnancy and childbearing. However, in certain circumstances, these sex differences are used to justify discrimination against women in our society: e.g. the woman is blamed if a couple are slow in having a child or have children that are all the same sex (especially all daughters).
2. **Men build houses, women build homes:** This is a **gender** idea. In the past, women relied on men, especially economically, and had little social contact. Now, in most societies, many women are working to earn money and men are starting to share responsibilities with women such as doing housework and caring for children.
3. **Men without alcohol are like flags without wind:** This is a **gender** idea. Not all men can drink a lot of alcohol and not all men like to drink alcohol. At parties, many men are pressured into drinking (to the point of getting drunk) or have to try hard to demonstrate “masculinity” through drinking. This does more harm than good.
4. **Women cannot pee higher than the grass level:** This is a **gender** idea, although its origination is related to sex. Due to bodily structure, women “pee sitting down” while men can “pee standing up”. However, this sex difference is sometimes used to suggest that women lack knowledge and possess fewer capabilities than men.
5. **Men are hot-tempered and it’s difficult for them to control themselves when angry:** This is a **gender** idea. In fact, anyone – a man or a woman – can be hot-tempered. But the fact that men often get angry and commit violence is usually more socially accepted, and is excused as men’s “natural temperament”. Yet, in the same situation, if women get angry and lose control, they will be criticized and condemned. Both men and women can learn non-violent, respectful, assertive ways to express and deal with their anger, frustration, and conflicts.

Biological characteristics play a certain role in the formation of several social characteristics. For example, women have ovaries and a uterus that allow them to get pregnant, and thus they are entitled to maternity leave.

However, **biological characteristics are usually used to justify social prejudices/notions about men and women**, and are used to **construct the false idea that these prejudices/notions are natural and unchangeable**. In fact, **all socially-constructed ideas can change and in fact they have changed**.

Social prejudices have negative impacts on both women and men. However, due to **power imbalance between men and women in the family and society**, women experience more disadvantages and are more vulnerable than men.

## HANDOUT 3.2 How can we change gender norms?

- Many people mistakenly believe that women who can earn a lot of money will have equality. In fact, the capacity to earn money helps women to have more freedom in making decision by themselves, but it is not enough to free women from dependence on men, and is not enough to free men from the social expectation that men must be the breadwinners. Think about why this is so?
- Society is increasingly changing, especially in terms of women's roles in economic and social activities. Yet gender norms (masculinity/femininity norms) and gender roles (roles of women and men in the family and society) have not changed very much. As a result, a contradictory gap is created between the actual demands of men and woman and traditional concepts of their roles. Rigid, hierarchical gender norms and roles contribute to creating the conditions for violence against women.
- Men play an important role in changing gender norms and roles because currently men have more advantages than women, and automatically enjoy higher positions and more power than women in both family and social relationships. This power and advantaged position can be used to change harmful norms and role ideals so that we can all enjoy living in an equitable, safe, and vibrant community where we feel respected, supported, and able to fulfil our potential.
- Changing gender norms can start in the daily work and communication of each male. ONCE we are no longer rigid about what jobs are women's and what jobs are men's; do not laugh at men doing "women's jobs"; do not tease men who only have daughters; do not try to get other men to drink to show "masculinity", etc. THEN we will be able to help ourselves and other men to change to have more equal and comfortable lives.
- Changing gender norms is not simple, even when we know that such gender norms are harmful and cause difficulties and pressures on ourselves. However, we will have better conditions to change when we have a group of like-minded friends who also want to change. The more people there are who want to change perceptions about gender norms, the more support we have to create change and the bigger the changes will be.
- Each of us can be a model of change within our own lives and a model of males advocating for gender equality to improve everyone's lives (men, women, and children). In this way we can influence and inspire other men to change positively.



*Kathy Taylor,  
P4P Manager.*



*Australian Ambassador in Viet Nam Hugh Borrowman  
and UN Women Country Representative Shoko Ishikawa  
on a visit to the project site*





## SESSION 4



HOW TO COMMUNICATE  
EFFECTIVELY WHEN  
YOU ARE ANGRY



## 1. AIM

This session helps members to:

- Explain different ways of communicating that may reduce or increase tension and anger
- List and practice expressions used to control anger and reduce tension

## 2. OVERVIEW OF ACTIVITIES

Time	Activities	Materials
10 min	4.1. Welcome	
45 min	4.2. How to communicate to reduce tension	Print/write 2 scenarios on paper; each scenario should be in 2 copies for small group discussions: - Scenario 1: What would you say to your wife when your wife is told by a friend about one of your mistakes recently that made you lose a lot of money? - Scenario 2: What would you say when you are in the mood for “love” but your wife refuses your request and says that she is tired? A0 paper and markers for 4 groups
10 min	4.3. Refreshing game	
15 min	4.4. Practise skills to talk about personal feelings and wants	
10 min	4.5. Learning in action	

### Activity 4.1 Welcome

**Time needed:**

10 minutes

**Aim:**

To follow up on any questions, concerns, or achievements related to the group since the last club meeting and introduce the day’s contents.

**Description:**

Summary by facilitator and feedback from members.

**Directions:**

1. The facilitator welcomes members and asks them to review the key discussion points and outcomes of the previous meeting. This can be done in the form of individual sharing or a competition among groups.

2. The facilitator asks whether or not the members still have any questions or concerns related to the contents of the previous meetings.
3. Then the facilitator introduces the focus of the 4th meeting: *“Today we will discuss different ways of communicating which may increase or decrease tension. We will also practice a few expressions to control anger and reduce tension.”*



## Activity 4.2 How to communicate to reduce tension

### Time needed:

45 minutes

### Aim:

To reflect on typical approaches to conflict resolution, and understand several options for decreasing stress and tension in a conflict situation from early in the interaction.

### Description:

Participants discuss in small groups and role play according to given situations to identify different ways to communicate which may reduce or increase tension.

### Directions:

1. Ask participants to raise their hands if they have experienced conflict or heated disagreements with other people in their lives.
2. The facilitator divides participants into 4 small groups and introduces 2 scenarios (which are detailed in Session 4, Part 2 “Overview of activities”) for discussion and role play (30 minutes)

Two groups will share the same scenario. One group will list all statements they can think of that increase tension for most people in a disagreement, while the other group will list all statements they can think of that can decrease conflict and show respect. Statements should be recorded on A0 paper and shown as illustration during role play.

The 4 groups will have a 10-minute discussion and then share their discussion results during role play (5 minutes/group). The 2 groups that were assigned the same scenario should present consecutively for comparison purposes.

3. Draw and record participants' ideas on a spider diagram. Use the top half of the spider diagram as the "increase tension" side and the lower half as the "decrease tension" side. Try to use different colour markers (if possible) to make the separation clearer.
  - Examples of how to decrease tension (these examples should only be suggested after participants have shared their ideas): sit down; take some deep breaths; make tea for both people in the disagreement and then have a discussion; take a break and tell the other person that the issue will be addressed when you feel calmer; try to understand the other person's perspective; use assertive communication skills including "I" statements.
  - Examples of how to increase tension (these examples should only be suggested after participants have shared their ideas): shouting; blaming or accusing right away; aggressive body stance and language; using aggressive or manipulative communication styles; disregarding the other person's ideas; humiliating or being derogatory about the other person or his/her attributes or background.
4. Questions for large group discussion after role-play (10 min).
  - What lessons have you learned about communicating effectively during a disagreement or conflict situation?
  - What are other useful statements that we should use to express respect and to reduce tension and conflict?
  - What are the biggest difficulties for you in practising ways of communicating to show respect and reduce stress?

The facilitator then summarizes the key discussion results and uses Handout 4.1 to help summarize the main points.

### Activity 4.3 Refreshing game

**Time needed:**

10 minutes

**Aim:**

To create a joyful and relaxed atmosphere for the club

**Description:**

The facilitator picks a refreshing or exercise game and instructs participants on how to play it (refer to the refreshing or exercise games in Appendix I).



## Activity 4.4 Using communication skills to express emotions and expectations (Part 1)

**Time:**  
15 minutes

**Aim:**  
Participants are able to describe ways to communicate and express their emotions and expectations, and learn to use these skills in practice.

**Description:**  
Participants do an exercise to explain and illustrate ways to express emotions about an issue that causes conflicts in an assertive but non-aggressive way.

### Directions:

1. The facilitator explains that some cultures do not have a habit of talking about their emotions and expectations in communication. In this part, participants are going to learn and practice these skills in order to build a non-judgmental attitude that is respectful to others. These skills should be used on a regular basis to decrease tensions and conflicts.
- Communication skills in expressing emotions and expectations mean that we share our opinions, emotions, and expectations of the issues/conflicts without implying any blame, criticism, or imposition of ideas on our dialogue partners.
  - Communication skills in expressing emotions and expectations help us create a “space for dialogue” so that the other person can also talk about their emotions, needs, opinions, and experiences.
  - When it is necessary to describe an issue or conflict, we should give a description that is as detailed and non-judgmental as possible. If you need to explain something, then you should describe a specific behaviour that causes that emotion on your part; make sure that you do not blame the other person.



- For example, in scenario 2 above: What will you say when you want to “make love” but your wife refuses, saying she is tired?:

Communicate in a way that blames the other person: **Your refusal makes me sad. Why don't you understand that I want to be with you? Why don't you tell me if you are tired or have to think about something?**

Use communication skills to express your emotions and expectations: **I am a little sad when you refuse. I just want you to know that I always want to be with you and share your worries when you are tired or have to think about something, (etc.)**

2. The facilitator divides participants into groups of two people, and a volunteer shares a situation of a disagreement or conflict with someone (anyone) so that participants can practice communication skills in expressing emotions and expectations [using the sample sentences in Handout 4.2].

After 5 minutes the facilitator shouts “change roles”, and each pair switches their roles so that both can practice and fix each other’s mistakes.

3. After 10 minutes of practice, the facilitator asks participants to return to the large group and share their views and thoughts about communication skills in expressing emotions and expectations.

- How is it different when you express your own emotions and expectations instead of just talking about the other person?

- What are the difficulties in using communication skills to express your emotions and expectations?

4. The facilitator summarizes discussion comments and emphasizes that: You may not be accustomed to talking in this way and time is needed to get used to it so that you will be able to use these skills naturally in daily communication. You only need to remember the approach; specific words that you use can be changed to fit the circumstances and your habits as long as you focus on sharing your feelings and thoughts, and on inviting the other person to share their feelings and thoughts and listening to their response.

### Activity 4.5 Learning in action

1. The facilitator asks everyone to stand in a circle; each will share something new they have learned from the session.
2. The facilitator presents the key message(s) of the session:
  - Criticizing, judging, and blaming others during disagreements or conflicts will increase tension.
  - In order to reduce tension and conflict in communication, it is important to stay calm and be respectful and non-judgemental, and try to look at things from the perspective of other people. In addition, using the first person pronoun in communication is an important skill that helps control emotions and stress.

- Using the first person pronoun means only talking about your views and feelings about yourself, instead of trying to complain, blame, or impose something on the other person. Focus on the results of the conversation/conflict that you want to achieve.
- 3. The facilitator asks the club members to observe their daily communication, especially during disagreements with others, and practice the skills of talking about their feelings and wants without judging others, as learned in the session today.
- 4. The facilitator asks all participants to sing a team song, thanks them for joining in the session, and expresses hope to meet them again at the agreed time and venue of the next meeting or activity.

### **HANDOUT 4.1 Different ways of communicating and their impacts on controlling tension and conflict**

We use different ways of communicating to influence thoughts, choices, or behaviours of ourselves and others. When other people try to influence us, each of us tends to react in very different ways. The problem is that sometimes we do not communicate in a convincing or constructive way.

Different types of communication can be categorized as in the table below. In fact, all of us use all 4 types of communication. Depending on the time and circumstances, we often choose the easiest or what appears to be the most effective way to resolve the disagreement or conflict in the short term. However, in the long run, the first 3 types of communication (aggressive and attacking; passive and avoidant; manipulative) will create more disagreement and conflict and cannot help to resolve disagreements and conflicts in a positive and mutually beneficial manner compared to the last type (assertive and respectful).

<b>AGGRESSIVE &amp; ATTACKING</b>	<b>PASSIVE &amp; AVOIDANT</b>	<b>MANIPULATIVE</b>	<b>ASSERTIVE &amp; RESPECTFUL</b>
Expressing your feelings and desires in a way that threatens or punishes the other person	Giving in to the will of others; hoping to get what you want without actually having to say it; leaving it to others to guess or letting them decide for you	Using trickery or deceit to get your way; sometimes people who are being manipulative pretend at first to be passive but then manipulate through speech	Telling someone how you feel and what you want in a way that does not seem rude or threatening to them

<ul style="list-style-type: none"> <li>- Shouting</li> <li>- Interrupting</li> <li>- Exploding</li> <li>- Warning or threatening</li> <li>- Correcting</li> <li>- Persisting</li> <li>- Insulting</li> <li>- Sarcastic</li> <li>- Revenge</li> <li>- Nagging</li> <li>- Blaming</li> </ul>	<ul style="list-style-type: none"> <li>- Sulking in silence</li> <li>- Avoiding conflict at all costs</li> <li>- Talking behind someone's back</li> <li>- Not saying what you think</li> <li>- Not being honest in case you hurt the other person</li> <li>- Pretending to agree</li> </ul>	<ul style="list-style-type: none"> <li>- Whining</li> <li>- Making others feel guilty</li> <li>- Begging or pleading</li> <li>- Crying or pretending to cry</li> <li>- Emotional blackmail</li> <li>- Offering something (e.g., food) conditional on support on a completely different issue</li> </ul>	<ul style="list-style-type: none"> <li>- Clearly and honestly stating your feelings, thoughts, or ideas</li> <li>- Listening to the other person and asking clarifying questions</li> <li>- Suggesting compromises or other solutions</li> <li>- Balanced posture</li> </ul>
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**Unreasonable communication increases tension:** shouting; blaming or accusing; using aggressive and imperative language and gestures; immediately dismissing others' opinions; humiliating or belittling interlocutors or their contributions and backgrounds.

**Some suggestions for relieving stress:** sit down; take a deep breath; make some tea for both people involved and have a discussion; go somewhere to temporarily avoid facing the person you are in disagreement with, and tell him/her that you will be away for a short time (about 1 hour) and will talk to him/her when you feel calmer; try to understand the other person's perspective; use assertive communication skills including "I" statements.

The way we handle conflicts directly influences what happens in our argument. If you are stressed or scared, you will not be able to express your views clearly. If you're furious, you tend to shout or become more aggressive, and it only increases tension and leads to more conflict. If you are calm and assertive, you will be able to hear all of what the other person is saying to you, and then you can clarify your views so that you both can understand each other before making a decision or taking any action.

**HANDOUT 4.2 How to talk about our feelings and wants (example statements)**

I feel [feeling] .....

When [a specific situation or behaviour] .....

I would like [a potential solution to resolve the conflict or disagreement or relieve the upset] .....



## SESSION 5



# CONSOLIDATING EFFECTIVE COMMUNICATION SKILLS

## 1. AIM

This session helps all members to

- Strengthen skills for talking about personal feelings and desires
- Explain and practice the skills of being supportive and true listening in communication to improve relationships and prevent violence early (before violence happens)

## 2. OVERVIEW OF ACTIVITIES

Time	Activities	Materials
10 min	5.1. Welcome	
20 min	5.2. Skills of talking about feelings and desires in communication	Scenario for discussion
10 min	5.3. Refreshing game	
40 min	5.4. Being supportive and true listening	Scenario for discussion Handout 5.1.
10 min	5.5. Learning in action	Key message(s) of the 5th meeting session

### Activity 5.1 Welcome

**Time needed:**

10 minutes

**Aim:**

To follow up on any questions, concerns, or achievements related to the group since the last club meeting and introduce the day's agenda.

**Description:**

Summary by facilitator and feedback from members.

**Directions:**

1. The facilitator welcomes all and asks the members to review the key contents of the previous meeting. This can be done in the form of individual sharing or a competition among groups.
2. The facilitator asks whether or not the members still have any questions or concerns related to the contents of the previous meetings.
3. Then the facilitator introduces the focus of the 5th club meeting: *"Today we will continue together to strengthen the skills of talking about our feelings and desires, and learn two other skills in order to communicate effectively: being supportive and true listening. These communication skills will help us to improve our existing relationships."*





## Activity 5.2 Skills for talking about feelings and desires in communication (Part 2)

**Time needed:**  
20 minutes

**Aim:**  
To help members to consolidate skills for communicating their feelings and desires and to practice the skills.

**Description:**  
Members practice the skills through group competition activities

### Directions:

1. The facilitator introduces as follows: *In Session 4, you learned how to talk about your feelings (emotions) and desires (ideas for change to resolve conflict or ease tension) in communication, and the benefits from doing this, especially in situations of disagreement or conflict. You also practiced using communication skills to talk about your feelings and desires.*

*Today we will together continue practicing the skills of talking about feelings and desires by having a small competition*

2. The facilitator divides the members into two groups, and then introduces a scenario for the two groups to use in the competition. The two groups will discuss the scenario separately for 5 minutes, listing as many judgemental/blaming statements as possible, using the second person pronoun for the characters' statements in the scenario.

Then, after about 10 minutes, the groups in turn provide statements for the other group to change into statements about feeling and desires that do not judge or blame. The group that can change the most statements correctly is the winner.

**Scenario:** At 11:00pm, a husband returned home after drinking with his boss. He was still feeling irritated because his boss complained about him and compared him with another colleague. His wife was trying to settle their little child who had a fever, and was crying and vomiting. She was worried about the child's health and feeling frustrated

because she had to struggle with the situation while her husband was out drinking and came home late.

3. After 10 minutes, the facilitator stops the competition between the two groups and asks the members to share their thoughts on how useful the exercise/practice was of talking about feelings and desires, and communicating in a non-judgmental way (what are the impacts of this method?).

The facilitator suggests that members can start first with simple and positive situations. For example, they can practice talking about what makes them happy before practicing talking in difficult situations, such as during a conflict with their wives.

### Activity 5.3 Refreshing game

**Time needed:**

10 minutes

**Aim:**

To create a joyful and relaxed atmosphere for the club

**Description:**

The facilitator picks a refreshing or exercise game and instructs participants to play it (refer to the refreshing or exercise games in Appendix I).

### Activity 5.4 Being supportive and true listening

**Time needed:**

40 minutes

**Aim:**

To help members to explain and practice skills of being supportive and true listening in communication

**Description:**

Members work/discuss in small groups, and then report back to the whole group

**Directions:**

1. Divide the members into pairs and say that they will be practicing listening skills. Each pair nominates one person as a listener and the other as a speaker. The speaker will have about 1 minute to prepare to tell a story or personal experience. Then the speakers will tell the story or personal experience for 5 minutes without pausing, regardless of what the listeners are doing.
2. While the speakers are preparing, the facilitator asks the listeners to go to a place away from the speakers, and explains to them that they will listen to their partners in two different ways. For the first 2-3 minutes, they will show that they are listening attentively by nodding, looking at the speakers, or saying “uh huh”, “yeah”, etc. When the facilitator gives a signal (e.g., hand clapping), the listeners will change their attitudes and will no longer listen attentively to their partners who are speaking. They will show this by doing things such as looking at their phones, looking away, stop saying “uh huh”, “yeah”, etc.
3. The facilitator lets each pair practice as instructed. Then, the facilitator asks the members to share their thoughts and feelings about their experience from practising the exercise.



- Does the listener recognize any differences in the speaker before and after the facilitator's clap? (Write the differences given on the board).
- What are the characteristics of true listeners and the characteristics of those who just pretend to be listening? (Write the key points on the board).

4. The facilitator introduces the next activity: *We not only communicate with words but also with body language. Therefore, the speaker can know whether or not the listener is really listening to him/her, and then decide whether or not to share his/her thoughts openly in communication. Now we will practice using both body and verbal language in communication through a scenario.*

5. The facilitator reads out the scenario and pauses after each paragraph to ask the members what they think, and what they would say if they were the person in this situation.

**Scenario:** You have an appointment to discuss business with your friend. You have been waiting so long for the friend to come, but he has neither shown up nor responded to your message. Eventually the friend shows up appearing rushed. He sighs and just says: "Sorry I'm late." He also says that he intended not to come, but then he decided to come just because he would feel bad if he did not come.

PAUSE: The facilitator asks the members: *How do you feel? What do you think? What would you say to your friend?*

The friend then says that he is having problems and he can't stay longer to discuss business.

PAUSE: The facilitator asks the members: *How do you feel? What do you think? What would you say to your friend?*

The friend says that he has to go home to help the wife of another friend. Otherwise, this friend's wife will feel anxious and will not know what to do. She has been beaten by her husband and is taking shelter in his house, and her husband is looking for her to beat her.

PAUSE: The facilitator asks the members: *How do you feel? What do you think? What would you say to your friend?*

6. The facilitator asks what the participants have learned from this exercise, asks them to discuss what they should say or do in this situation, and then lists statements participants have suggested that express support and/or sympathy for the friend in the scenario.

In case the facilitator sees that the members still want to use statements based on their assumptions, or want to impose their opinion on others, the facilitator might ask: *Does that way of communicating help you to understand what is really happening to your friend? When you stop trying to verify your assumptions and choosing only what you want to believe, would you feel more comfortable or annoyed?*

The facilitator then uses Handout 5.1. to summarize the main points of the discussion.

## Activity 5.5 Learning in action

**Time needed:**

10 minutes

**Aim:**

To sum up the discussion, and to encourage members to come back to the next club meeting.

**Description:**

The facilitator summarizes the key messages.

### Directions

1. The facilitator asks everyone to stand in a circle, and asks each to share something new they have learned from the session.
2. The facilitator gives the key message(s) of the meeting:
  - We communicate through both verbal and body language.
  - Effective communication skills include: talking about our feelings and desires; demonstrating true listening and care through the questions about what is really happening with the other person (e.g., your friend, your wife, your colleague, your child, your boss, your neighbour, etc.); not judging; and not basing actions on assumptions.
3. The facilitator asks the club members to practice the skill of talking about feelings and desires, and being true listeners and expressing support in communication with family members, friends and neighbours, and to observe the impacts of using these communication skills with other people.
4. The facilitator asks all participants to sing a team song, thanks them for joining in the session, and expresses hope to meet them again at the agreed time and venue of the next meeting or activity.



## HANDOUT 5.1 Expressing care for others

### Things to note in communication to express support and care to other people:

- First, ***don't make assumptions and don't pretend to know the problem(s) others are experiencing*** (in order to try and frighten someone into telling the truth), and especially don't immediately give advice or try to teach others. We cannot know for sure what problem others are experiencing.
- Second, ***expressing support*** means listening, giving encouragement, and showing care through certain actions (such as inviting the other person to have a refreshment); do not jump right into providing a solution to someone's problems.
- Third, ***your encouragement, empathy, and support to the other person should be expressed through positive and optimistic words***, saying that the other person has done a good job, etc.

Expressing care and support is effective only when you ***put yourselves*** (how you would feel) ***in the position of the other person.***

***Expressing sympathy and understanding*** is also a way of helping others when they are in trouble. When the other person feels supported, safe, and comfortable, they will be more open and positive when talking to you.

Some examples of statements to show your support:

- *Yeah, I am thinking about you. Are you experiencing any difficulties?*
- *It's very good that you have arrived here safely.*
- *If you have any concerns, please let me know because that's important for cooperation in our business.*
- *If we can do anything to help you, please let us know.*







## SESSION 6



# VIOLENCE AGAINST WOMEN AND GIRLS AND CONSEQUENCES OF VIOLENCE

## 1. AIM

This session helps members to:

- Understand the concept of violence against women and girls (VAWG);
- List and describe the different forms of VAWG behaviours; and
- Describe and explain the consequences of violence against women and girls on these women and girls, as well as on the perpetrators, families, and the community.

## 2. OVERVIEW OF ACTIVITIES

Time	Activities	Materials
10 min	6.1. Welcome	
40 min	6.2. What is VAWG? What are different forms of VAWG?	Thao's story (Handout 6.2) Handouts 6.1 and 6.3
10 min	6.3. Refreshing game	
20 min	6.4. Consequences of VAWG	Handout 6.4.
10 min	6.5. Learning in action	Key message(s) of the 6th club meeting

### Activity 6.1 Welcome

**Time needed:**

10 minutes

**Aim:**

To follow up on any questions, concerns, or achievements related to the group since the last club meeting and introduce the day's contents.

**Description:**

Summary by facilitator and feedback from members.

**Directions:**

1. The facilitator welcomes and asks the members to review the key discussion points and outcomes of the previous meeting. This can be done in the form of individual sharing or a competition among groups.
2. The facilitator asks whether or not the members still have any questions or concerns related to the contents of the previous meetings.
3. Then the facilitator introduces the focus of the 6<sup>th</sup> meeting: *Today we will learn together about different forms of VAWG, as well as the consequences of violence for the survivors, the perpetrators, and the children in families that experience violence.*

## Activity 6.2 What is VAWG?

**Time needed:**

40 minutes

**Aim:**

To help members to list different forms of VAWG

**Description:**

Members listen to a story and discuss in the full group

**Directions:**

1. The facilitator asks the members: *“What do you think about when you hear the term VAWG?”*, and lets 1-2 members speak.

Use Handout 6.1. to introduce the definition of VAWG.

2. Explain to members that they will soon be hearing a story about a girl named Thao (Handout 6.2.). The facilitator reads the story slowly, loudly, and clearly and pauses after each part, then asks the members to perform the following exercises in pairs:

- List details related to VAWG on colour cards (each card should have 1 detail);
- Explain the reasons (Why do you think it is violence?);
- Classify different forms of violence (That example is categorized into which type of violence?);

(\*) Prepare 1 table with 4 columns on a piece of A0 paper, mark the columns with the headings: Physical violence, Mental violence, Sexual violence, and Economic violence. Members will stick the colour cards on the suitable columns.

3. After listening to the whole story, for any **of the details in bold text** which are not recognised by the members as violence, ask what they think about the details.

4. Ask the members the following questions:

- *Have you heard or witnessed any similar stories in your communities?*
- *Which forms of violence are easy and which are difficult to detect? Why are they easy/difficult to detect?*

The facilitator summarises the discussion results and stresses that the seriousness of the violence tends to increase over time (as illustrated in the three parts of Thao’s story), and outsiders are only able to detect violence when there is physical violence, and when they detect it, it is already at a very serious level (as in Part 3 of the story).

5. Divide the members into 4 groups and ask the 4 groups to list within 5 minutes as many VAWG behaviours as possible that they have heard/witnessed in the following categories: psychological/emotional violence, physical violence, sexual violence, and economic violence. Ask the members to include in the list acts/behaviours of VAWG occurring in public places and in private spaces such as family homes.

Then use Handout 6.3 to summarize the activity.





### Activity 6.3 Refreshing game

**Time needed:**  
10 minutes

**Aim:**  
To create a joyful and relaxed atmosphere for the club

**Description:**  
The facilitator picks a refreshing or exercise game and instructs participants to play it (refer to the refreshing or exercise games in Appendix I).

### Activity 6.4 Consequences of VAWG

**Time:**  
20 minutes

**Aim:**  
Participants are able to describe the consequences of violence on survivors and on violence perpetrators and their families, and can explain how early intervention can be helpful.

**Description:**  
Participants engage in a large (whole) group discussion.

**Directions:**

1. The facilitator distributes 3 pieces of A0 paper which will be used to record: (1) the consequences of VAWG on violence survivors, (2) the consequences on violence survivors' children (especially daughters) and families, and (3) the consequences on violence perpetrators.

Divide participants into 3 groups for discussion. Each group is asked to write the information about the consequences of VAWG (by drawing) on a piece of A0 paper. After 3–5 minutes, the paper will be switched so that the groups can discuss the consequences on the three groups (later other groups will add additional information to the previous groups' results, not repeating the same information). The groups can refer to Thao's story and other actual situations to make a list of consequences.

**2.** The facilitator asks participants:

*What consequences are easy to recognize and what consequences are difficult to recognize? And what are the reasons for this?*

*In the case of Thao, if there was early intervention and the violence was stopped in Part 1 or Part 2, how would the consequences be different than the current story?*

Use Handout 6.4 to review.

## Activity 6.5 Learning in action

**Time needed:**

10 minutes

**Aim:**

To close the group meeting and encourage participants to return.

**Description:**

The facilitator summarises the key messages.

**Directions:**

1. The facilitator asks everyone to stand in a circle; each will share something new they have learned from the session.
2. The facilitator gives the key message(s) of the session:
  - VAWG can occur in all public places (crowded or deserted), familiar or private places (such as in families).
  - There are 4 main forms of violence: physical violence, psychological/emotional violence, sexual violence, and economic violence. One person can be a victim of various forms of violence at the same time.
  - VAWG is often detected/known only when it is in the form of physical violence and at a serious level. However, if interventions are provided early, the consequences will be reduced for the victims, their children, and their families, and even for the perpetrators.
3. The facilitator asks the club members to go home to talk to someone they trust or like talking to about what has been discussed in the club from the first session until now, and to ask the other person what they think about what the member has shared.
4. The facilitator asks all participants to sing a team song, thanks them for joining in the session, and expresses hope to meet them again at the agreed time and venue for the next meeting or activity.

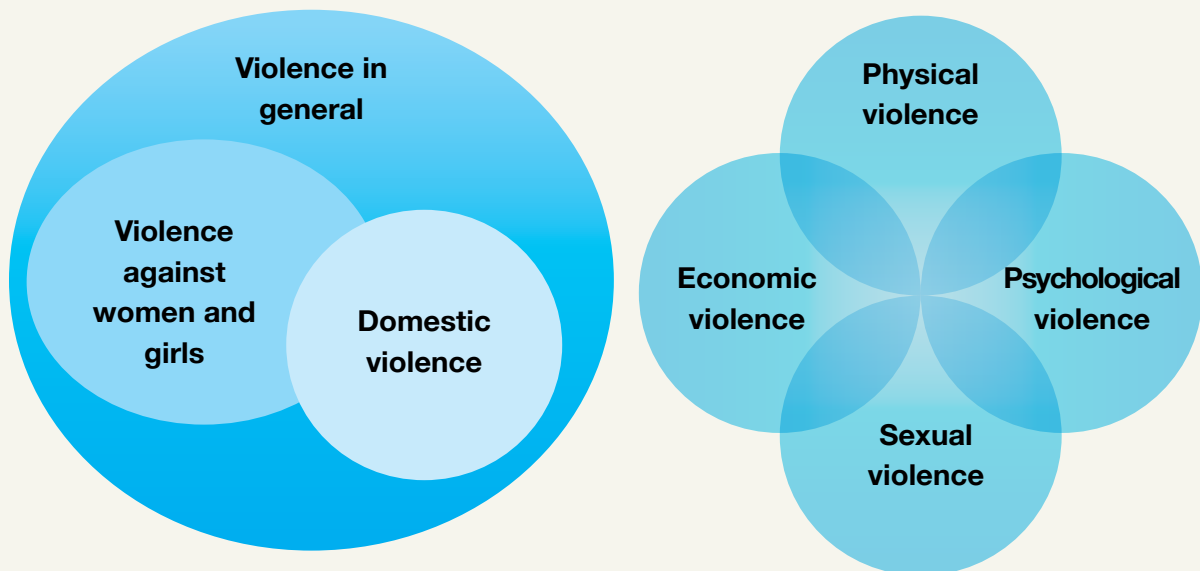
## HANDOUT 6.1 Definition of VAWG

Violence against women and girls (VAWG) means any action, word, or attitude that directly threatens women and girls (physically, emotionally, sexually, economically) in order to hurt or control them, regardless of whether it happens in public or in private.

For example, Vietnam's Law on Domestic Violence Prevention and Control, which has been in effect since 2007, defines domestic violence as purposeful acts of certain family members that cause or may possibly cause physical, mental, or economic injuries to other family members (Law on Domestic Violence Prevention and Control, Article 1, Paragraph 2).

VAWG encompasses domestic violence when survivors of violence in the family are women and girls. In addition, VAWG also refers to violent behaviours outside a family context committed by any individual or organization against women and girls for any reason.

The main forms of violence include physical violence, psychological violence, sexual violence, and economic violence. A person can be a survivor/victim of multiple forms of violence at the same time.



## HANDOUT 6.2 - Thao's story

**Part 1.** Thao is 25 years old. She has been married for three years and has a 2-year-old daughter. She owns a small coffee shop. Her life looks happy and is the dream of many others. Thao is a nice and warm woman, and is also good at making coffee. Her coffee shop attracts many regular male clients, who love her coffee and charming talk. Her husband Hung, however, is not happy about that. **He often complains about his wife's business.** He is angry that she talks to the male customers. He is angry that Thao stays late in her coffee shop. He is also angry at her when income from her business is more than his salary as a taxi driver. **He has tried to make her stop going out.**

**Several times he slapped her and broke glasses at the shop** when she tried to explain why she had to close the coffee shop late at night. Thao is sad about the ways her husband has treated her. Her neighbours and some family and friends said she should be happy because jealousy means love. Sometimes Hung **forces her to have sex** when she is feeling tired and not in the mood for it, but he does not care about her health or feelings.

**Part 2.** Hung wants to have a second child. He wants this second child to be a boy because Hung is the eldest son in his family. He is very angry at his wife because she wants to wait for some more years before having another child. **He has accused her** of wanting to delay having a second child because she had another man, probably one of the regular customers of the coffee shop. He **called her bad and disrespectful names** when he made these accusations. He started **unexpectedly showing up at the coffee shop to check on her** and sometimes **criticized her** in front of the customers. Sometimes Thao feels crazy with his **repeated questions about another man and Hung's sudden visits to the coffee shop.**

He **forced her to choose one of the two options:** If she had a child now she could continue her business; or she could sell the coffee shop to a neighbour. Finally, Thao agreed to have a second child, and hoped that her husband would stop his jealous, controlling, and abusive behaviour

**Part 3:** When Thao was at week 12 of her pregnancy, she found out that she was going to have another daughter. Hung was upset about this news because he really wanted to have a boy. He **forced her to have an abortion, and blamed her for having a daughter instead of a son.** Thao was so pained when thinking about having an abortion that she insisted on keeping the child. She could not persuade her husband and he **slapped** her for "talking back". Her 2-year-old daughter observed the fighting between her parents and started to cry because it was so scary. **Hung slapped his daughter.** Thao was so angry about her husband's slap to their daughter that she said she would go back to her mother's home. Hung got even angrier and **hit Thao so hard** that she lost her balance and fell to the floor. Hung walked to her and **kicked her** in the abdomen and then **took the money** in the house and left. Thao managed to call a friend who then took Thao and her daughter to the hospital where Thao had a miscarriage. Thao's friend and the hospital staff were very kind and supportive and reminded Thao that Hung's behaviour was not her fault and she did nothing to deserve it. They told her she could open a legal case against Hung.

## HANDOUT 6.3 Violent behaviours against women and girls

### *What is physical violence?*

Physical violence in the context of VAWG includes all actions that cause bodily injuries to women and girls. Such actions may include slapping, beating, punching, kicking, assaulting with a weapon, and potentially killing women or girls. Physical violence may occur both within and outside of a family context; however, most women experience violence caused by their relatives and people they know well.

Because physical violence is easier to recognize than other forms of violence, many people think this is the only form of violence. And because it is easier to recognize, in many cases physical violence covers up other forms of violence that happen simultaneously (e.g., sexual, economic, or psychological violence).

### *What is psychological violence?*

Physical violence in the context of VAWG includes all actions that cause bodily injuries to women and girls. Such actions may include slapping, beating, punching, kicking, assaulting with a weapon, and potentially killing women or girls. Physical violence may occur both within and outside of a family context; however, most women experience violence caused by their relatives and people they know well.

Because physical violence is easier to recognize than other forms of violence, many people think this is the only form of violence. And because it is easier to recognize, in many cases physical violence covers up other forms of violence that happen simultaneously (e.g., sexual, economic, or psychological violence).

### *What is psychological violence?*

Psychological violence includes mental mistreatment through words or actions such as shouting, scolding, abusing, scolding, insulting, threatening, and segregating. Studies have revealed that most violent behaviours against women committed by sex partners are related to psychological violence in the form of controlling behaviours.

Normally, psychological violence reduces women's ability for self-judgment, which leads to low self-esteem, depression, and a decline in opportunities/abilities to call for help from friends and family. In actuality, psychological violence is difficult to recognize, but mentally abused women say psychological violence traumatizes them more terribly than physical violence.

We should always remember that all forms of violence cause mental consequences in women.

### *What is economic violence?*

Economic violence occurs when men inflict punishments or restrictions on women by not giving money or ceasing to provide for them (as part of men's responsibility), not giving women the right to work and earn money, controlling women's income, or using money to control women in any form.

Economic violence is also a form of controlling women and diminishing women's choices. Many women are dependent on their husbands economically, including income from sources such as land and valuable assets.

### *What is sexual violence?*

Sexual violence refers to any behaviour that is directed toward women or girls to restrict their control over their body, sexuality, and/or reproductive health.

#### *Rape*

Rape is when girls or women are forced to have sex against their will. Rape can be committed by sex partners/husbands (marital rape), by relatives of the women/girls, or by a stranger.

Why is marital rape often not reported?

- Marital rape is a form of sexual coercion. Usually, the husband, and even the wife, may not see it as a form of sexual violence, because the wife is expected to have sex with her husband after getting married.
- Marriage does not mean that women have to give up the right to make decisions related to their body and sexual activity. Each time a man forces a woman to have sex without her consent, regardless of whether they are married or not, it is rape.

#### *Sexual coercion*

Sexual coercion is when girls or women are mentally, socially, or economically forced to have sex. The coercion includes a feeling of being forced to have unprotected sex or to have sex with fear of being infected with HIV. Sexual coercion can be committed by sex partners or acquaintances through intimidation, control, or financial bribery.

#### *Sexual harassment*

Sexual harassment takes place when girls or women experience unwelcome sexual advances and sexual touching.

#### *Prostitution*

Prostitution takes place when girls or women are forced to have sex outside an intimate relationship through financial payments or other material exchanges. Prostitution can be considered a form of sexual violence and economic violence.



## HANDOUT 6.4 Consequences of violence on women and girls

### CONSEQUENCES ON WOMEN WHO EXPERIENCE VIOLENCE

Physical and health effects:	Mental effects:
<ul style="list-style-type: none"> <li>- Pain, paralysis</li> <li>- Headache, ringing or buzzing noise in the ears</li> <li>- Exhaustion</li> <li>- Panic</li> <li>- Poor appetite, digestive disorders</li> <li>- Insomnia</li> <li>- Scratches</li> <li>- Bruises on body, eyes, face, etc.</li> <li>- Bleeding</li> <li>- Wounds, cuts on body</li> <li>- Bone fracture</li> <li>- Injuries to internal organs, genitalia</li> <li>- Contraction of STDs, reproductive tract infections</li> <li>- Unwanted pregnancy or worsened health due to forced abortion</li> <li>- Disabilities</li> </ul>	<ul style="list-style-type: none"> <li>- Stress</li> <li>- Depression, misery</li> <li>- Obsession, constant state of fear, fright</li> <li>- Confusion, incoherent thinking</li> <li>- Jumpiness, anxiety, edginess</li> <li>- Distrust in others, constant suspicion</li> <li>- Lack of self-confidence: considering oneself ugly, at fault, useless, weak, stupid, etc.</li> <li>- Anger</li> <li>- Loneliness, self-pity</li> <li>- At a loss</li> <li>- Indifference</li> <li>- Despair</li> <li>- Inability to focus on anything</li> <li>- Suicidal</li> </ul>
Effects on relationships and interactions with husband and children:	Effects on social relationships:
<ul style="list-style-type: none"> <li>- Agree with husband on most things in order to be left alone and stay safe</li> <li>- Avoid talking or having contact with husband</li> <li>- Be too afraid to say what one wants or thinks; lie to protect oneself and children</li> <li>- Lose emotions or scared when having sex with husband</li> <li>- Feel unworthy of one's children, unable to protect one's children, having no energy to take care of one's children, or get angry easily with one's children</li> </ul>	<ul style="list-style-type: none"> <li>- Always hide something and lie about the relationship with one's husband</li> <li>- Always have to justify and explain; feel afraid that someone may find out</li> <li>- Feel afraid of being blamed and judged as bad</li> <li>- Feel worried when talking with someone</li> <li>- Feel embarrassed, avoid everyone, be afraid to meet people</li> </ul>

## CONSEQUENCES ON CHILDREN OF ABUSED WOMEN:

When children witness domestic violence there will be negative impacts on them, particularly mental ones. Adverse effects not only lead to immediate consequences but also long-term risks.

Immediate consequences:	Future risks:
<ul style="list-style-type: none"><li>- Feeling depressed, losing self-confidence, harbouring negative thoughts about life</li><li>- Losing confidence in parents</li><li>- Being mocked by friends</li><li>- Decline in study effort and school grades</li><li>- Being direct victims of violence when parents argue and release anger on their children</li><li>- Feeling constantly afraid or worried</li><li>- Feeling angry</li><li>- Lashing out or being aggressive toward others (e.g., peers, teachers, siblings)</li></ul>	<ul style="list-style-type: none"><li>- At high risk of getting involved in social problems</li><li>- Experience mental health challenges (e.g., depression or anxiety), don't trust men, have difficulties in making friends later in life</li><li>- Imitate their father, using violence or violent behaviours</li><li>- Imitate their mother, accepting violence as normal</li></ul>

## CONSEQUENCES ON VIOLENCE PERPETRATORS (MEN):

**Psyche:** Always feel angry and unhappy; or feel guilty and tense, while unable to resolve existing conflicts.

**Relationships with wife and children:** Not being trusted or admired by wife and children anymore. Wife only listens out of fear; there is no respect and love. Wife is always scared when she is close and wants to avoid partner, keeps at a distance.

In case of a divorce, they may lose custody of their children.

**Work and social relationships:** Unable to concentrate on work. Declining reputation at workplace, among friends, among neighbours, and in family; being considered a bad man and incapable of resolving issues in a good way. Being condemned or eschewed by others.

**Law:** Legal consequences, such as going to jail and having a criminal record.





## SESSION 7



# ROOT CAUSES OF VIOLENCE AND FACTORS LEADING TO INCREASING VIOLENCE AGAINST WOMEN AND GIRLS

## 1. AIM

This session helps members to:

- Understand how the community, families, and “insiders” explain VAWG and how this explanation reinforces gender inequality norms and promotes violent behaviours; and
- Explain the root causes of VAWG.

## 2. OVERVIEW OF ACTIVITIES

Time	Activities	Materials
10 min	7.1. Welcome	
30 min	7.2. How do we explain violence?	Thao’s story (Handout 6.2) Handout 7.1
10 min	7.3. Refreshing game	
30 min	7.4. Root causes of VAWG and preventive solutions	Handout 7.2.
10 min	7.5. Learning in action	Key message(s) of the 7th club session

### Activity 7.1 Welcome

**Time needed:**

10 minutes

**Aim:**

To follow up on any questions, concerns, or achievements related to the group since the last club meeting and introduce the day’s contents.

**Description:**

Summary by facilitator and feedback from members.

**Directions:**

1. The facilitator welcomes the members.
2. The facilitator asks the members to review the key contents of the previous meeting. This can be done in the form of individual sharing or a competition among groups
3. The facilitator asks whether the members still have any questions or concerns related to the contents of the previous meetings.
4. Then the facilitator introduces the focus of the 7<sup>th</sup> meeting: Today we will learn about the **root causes of violence against women and girls**, as well as **factors leading to increasing VAWG**.

(\*) Note: The facilitator prepares 2 colour cards and writes clearly and in large letters the following words on the cards: Card 1: “Root causes of VAWG”; Card 2: “Factors leading to increasing VAWG”.



## Activity 7.2 How do we explain VAWG?

### Time needed:

30 minutes

### Aim:

To help members to recognize the fact that while the community, families, and insiders may consider VAWG normal, this normalisation and acceptance contributes to maintaining and abetting the violence, and increases gender inequality.

### Description:

The members discuss in small groups and in the whole group (plenary discussion).

### Directions:

1. The facilitator starts: *In the previous club session, we already analysed Thao's story to identify **violent behaviours and their consequences**. Today, we will continue to analyse how the violence against Thao is explained (justified and/or normalized).*

The facilitator divides the members into 3 groups, and each group has 5 minutes to **discuss and list their comments and explanations about Thao's story**. Then one representative from each group has 3-5 minutes to present the results of their group's discussion.

- Group 1: List explanations about what happened from the perspectives of Hung and Thao (in terms of wife – husband relationships).
  - Group 2: List Hung's parents' explanations about what happened between Hung and Thao (from the perspectives of their family members).
  - Group 3: List the explanations of the neighbours of Hung and Thao about what happened between Hung and Thao.
2. The facilitator raises questions for the members to discuss: *Suppose you were Hung and have listened to the explanations of Thao, your family members, and neighbours as listed in the small group exercises above. **What would you think and do next?** (write the main answers on the board)*
  3. The facilitator summarizes the comments and then uses Handout 7.1 to summarize the key messages of the session (prepare colour cards to write the key ideas from Handout 7.1).

## Activity 7.3 Refreshing game

### Time needed:

10 minutes

### Aim:

To create a joyful and relaxed atmosphere for the club

### Description:

The facilitator picks a refreshing or exercise game and instructs participants to play it (refer to the refreshing or exercise games in Appendix I).





## Activities 7.4 The root causes of VAWG and preventive solutions

**Time needed:**

30 minutes

**Aim:**

To help the members to explain why **gender inequality is the root cause of VAWG**

**Description:**

Members discuss in a full group, and then engage in creative activities in small groups

**Directions:**

1. The facilitator guides the team: *After you hear Thao’s story, and based on your knowledge of gender equality and the social norms creating inequality that have been discussed in the previous club meetings, please discuss and answer the following questions.* (Note: the facilitator raises questions one by one for the members to answer; don’t ask all the questions at once)
  - **Which perceptions in society are contributing to violence against women and girls?** (the facilitator’s assistant writes on the board the main answers before the facilitator asks the next question)
  - **Who benefits from violence against women and girls? How do the benefits compare with the (long-term) losses they suffer? Are the benefits worth the long-term losses from the violence?**

The facilitator summarises the ideas, and then use colour cards (these cards need to be prepared before the meeting) which already contain the main ideas, and deliver Handout 7.2. at the end of the meeting.

2. The facilitator asks the members to go back to the 3 small groups (like activity 7.2) and work together to “compose” messages on changing masculinities in a positive way<sup>2</sup> (i.e., messages of non-violent masculinities) to send to Hung and other men.
 

*You can draw pictures, act out a short play, or think of ways to use different kinds of media – such as developing a script for use in advertising, composing a short poem, etc. (Anything you can think of in 10 minutes).* Each team has 3 minutes to share their creative results.

<sup>2</sup> The facilitator can deliver handouts or let the members watch a clip on “16 things you can do to end VAWG” as reference materials for members (<https://www.youtube.com/watch?v=waTCAQO1DD0>).

## Activity 7.5 Learning in action

**Time needed:**

10 minutes

**Aim:**

To summarise the contents of the discussion and encourage members to return for the next club session.

**Description:**

The facilitator summarises key message(s).

**Directions:**

1. The facilitator asks everyone to stand in a circle, and then each person shares something new they have learned from the session.
2. The facilitator states the key messages from the session. (the facilitator needs to prepare in advance the colour cards containing the following key messages)
  - All disagreements or conflicts can be resolved without having to use violence. It is important to ensure the members understand the concept that the perpetrator often chooses to use violence instead of other solutions, and that he needs to take full responsibility for his behaviours.
  - The root cause of violence against women and girls is the imbalance of power, especially gender power expressed through social norms. Therefore, mobilizing the whole community to change is more effective than just focusing on individuals and resolving a few single cases.
3. The facilitator asks the club members to go home and talk to someone they trust or like talking to about what has been discussed in the club from the first meeting to date, and ask the other person what they think about what has been shared.
4. The facilitator asks all participants to sing a team song, thanks them for joining in the session, and expresses hope to meet them again at the agreed time and venue for the next meeting or activity.



## HANDOUT 7.1 Violence perpetrators have to take full responsibility for their violent behaviours

When it comes to causes of violence, often perpetrators and other people accidentally or deliberately try to justify the violent behaviours. Here are some ways that perpetrators try to justify the use of violence:

- **Normalizing violence:** Thinking that violence is part of life, and accepting the fact that women are mistreated or subjected to violence. An example would be the idea that, “Even dishes and bowls clash and clang at times; any family will have conflicts”.
- **Downplaying the issue of violence:** Downplaying the level of severity and consequences of violence, not believing what violence survivors say, or thinking that they exaggerate the situation. For example: “It can’t be that bad, it could be worse in other families.”
- **Blaming violence survivors:** Violence survivors must have done something wrong and deserve the consequences. For example: “What have you done to be beaten by your husband? You must have done something to be treated that way.”
- **Ignoring injuries resulting from violence:** Not understanding the visible and invisible consequences that are inflicted upon violence survivors who had/have to experience a state of panic, and simply expecting violence survivors to “forget it and move on” or “forgive the mistakes”.
- **Believing that violence has nothing to do with oneself:** Not realizing that silence and inaction in the face of violence are perpetuating factors of violence; thinking that it is a matter only for other people/families, or that it is an issue only for women or women’s organizations.

By justifying causes of violent behaviours, whether deliberately or unintentionally, **we are making violence perpetrators feel that their behaviours are accepted or forgiven, and they can continue such actions** in the future.

Violent behaviour is not the only solution to conflicts. On the contrary, **it is a way to demonstrate the power** of violence by perpetrators; it will not resolve conflict.

**All conflicts can be resolved with measures that do not involve the use of violence.**

## HANDOUT 7.2 Power imbalance and gender equality are the root causes of VAWG

We should not only identify and criticize individuals who have caused violent behaviour, but we also need to recognize the social and systematic issues which have led to or support violent behaviour.

It is clear that since they were young boys most males have been given preferential treatment compared to females in society and have been educated to believe that masculinity has many characteristics related to aggression, power, and violence. However, these characteristics are more harmful than useful. Male perpetrators themselves are also negatively affected by the power imbalance. For example, Hung in Thao's story is under pressure to play the role of a breadwinner (his wife earns more income than he does), he wants to have a son to carry on his lineage, and believes in his capacity and right to control or "teach/educate" his wife.

Some social norms leading to increasing gender inequality are the views that: men are breadwinners; having a son is important to continue the family line; it is normal for men to lose their temper; men should "teach your wife right from the first day she comes to live in your family"; "women do not pee higher than the grass"; women should not try to be more capable than their husbands; getting pregnant and having babies are the "jobs" of women; etc. These social norms are often recognized and strengthened as part of what are viewed as "good traditional and cultural values", and thus are hardly ever questioned by anyone. But we need to recognise that these norms and beliefs are harming all of us.

**The root cause of VAWG is the power imbalance between men and women, and this is expressed through social norms and cultural values related to gender inequality.** Male perpetrators were not born with a "tendency to cause violence". Instead they have been educated since they were young boys and are affected by social norms and cultural values imposed on men. Within the general public, social norms on masculinity and femininity have normalized different forms of violence and control over women (making these violent behaviours "normal" and acceptable). For example, many people say that the control of women by men is "an expression of love" because men want the best things for their women, which also assumes that men own women.





AI 8.

# HỖ TRỢ PN và TRẺ EM GÁI BỊ BẠO LỰC

ần làm gì để hỗ trợ PN & trẻ em gái khi

Cần Thảo luận

hỗ trợ gì khi bị bạo lực? Như thế nào?

để chấm dứt hành vi bạo lực của HƯNG & hỗ trợ cho THÁI?



## SESSION 8



SUPPORTING WOMEN  
AND GIRLS WHO  
EXPERIENCE VIOLENCE



## 1. AIM

This session helps participants to:

- Explain what should be done to support women and girls who experience violence in emergency support situations, and understand preventive intervention activities (intervention before violent behaviours occur).
- Explain the benefits and obstacles to supporting women and girls who experience violence, and provide a list of solutions to overcome those obstacles.

## 2. OVERVIEW OF ACTIVITIES

Time	Activity	Materials
10 min	8.1. Welcome	
40 min	8.2. What should be done to support women and girls who experience violence?	Thao's Story (Handout 6.2) Handout 8.1
10 min	8.3. Refreshing game	
20 min	8.4. Benefits and obstacles to supporting women and girls who experience violence	Handout 8.2
10 min	8.5. Learning in Action	Key messages from 8 <sup>th</sup> session

### Activity 8.1 Welcome

**Time:**

10 minutes

**Aim:**

To answer questions or give feedback on “achievements” accomplished by participants since the previous session; to introduce the session’s agenda.

**Description:**

Summary by the facilitator and feedback from participants

**Directions:**

1. The facilitator welcomes participants and asks them to review the previous session’s main content; this can be done through experience sharing by individuals or groups.
2. The facilitator asks participants if they still have any questions or concerns related to the previous session.
3. The facilitator introduces Session 8’s agenda: Today we are going to discuss what should be done to support women and girls who experience violence in emergency situations and preventive intervention activities, as well as benefits and obstacles to providing support.

## Activity 8.2 What should be done to support women and girls who experience violence?

### Time:

40 minutes

### Aim:

Participants are able to explain what should be done to support women and girls who experience violence in emergency support situations, and learn preventive intervention activities (prevention of violent behaviours before they occur)

### Description:

Participants do role play and take part in a group discussion.

### Directions:

1. Introduction by the facilitator: *In Session 6, we discussed several consequences of violence on women and girls, their families as well as violence perpetrators. VAWG always ends up hurting many people, whether it is through direct injuries and trauma, which are visible; or through indirect injuries and trauma, which are more difficult to recognize.*

*Now we are going to do an exercise to see what we can do to support women and girls who experience violence. Let us go back to Thao's Story in Session 6.*

2. Role-playing in small groups: *We will divide up into 3 groups to play the roles of people who support Thao and her daughter in Thao's Story. The roles include Hung, Thao, Hung's father (or brother), and a neighbour who is also a participant of our male club.*

Group 1 will play the roles until the story stops in part 1. Group 2 will play the roles until the story stops in part 2. And Group 3 will play the roles until the end of the story, when Thao is hospitalized due to miscarriage.

The facilitator should remind the groups that violent behaviours depicted in Thao's Story happen at different times and at different levels; therefore, the support given will vary accordingly, depending on whether the time of the intervention is early or late.

**Questions for group discussion** in preparation for role-playing (the facilitator writes these questions on a board):

- ***What kind of support will Thao need, and how is the support provided?***
- ***What can each role player (in his/her position) do to stop Hung's violent behaviours and support Thao?***

Give the groups 15 minutes to discuss their ideas and prepare for their presentations. Each group has about 5–7 minutes to do their role play.

3. **Large group discussion:** the facilitator will ask the following questions one by one so that all participants can discuss and give comments.

- ***How different are the impacts of early intervention compared to the impacts of late intervention (when violence is already serious)?***
- ***What is important in ensuring the safety of violence victims when they report violence and receive support?***

The facilitator summarizes discussion comments and uses Handout 8.1 to review the exercise.



### Activity 8.3 Refreshing game

**Time:**  
10 minutes

**Aim:**  
To create a joyful and relaxed atmosphere for the club

**Description:**  
The facilitator picks a refreshing or exercise game and instructs participants to play it.

### Activity 8.4 Benefits of supporting women and girls who experience violence

**Time:**  
20 minutes

**Aim:**  
Participants are able to describe the benefits of supporting violence survivors so as to derive more motivation to intervene and prevent VAWG.

**Description:**  
Participants have discussion in small groups.

**Directions:**

- The facilitator prepares a piece of large paper (A0) with 4 columns corresponding to 4 different groups, and participants will make a list of benefits that these groups of people receive thanks to support and intervention in cases of violence (participants are asked to write only one benefit per notecard and different notecards [colours] are used for different columns).

Violence survivors and their children	Violence perpetrators	Supporters	Neighbours and the community in general

2. Afterwards, divide participants into 4 groups; each group will be in charge of a column (corresponding to a group of people) and will have a 5-minute discussion to collectively list the benefits for each group. After 5 minutes, the groups will swap positions to read out the discussion results of the other groups and add any missing information.
3. The facilitator asks participants: ***Are there any risks to supporters who intervene in violence, or to violence survivors during the intervention process?***
4. The facilitator uses Handout 8.2. to review the exercise.

## Activity 8.5 Learning in action

### Time:

10 minutes

### Aim:

To review what has been discussed and encourage participants to return and join in subsequent sessions; and to inform participants of upcoming communication events in the community so that they can participate.

### Description:

The facilitator summarizes key messages

### Directions:

1. The facilitator asks everyone to stand in a circle; each will share something new they have learned from the session.
2. The facilitator states the key messages from the session:
  - Early support and intervention in VAWG situations will help to stop violence, thereby minimising the severity and consequences of violent behaviours on violence survivors.
  - Support and intervention principle No. 1: Safety of violence victims is the highest priority.
  - Everyone can support violence survivors according to their abilities.
3. The facilitator asks club participants, when they go home, to talk with someone they can trust and enjoy talking with about what has been discussed since Session 1 until now, and ask for that person's thoughts on what has been shared.
4. The facilitator introduces some community events related to VAWG prevention (if any) and encourages club participants to participate.
5. The facilitator asks all participants to sing a song, thanks them for joining in the session, and expresses hope to meet them again at agreed time and venue for the next meeting.

## HANDOUT 8.1 What can be done to support women and girls who experience violence?

When a woman or a girl says she is afraid of her husband/boyfriend or some other man, and that they have been abused/hurt, **we should believe what they say**. Do not question them or ask for proof or blame them, because:

- (i) Violence survivors have had to think carefully and overcome many mental obstacles to reveal the fact they have been abused or harassed; no one wants to fabricate a fake story about violence just to be stigmatized and get hurt more.
- (ii) Violence survivors are usually in vulnerable positions; except for the cases of severe physical abuse, it is difficult for them to gather proof against those in stronger positions.
- (iii) In any case, violence survivors do not deserve to be abused. Any conflicts or mistakes can be resolved and rectified through peaceful and non-violent measures.

**Depending on your abilities, you can directly support violence survivors** and their children and families by:

- (i) Asking others to join you in stopping violent behaviours and keeping violence survivors safe.
- (ii) Give assurances to violence survivors and their children.
- (iii) Take violence survivors to healthcare facilities for treatment and establish medical records if necessary.
- (iv) Give violence survivors and their children shelter for safety, if they need it.
- (v) Provide proof to the authorities (police, women's organizations, healthcare staff, other local authority representatives, etc.) so that they can intervene to make your support effective in case of violence.

**When violent behaviours have temporarily died down**, or when women and girls confide in you about being controlled or at risk of being abused, **help them by:**

- (i) Explaining to them that acts of control or anything that hurts them are violence, and they do not deserve to be abused for any reason. Even if they have done something wrong, there are many ways to correct their mistakes and resolve disagreements without resorting to violence.
- (ii) They cannot end violence by obeying or satisfying all requirements from violence perpetrators.

First, not all requirements can be satisfied (one will lead to another).

Second, trying to follow requirements will make violence perpetrators think violence is a useful and effective way to control others, and they will want to use it more.

Third, violence will take place in cycles. When you have satisfied a requirement from violence perpetrators and are hopeful that the violence seems to have stopped, that is exactly the moment a new cycle of violence is about to begin, at a more serious level.

- (iii) Give them addresses to seek support/advice about domestic violence and VAWG. Show them that you are willing to help when they need it.

**When you see a woman or girl being sexually harassed or abused in public, you should:**

- (i) Immediately tell the perpetrator that his violent behaviour is not right, and ask him to leave the scene.
- (ii) Ask people around you to join you in supporting the survivor/victim, and stop the violent behaviour.
- (iii) Call a local hotline (such as 113 in Viet Nam) to notify local authorities and seek their support.

Everyone – no matter who you are – is responsible for supporting women and girls who experience violence. Helping others today is to stop violence from happening to yourself or your family members tomorrow.

**Principles in giving support to prevent risks and ensure safety**

- **Important principle No. 1: Ensure safety of violence victim**

- Violence survivors' consent: In contexts where VAWG is treated as a private matter, outside intervention should be conducted carefully so as not to put violence survivors into a more dangerous situation. Intervention measures should be discussed thoroughly with violence survivors.
- Respect for violence survivors' choices: Survivors know best what the best solution in their situation is; there are personal "inside" issues that are difficult for outsiders to understand.
- In some emergency situations, it might be necessary to give temporary concessions to violence perpetrators to keep violence survivors and their supporters safe, and then other solutions and approaches can be explored later.

- **Principle No. 2: Confidentiality**

- Confidential information is only shared with responsible people who can give support and intervene.
- Leakage of information will have a negative impact on violence survivors' reputation and will increase the risk and severity of consequences on them, and diminish the effectiveness of intervention.

- **Principle No. 3: Act on the basis of gender equality and law compliance**

- Violence perpetrators always find excuses to justify their actions; therefore, supporters should not act on emotions, but rather should comply with the law.
- Affirm that violence is not an appropriate solution to any situation; even when violence survivors are wrong, there are still other solutions.
- Always ask a reverse question: In the same situation, with the same behaviour, are men and women accepted or blamed, or is it expected that they act the same way?

Support is only effective when it's goes to the root of unequal notions about men and women, because it is impossible to resolve all disagreements and conflicts on the surface



## **HANDOUT 8.2 Benefits of supporting women and girls who experience violence**

### **Benefits for violence survivors and their families**

- Immediate and long-term safety: This includes having safe shelter and getting medical care. Also, violent behaviours are stopped in time to minimise their consequences, and women and girls are mentally prepared and equipped with solutions to prevent violence from continuing.
- Mental support: Women and girls are more self-confident because they have been protected and will be more proactive in finding solutions to their situations.
- Improved family and social relationships: When violence is stopped early or prevented, violence survivors are not blamed or condemned for what happened, and perpetrators may realise their mistakes etc. As a result, everyone can stay calm and find a common solution, and recognize that violence is not used to resolve conflicts.
- Violence survivors' children are safe, taken care of, given timely support, and the risk of their involvement in social problems is reduced or prevented.

### **Benefits for violence perpetrators**

- They receive timely direction/explanation/support to avoid causing more serious consequences, and the situation does not deteriorate to a point where they are dealt with according to the law.
- Improved family and social relationships: Perpetrators become aware that using violence as a solution is wrong and cannot resolve existing conflicts; they can stay calm to find a common and non-violent solution, which helps to maintain the respect and love that people have for them.

### **Benefits for people involved in giving support and intervening**

- Being respected, supported by the community, and improving their social status among other people.
- Feeling happier when they see they can do good for violence survivors and restoring their belief in life, at times even saving their lives.
- Contributing to a civilized community, and not letting children and loved ones get exposed to or affected by bad actions.

### **Benefits for the community and neighbourhood in general**

- Increased solidarity and mutual support in the neighbourhood.
- Improved security, order and prevention of social problems in the community; not letting the young generation get exposed to, or affected by, bad actions.

BÀI 9. BẠO LỰC TÌNH DỤC & TÌNH DỤC LÀNH MẠNH



**SESSION 9**



# SEXUAL VIOLENCE AND HEALTHY SEX

## 1. AIM

This session helps participants to:

- Distinguish between *healthy sex* and *violent sex* with respect to consent in sexual intercourse.
- Explain what sexual violence is and *preventive measures*.

## 2. OVERVIEW OF ACTIVITIES

Time	Activity	Materials
10 min	9.1 Welcome	
30 min	9.2 Identify voluntariness and consent in sexual intercourse	A0 paper; markers/pens (1 per participant). 2 – 3 cards to record sexual behaviours (make sure each participant has 1 card), 1 behaviour per card Handout 9.1
10 min	9.3 Refreshing game	
30 min	9.4 Sexual violence and preventive measures	Handout 6.3 (Definition of sexual violence) Handout 9.2.
10 min	9.5 Learning in Action	Key messages from 9 <sup>th</sup> Session

### Activity 9.1 Welcome

**Time:**

10 minutes

**Aim:**

To answer questions or give feedback on achievements accomplished by participants since the previous session; to introduce the session's agenda.

**Description:**

Summary by the facilitator and feedback from participants.

**Directions:**

1. The facilitator welcomes participants and asks them to review the previous session's main contents through individual experience sharing or competition among groups.
2. The facilitator asks participants if they still have any questions or concerns related to the previous session.
3. The facilitator introduces Session 9's agenda: *Today we are going to discuss consent in sexual relationships, and distinguish between healthy sex and violent sex.*



## Activity 9.2 Consent in sexual intercourse

**Time:**  
30 minutes

**Aim:**  
Participants are able to explain the importance of consent in sex.

**Description:**  
Participants will do an exercise and engage in a whole group discussion.

**Directions:**

1. The facilitator introduces the exercise: *In relationships such as marriage or those based on love, sex is an important aspect. In this exercise, we will first look at how to identify whether sex is voluntary or forced in relationships of love or marriage.*
2. The facilitator draws a straight line in the middle of the room. “Voluntary Sex” and “Forced Sex” are written on two pieces of paper attached to two ends of the straight line.

Ask participants to stand in a circle around the line. Each participant will:

- Select a card that already contains a sexual behaviour.
- The facilitator then asks participants one by one to read out loud the sexual behaviour they have selected and place the behaviour in a position they consider appropriate on the Voluntary Sex – Forced Sex line and explain why they put it there.

Participants may receive the same situations and decide to put them in different positions depending on their perspectives.

3. The 10 cards containing sexual behaviours (1 behaviour per card) include:
  - a. Using force to coerce wife into sexual intercourse against her will.
  - b. Having sex with girlfriend when she does not feel completely comfortable, although she may also be interested in it.
  - c. Having sex with wife while she is sleeping.

- d. Trying to verbally persuade wife to have sex when she does not want to.
  - e. Not using protection measures (contraception) when having sex in spite of wife's request to do so.
  - f. Having sex for a too short or long period of time without regard to wife's wishes.
  - g. Falling asleep immediately after sex without paying attention to wife.
  - h. Having sex when both wife and husband want it and both feel comfortable.
  - i. After having sex for a while, wife says she is tired and husband stops.
  - j. Sharing sexually explicit photos of self and wife/girlfriend on the internet to show off without consulting wife/girlfriend.
4. At the end of the discussion, the facilitator thanks participants and uses handout 9.1 to draw conclusions.

### Activity 9.3 Refreshing game

**Time:**

10 minutes

**Aim:**

To create a joyful and relaxed atmosphere for the club.

**Description:**

The facilitator picks a refreshing or exercise game and instructs participants to play it.

### Activity 9.4 Sexual violence and preventive measures

**Time:**

30 minutes

**Aim:**

Participants are able to explain the definition of sexual violence in relation to the lack of consent in sex, and list a few preventive measures.

**Description:**

Brainstorming, whole group discussion and exercises in small groups (role-playing can be employed).

**Directions:**

1. The facilitator asks: In Session 6, we looked at the definition of “sexual violence”. From our discussion on consent in sex just now, do you see any relation between consent in sex and identification of sexual violence?

The facilitator gives participants 1–2 minutes to think and then then asks them to share their thoughts. Afterwards, the facilitator clarifies that: “Sexual behaviours without consent are forms of sexual violence”.

2. The facilitator introduces next steps: Now, we will pick 3 of the scenarios above and discuss them in small groups. Discussion questions (written on a board for the groups to read):
  - **What obstacles (barriers) make it difficult for two people to communicate openly in this situation?**
  - **What are ways to overcome these obstacles?**

The scenarios include (written on A0 paper and distributed to the groups so that they can note their answers to each of the discussion questions above):

- **Scenario 1:** Having sex with wife while she is sleeping.
  - **Scenario 2:** Falling asleep immediately after sex without paying attention to wife.
  - **Scenario 3:** Having sex for a too short or long period of time without regard to wife's wishes.
3. Give 5–7 minutes for discussion in small groups, and then ask the groups to share their discussion results.
- Emphasis: Scenario 1 is about consent before starting sex; Scenario 2 is about consent after sex; and Scenario 3 is about consent during sex.
4. The facilitator reviews the session using Handout 9.2. Ask group members to add other solutions that facilitate open discussion about sex and prevention of sexual violence.

## Activity 9.5 Learning in action

**Time:**

10 minutes

**Aim:**

To review what has been discussed and encourage participants to return and join in subsequent sessions.

**Description:**

Participants do an exercise and engage in a whole group discussion.

**Directions:**

1. Ask everyone to stand in a circle; each participant will share something new he has learned from the session.
2. State key messages from the session:
  - Consent before, during, and after a sex act is necessary for the prevention of sexual violence.
  - Men should give attention to and respect the sex partner's needs and desires.
  - Men should ask about the sex partner's needs and desires in order to facilitate open exchange about sex between two people.
3. Ask club participants, when they go home, to talk with someone they can trust and enjoy talking with about what was discussed at the club today, and ask for that person's thoughts on what has been shared.
4. Ask all participants to sing a song, thank them for joining in the session, and express hope to meet them again at the agreed time and venue for the next meeting.



## HANDOUT 9.1 How to identify voluntary sex and consensual sex?

Whether a sex act is voluntary or consensual is not always clear:

- A clear signal for the lack of consent from a woman is when she says “**No**”. However, it is not always easy for a woman to say “No”.
- Another way to distinguish between voluntary sex and consensual sex is the woman’s **wishes**. When a woman has sexual desires and takes the initiative, that is voluntary sex. Passive, unwanted sex happens when there is no consent, and it is a form of sexual coercion (violent sex).
- When a woman says “**OK**” it does not mean that sex is voluntary. At any point during sex, if the woman feels uncomfortable and does not want it anymore, but the other person still tries to go on, it becomes sexual coercion from that point (violent sex).
- It is difficult to control our sexual desires. However, we have to appreciate that a woman has the right to say “No” at any time during sex and we have to **respect** her decision.
- Sexual drive and desire depend not only on the presence of love or the lack of it, but also many other factors such as health, mental state, external conditions, etc. Therefore, being denied sex should not be considered synonymous with “losing face” or “not being loved”. Understanding this will help men to prevent sexual coercion and express concern and respect instead.
- In any relationship, mutual **respect and care** is a fundamental foundation of voluntary sex.
- Consent is required not only **before** a sex act begins, it is also necessary **during** and **after** sex.



## HANDOUT 9.2 How to have consensual sex?

A solution to prevent sexual violence and avoid non-consensual sex is that two people need to **communicate openly** and **respect each other's needs and wishes**. Communication and respect are not only required before a sex act begins, they should also be present during and after sex.

However, it is not always easy to **communicate openly** in order to have consensual sex because sex is a sensitive topic in most cultures. Particularly in marriage, to have sex is usually taken for granted; people do not believe that forced and non-consensual sex in marriage is a problem.

**Measures to overcome embarrassment and talk openly** about sex:

- 1) Treating sex as a normal part of life so as to explore and learn about it together.
- 2) Showing concern and respect for our partner's needs and desires, and not being overly confident that men know everything about sex.
- 3) Taking the initiative to ask about our partner's needs and desires to help drive away embarrassment.
- 4) Remember, if you don't talk about sex openly then problems can arise for both you and your partner. A healthy sex life is worth more than any initial discomfort in having this kind of conversation. The more you talk, the more comfortable you and your partner will become and it could improve your relationship in many ways.









## SESSION 10



BEING HEALTHY  
AND HAPPY

## 1. AIM

This session helps participants to:

- Discuss correct ways to express love.
- Identify a number of factors that can ruin relationships

## 2. OVERVIEW OF ACTIVITIES

Time	Activity	Materials
10 min	10.1 Welcome	
30 min	10.2 What is love?	Handout 10.1
10 min	10.3 Refreshing game	
30 min	10.4 What ruins happy relationships?	4 scenarios Handout 10.2
10 min	10.5 Learning in Action	Key messages from 10 <sup>th</sup> Session

### Activity 10.1 Welcome

**Time:**

10 minutes

**Aim:**

To answer questions or give feedback on achievements accomplished by participants since the previous session; to introduce the session's agenda.

**Description:**

Summary by the facilitator and feedback from participants.

**Directions:**

1. The facilitator welcomes participants and asks them to review the previous session's main content; this can be done through experience sharing by individuals or groups.
2. The facilitator asks participants if they still have any questions or concerns related to the previous session.
3. The facilitator introduces Session 10's agenda: *In today's session, we are going to discuss ways to express our love so that our loved ones can feel our affection, and also how to identify factors that ruin relationships in order to prevent them.*

## Activity 10.2 What is love?

**Time:**

10 minutes

**Aim:**

Participants are able to explain that love can be expressed in different ways in different types of relationships.

**Description:**

Participants brainstorm, discuss ideas in small groups, and share their discussion results with the whole group.

**Directions:**

1. Introduction by the facilitator: *We'll get started with a subject that is always a "hot" topic for everybody: Please define what "love" is.*

The facilitator gives participants 1–2 minutes to think and come up with their own definition of love. The facilitator then emphasizes that *there are different kinds of love we give to different people. The love for your children, for example, is different from that for your wife/girlfriend, or that for your parents.*

2. The facilitator divides participants into 5 groups (3–4 people per group) and the groups will be given 5–10 minutes to discuss ***different ways to express their love to:***

- A child (could be their own child or a niece, nephew, or grandchild).
- A sibling.
- A parent.
- A close friend.
- Wife or intimate partner (girlfriend, lover).

3. Participants return to the large group and engage in a discussion (write the following two questions clearly on a board or A0 paper so that they are legible to all participants):

- ***What have you learned from the sharing of thoughts on love?***
- ***Is it possible that there are times when we think we express love to our close and loved ones, but they misunderstand it or cannot feel our love?***

4. Let's now discuss the saying, "Spare the rod and spoil the child".

- ***What does this saying mean? Is it related to violence?***
- ***How should this saying be understood so that our loved ones can feel our love, rather than use of violence?***

5. The facilitator uses Handout 10.1 to review the exercise. Ask participants to add more non-violent ways to express love. The facilitator can give examples by telling a story.







### Activity 10.3 Refreshing game

**Time:**  
10 minutes

**Aim:**  
To create a joyful and relaxed atmosphere for the club

**Description:**  
The facilitator picks a refreshing or exercise game and instructs participants to play it.

### Activity 10.4 What ruins happy relationships?

**Time:**  
30 minutes

**Aim:**  
Participants are able to identify behaviours that can make relationships become positive/good or negative/problematic.

**Description:**  
Participants discuss scenarios in small groups.

#### Directions:

1. The facilitator divides participants into 4 groups and introduces 4 scenarios for discussion in small groups (each group will discuss 1 scenario).

Scenarios for discussion (copies of which should be prepared in advance and distributed to the 4 groups):

- **Scenario 1:** A taxi driver comes home, takes off his shirt and reclines in a chair. His wife brings him a bowl of noodles. He takes the bowl, a spoon and/or chopsticks, and says, “No chilli?” His wife quickly brings some fresh chilli for him. He starts eating the noodles and complains, “How come it’s so bland, didn’t you put salt in it?”

- **Scenario 2:** A couple are at home, the wife is washing the dishes and the husband helps by cleaning and putting the dishes in the cabinets. The wife compliments her husband that he is doing it very well and thanks him for helping her do the cleaning. After everything is done, the husband asks for an amount of money from the wife to pay a debt. The wife asks how much the debt is and for what, and why didn't she know anything about it before. The husband insists that it is his own business and asks his wife to just give him the money.
  - **Scenario 3:** A couple are sitting in a coffee shop and chatting about their day at work. One person seems to be dominant and controlling of the other, constantly asking who the other person has met, what they have done, and even snatching the other person's phone to browse through the history of messages and calls. The other person resists but does so weakly. The dominant person keeps asking: "Who is A, why do you call him so often?"
  - **Scenario 4:** A couple, Hung and Thao, are preparing to go to a relative's wedding. Thao gives Hung a compliment on his new outfit, saying he looks young, and asks him what he thinks about her dress. Without looking at his wife, Hung responds: "Whatever you wear is unimportant, you are fat regardless." Hung adds: "You should do something to look as young and modern as Trung's wife, that's how a wife is supposed to look." Thao is shocked and confused. When they were dating, Hung always strongly objected to her modern taste of fashion, saying she had to change so as not to expose her body or wear too tight clothes, which would invite looks from other men, but now he complains and wants her to wear tight and exposing clothes like Trung's wife.
2. The groups will each have a 5–7 minute discussion and then give a 3–5 minute presentation. Discussion questions include:
    - a. *Do you see or feel love in this situation? What might the woman think and feel?*
    - b. *How does the man's behaviour (negatively) impact the couple's relationship?*
    - c. *What gender ideas (stereotypes or norms) are related to the man's behaviour?*
  3. The facilitator uses Handout 10.2 to summarize.



## Activity 10.5 Learning in action

**Time:**

10 minutes

**Aim:**

To review what has been discussed and encourage participants to return and join in subsequent sessions; to inform participants of upcoming communication events in the community so that they can participate.

**Description:**

The facilitator summarizes key messages

**Directions:**

1. The facilitator asks everyone to stand in a circle; each will share something new they have learned from the session.
2. The facilitator states the key message(s) from the session:  
Love must be expressed in ways so that the recipient can really feel the other person's love and respect, rather than being controlled, given a favour in expectation of something in return, or abused.
3. The facilitator asks club participants, when they go home, to talk with someone they can trust and enjoy talking with about what was discussed at the club today, and ask for that person's thoughts on what has been shared.
4. The facilitator introduces some community events related to VAWG prevention (if any) and encourages club participants to participate.
5. The facilitator asks all participants to sing a song, thanks them for joining in the session, and expresses hope to meet them again at the agreed time and venue for the next meeting.



## HANDOUT 10.1 Expressing love

We **express our love to different people in different ways**. For example:

- Verbally (e.g., saying “I love you”; “I appreciate all the work you do for our family”; “You are a wonderful wife and I am very lucky to be married to you”, “I feel loved and respected when you ask my opinions”);
- Physically through gestures such as hugging, holding hands, kissing, eye contact and smiles, sexual activity, etc.;
- Gifts (e.g., something small that you make yourself or a small treat that you know the other person really likes, or something bigger);
- Helping the other person (e.g., with housework or chores, homework assignments, sharing tasks);
- Spending time together (e.g., doing a fun activity, watching a movie/TV together, doing something that the other person really enjoys, not taking phone calls while spending time with the other person);
- And many other ways.

Expressing your love doesn’t have to cost money, and it is important that you **really mean it**. We should understand that people may express their love in different ways, not everybody does it the same way. So think about your expectations of the one you love and what she expects of you regarding the expression of love.

Love means **respect, trust, sharing, responsibility, and fidelity** and overlaps with issues around money, sex, marital responsibilities, and other social expectations and pressures.

It’s important to reflect on whether our expressions are truly loving or if they may be hurtful to others. What if the way someone expresses or shows their love is hurtful? It is unlikely that the other person feels loved in these situations.

Below are a few examples of wrong ways to express love that end up hurting the other person:

- Being controlling or “over-protective” of one’s wife/husband. For example, controlling: what she/he wears, how she/he spends time, her/his daily communication, spending on trivial items, etc.
- Nagging wife to have sex when she is not in the mood.
- Evaluating wife’s/husband’s love based on the monetary value of gifts, or demanding material gifts while the husband’s or wife’s financial situation is difficult.

## HANDOUT 10.2 What ruins relationships?

### Messages emerge out of the discussion of scenarios:

- Housework should be shared. When someone takes care of you – for example, by cooking a meal for you – you should appreciate their effort and thank them or offer to help them
- Financial decisions should be shared and made together in a marriage, and open communication is important in making sure that one person does not feel they are being forced or controlled by the other.
- **Controlling each other** and **intruding on the other person's privacy** are not love. The person who wishes to control the other gives himself/herself the right to control important decisions such as who the other person meets or talks to, or he/she may demand to know everything. The person being controlled will feel unsafe, become less inclined to share feelings, and gradually will feel no comfort or excitement in the relationship.
- **Imposing opinions** on women regarding gender prejudices and sex, controlling what the other person wears, or commenting on her body is not love. A gender-equitable man will accept the woman's body and her self-expression (what she wears) and consider that as her choice and character, rather than look at a woman as a "sex object" or a decorative item of his.

Sometimes people in unsafe or abusive relationships might feel confused about what the other person is doing, especially if that person is someone they are close to and feel that they love. They may attribute such behaviours to "too much love". However, controlling a partner and being aggressive, making decisions on your own, as well as making the other person scared of you, is not normal and will destroy your relationship. Even when men think they take control or full responsibility for all financial matters because they love their wives, it doesn't help create a happy relationship. Instead, men will always live in doubt and have to handle too much financial pressure.

Most of these issues can be prevented if two people in a relationship talk openly about their feelings, expectations, wishes, and experiences. Have you ever asked your partner what she thinks about what happens in your relationship?



CAU LAC BO NAM GIỚI TIỀN PHONG  
TRUNG PHÒNG CHỐNG BẠC LỰC ĐỐI VỚI PHỤ NỮ & TRẺ EM  
**SINH HOẠT ĐỊNH KỲ**  
ngày 31 tháng 8 năm 2016



**SESSION 11**



# PERSONAL COMMITMENTS TO CHANGE



## 1. AIM

This session helps participants to:

- Discuss benefits and obstacles facing men when they demonstrate masculinities in a positive and non-violent way.
- Design messages to support men who behave in a gender-equitable manner.

## 2. OVERVIEW OF ACTIVITIES

Time	Activity	Materials
10 min	11.1 Welcome	
45 min	11.2 When men behave more equitably	Handout 11.1
10 min	11.3 Refreshing game	
25 min	11.4 Helping men to overcome obstacles and behave more equitably	
10 min	11.5 Learning in Action	Key messages from 11 <sup>th</sup> Session

### Activity 11.1 Welcome

**Time:**

10 minutes

**Aim:**

To answer questions or give feedback on achievements accomplished by participants since the previous session; to introduce the session's agenda.

**Description:**

Summary by the facilitator and feedback from participants.

**Directions:**

1. The facilitator welcomes participants and asks them to review the previous session's main content; this can be done through experience sharing by individuals or groups.
2. The facilitator asks participants if they still have any questions or concerns related to the previous session.
3. The facilitator introduces Session 11's agenda: *In today's session, we are going to discuss several ways to improve relationships and prevent violence. We will also discuss obstacles that hinder men from demonstrating masculinities in a positive and non-violent way.*

## Activity 11.2 When men behave more equitably

### Time:

45 minutes

### Aim:

Participants think about contradictions and opposing opinions they may face when trying to “do gender” differently from the majority.

### Description:

Participants have discussion in small groups, do a role play, and give feedback in the whole group.

### Directions:

1. Divide participants into 4 groups. Let the groups choose one of the scenarios discussed in the previous session, or they can think of a new scenario. Following are the scenarios discussed before:
  - **Scenario 1:** A taxi driver comes home, takes off his shirt and reclines in a chair. His wife brings him a bowl of noodles. He takes the bowl, a spoon and/or chopsticks, asking, “No chilli?” His wife quickly brings some fresh chilli for him. He starts eating the noodles and complains, “How come it’s so bland, didn’t you put salt in it?”
  - **Scenario 2:** A couple are at home, the wife is washing the dishes and the husband helps by cleaning and putting the dishes in the cabinets. The wife compliments her husband that he is doing it very well and thanks him for helping her do the cleaning. After everything is done, the husband asks for an amount of money from the wife to pay a debt. The wife asks how much the debt is and for what, and why didn’t she know anything about it before. The husband insists that it is his own business and asks his wife to just give him the money.
  - **Scenario 3:** A couple are sitting in a coffee shop and chatting about their day at work. One person seems to be dominant and controlling of the other, constantly asking who the other person has met, what have they done, and even snatching the other person’s phone to browse through the history of messages and calls. The other person resists but does so weakly. The dominant person keeps asking, “Who is A, why do you call him so often?”
  - **Scenario 4:** A couple, Hung and Thao, are preparing to go to a relative’s wedding. Thao gives Hung a compliment on his new outfit, saying he looks young, and asks him what he thinks about her dress. Without looking at his wife, Hung responds, “Whatever you wear is unimportant, you are fat regardless.” Hung adds, “You should do something to look as young and modern as Trung’s wife, that’s how a wife is supposed to look.” Thao is shocked and confused. When they were dating, Hung always strongly objected to her modern taste of fashion, saying she had to change so as not to expose her body or wear too tight clothes, which would invite looks from other men; but now he complains and wants her to wear tight and exposing clothes like Trung’s wife.
2. Small group discussion: Group members revise the scenario together. Accordingly, the male character changes the way he behaves towards a more equitable manner. Do role play with the new scenario.

3. Whole group discussion:
  - How are the wife/girlfriend's feelings different in the revised scenarios compared to how she was treated in the original scenario?
  - What difficulties or challenges may hinder the male character from exhibiting more gender-equitable opinions and behaviours?
4. The facilitator uses Handout 11.1 to review the exercise.



### Activity 11.3 Refreshing game

**Time:**  
10 minutes

**Aim:**  
To create a joyful and relaxed atmosphere for the club.

**Description:**  
The facilitator picks a refreshing or exercise game and instructs participants to play it.

### Activity 11.4 Helping men to overcome obstacles and behave more equitably

**Time:**  
25 minutes

**Aim:**  
Participants develop creative communication messages and methods to support to men who behave more equitably.

**Description:**  
Participants engage in small group discussions and give feedback in the whole group

#### Directions:

1. Introduction by the facilitator: *From the previous session, we can see that it is not easy for everyone to change their behaviours and receive support from other men for their personal changes. We discussed and came up with a list of obstacles that might hinder men who lead the way in making changes to exhibit more gender-equitable behaviours.*
2. The facilitator divides participants into 4 groups and asks each group to pick one of the obstacles raised in the previous exercise to discuss. Questions/Statements for discussion are as follows:

- What gender beliefs are the root causes leading to obstacles and/or difficulties for men in changing their behaviours?
  - Develop a communication message and suggest a creative communication method to address this obstacle (or other obstacles).
3. The groups present their discussion results. The facilitator thanks them for the initiatives and emphasizes that the groups will have a chance to realize their ideas in the plan-making step in an upcoming session.

## Activity 11.5 Learning in action

### Time:

10 minutes

### Aim:

To review what has been discussed and encourage participants to return and join in subsequent sessions; to inform participants of upcoming communication events in the community so that they can participate.

### Description:

The facilitator summarizes key messages

### Directions:

1. The facilitator asks everyone to stand in a circle; each will share something new they have learned from the session.
2. The facilitator states the key messages from the session:
  - Gender-equitable changes start with each individual.
  - Men who pioneer changes in gender-equitable behaviours should be appreciated and supported.
  - Each small behavioural change initiated by a person will inspire the larger community to prevent VAWG.
3. The facilitator asks participants to start encouraging other men to make changes and behave more equitably towards women and girls when they go home.
4. The facilitator asks all participants to sing a song, thanks them for joining in the session, and expresses hope to meet them again at the agreed time and venue for the next meeting.



## Handout 11.1 When men behave more equitably

Individuals' attitudes and behaviours represent the entire community and society's norms about gender and sex, including inequality and unfairness. What happens when individuals change their opinions and behaviours?

- When men change their attitudes and behaviours to be more equitable and non-violent, they will **feel a positive change in their partners' response** in their relationships.
- However, exhibiting behaviours that are different from those of the majority, to challenge gender ideas which have been around for hundreds of years, is not easy. The "pioneers" who exhibit new behaviours will face many difficulties, such as objection or mockery from other men in the community.
- However, when many individuals start to change and accept positive changes together, they will inspire others to change too. As a result, socially-constructed ideas about gender with negative impacts will undergo more rapid change.
- Change should start right with us, from the way we think and the way we do things. We may need to change the status quo of our family relationships first. Next, it will come to other relationships such as those with friends, in the workplace, in the community, etc. The circle of influence will expand and become stronger, and thus we will not be lone change makers. We will create a community with people who make changes together to **build a safer and happier community**.





**SESSION 12**



**BEING A PIONEER AND  
ADVOCATE FOR VAWG  
PREVENTION**



## 1. AIM

This session helps participants to :

- To reflect on their personal experiences of engaging in VAWG prevention activism and build resilience to negative reactions when they initiate personal and social changes.
- To develop a plan for their personal community activism project (on VAWG prevention and gender equality).

## 2. OVERVIEW OF ACTIVITIES

Time	Activity	Materials
10 min	12.1 Welcome	
30 min	12.2 Being an advocate for gender equality.	A0 paper. Markers/pens (1 per participant).
10 min	12.3 Refreshing game	
50 min	12.4 Making an action plan	A form to make action plans printed on A4 paper, distributed to participants A0 paper. Markers/pens (1 per participant).

### Activity 12.1 Welcome

**Time:**

10 minutes

**Aim:**

To welcome participants back to the club and introduce this session's agenda to them.

**Description:**

Summary by the facilitator and feedback from participants

**Directions:**

1. The facilitator enthusiastically welcomes participants back to Session 12. The facilitator explains: *As usual, at the beginning of each session I hope to have a few volunteers who will share experiences they have had since the previous session until today. Does anyone want to share their experiences of advocating to other men to make changes for more gender-equitable behaviours toward women and girls?*
2. The facilitator asks participants if they have any questions or concerns about the previous session.



## Activity 12.2 Being an advocate for gender equality

**Time:**

30 minutes

**Aim:**

Participants foster their spirit of voluntariness in working as social advocates for gender equality and identify sources of support to make changes.

**Description:**

Brainstorming and whole group discussion.

**Directions:**

1. Today, we will talk about taking action to change gender injustices and end VAWG.
2. The facilitator may get participants to have a discussion or write ideas on notecards (2 notecards for 2 groups) on: (i) possible negative reactions, challenges/obstacles, and (ii) solutions. Questions for discussion:
  - *What should we be most mindful of when sharing with other men our knowledge and ideas about gender equity and ending VAWG in our families and the community?*  
*Facilitator note: Stress that we are positive role models, and change starts with us; actions speak louder than words.*
  - *What might happen when we start sharing these new ideas about gender equity and VAWG within the community? What should we do when there are negative reactions?*
  - *What are challenges or barriers to sharing our ideas about gender equality and ending VAWG? How can we overcome these obstacles?*
3. *Being a social activist requires a lot of energy. We have to be creative and innovative and know that we are working towards positive change for all. But it can also be difficult. We can get tired when having to face negative reactions from others and slow progress may dampen our excitement and enthusiasm. That is why we need to remember to take care of ourselves and join others who are working towards similar goals, and also make sure that we keep focusing on implementing positive changes in our own lives first.*
  - *Silence and inaction don't change anything.*
  - *If not us, who? If not now, when?*
  - *How can we support each other in what we do next?*

## Activity 12.3 Refreshing game

**Time:**  
10 minutes

**Aim:**  
To create a joyful and relaxed atmosphere for the club.

**Description:**  
The facilitator picks a refreshing or exercise game and instructs participants to play it.

## Activity 12.4 Making an action plan

**Time:**  
50 minutes

**Aim:**  
Participants make preliminary plans for actions they can take in the community to communicate and advocate for changes in gender norms, and for participating in VAWG prevention.

**Description:**  
Participants have discussion in small groups (divided according to neighbourhoods or residential clusters), use a form to make plans, and share their results with the full group.



## Directions:

1. In the previous session, we worked in small groups and designed communication messages. Today, we will continue to work in small groups to develop these communication ideas.
2. The facilitator introduces and explains how the form is used to develop project action plans:

**1. Issues that need changing:** In your community (with respect to gender inequality and VAWG), what changes do you want to make? What are the reasons you want to make changes? (What is not right? What is unfair and harmful? To whom? etc.)

**2. Target group:** Who do you want to reach out to in order to make changes? Why is it necessary to prioritize influencing these people? How can these people be approached - directly or indirectly?

**3. Goals you want to achieve in 6 months' time:** What changes do you expect your target group to make in 6 months in terms of knowledge, attitudes, and actions?

Goals should be: Specific (in terms of target group, actions), Measurable, Feasible, and Set against a clear timeline.

### 4. Detailed plan

4.1	4.2	4.3	4.4	4.5	4.6	4.7
Activities to achieve set goals	Expected outputs/ outcomes	Implementation methods	Required equipment/ tools	Times and venues to organize activities	Person in charge	Supporter

3. Give the groups some time to revise items 1–3, and then ask them to continue discussing item 4 (from 4.1–4.7)
4. Ask the groups to share their discussion results and give each other comments and suggestions. Homework for the groups is to consider those comments and suggestions and complete their plans.
5. Thank all participants for their active participation in the session's discussion, and express hope to meet them again at the agreed time and venue for the next meeting.







**SESSION 13**



**BEING A CHANGE MAKER  
AND ADVOCATE FOR  
VAWG PREVENTION**

## 1. AIM

This session helps participants to:

- To reflect on their personal experiences of engaging in VAWG prevention activism and build resilience to negative reactions they may encounter when they initiate personal and social changes.
- To develop a plan for their personal community activism project (on VAWG prevention and gender equality).

## 2. OVERVIEW OF ACTIVITIES

Time	Activity	Materials
10 min	13.1 Welcome	
40 min	13.2 Effective social activism	A0 paper; markers/pens (1 per participant)
10 min	13.3 Refreshing game	
40 min	13.3 Making an action plan	A form to make action plans printed on A4 paper, distributed to participants A0 paper; markers/pens (1 per participant)

### Activity 13.1 Welcome

**Time needed:**

10 minutes

**Aim:**

To welcome participants back to the club and introduce this session's agenda to them.

**Description:**

Summary by the facilitator and feedback from participants.

**Directions:**

1. The facilitator enthusiastically welcomes participants back to Session 13. The facilitator explains: *As usual, at the beginning of each session I hope to have a few volunteers who will share their experiences since the previous session until today. In the previous session, you worked in groups and made plans for small projects. Does anyone want to share your experiences of making and completing project plans following the previous session?*
2. The facilitator asks participants if they have any questions or concerns related to the previous session.
3. The facilitator introduces Session 13's agenda: *In today's session, we will continue to focus our discussion on projects you want to carry out to make changes in the community and get prepared to become an "effective activist".*

## Activity 13.2 Effective social activism

### Time needed:

40 minutes

### Aim:

Participants are able to explain strategies and skills necessary for effective social activism.

### Description:

Full group discussion and personal experience sharing.

### Directions:

1. We have been talking a lot about taking action to create changes through promoting gender justice and ending VAWG. Today we are going to further discuss what is harmful, what is ineffective, and what is effective when we try to make these changes.
2. Reflection exercise: The facilitator asks participants to close their eyes and imagine a few scenarios
  - **Scenario 1:** A man carries a sign that says “Stop Domestic Violence”. He is yelling and shouting and marching through the streets of his residential area. He stops at the house of a man known to beat his wife. He bangs on the door and window. He keeps yelling, “Stop beating your wife”. He posts a sign on the door that says, “Wife Beaters Must Leave”. (Now, the facilitator calls out: “Stop”)
  - **Scenario 2:** A woman and a man carry a poster that reads “Men show they are responsible. Male chauvinism can be transformed”. The image on the poster could be understood in many ways. They hang the poster on a wall quite far from the road and walk away. Many people go to the market, school and work, downtown and pass the area, but it is not easy for them to see the poster. Some people glance towards the poster, but no one stops to read it. (Now, the facilitator calls out: “Stop”)
  - **Scenario 3:** It is a community cultural event. A simple stage has been put up in front of the cultural house, and many people are standing around the stage and seem to be listening attentively. Two people from the community – a man and a woman – are sitting on the stage. All spectators know them and everyone knows that they are advocating and working on issues of gender equality. They are telling their personal stories about preventing violence against women and what are they doing to transform dominant masculinities. They are also telling people what they have learnt from the experience and the support they have found from the community for their communication and activism work. Some spectators seem to be in disagreement with what they are hearing. But the two are determined to appeal to people to join their activism campaign to promote gender equality and non-hegemonic, non-violent, caring and responsible masculinity and to prevent VAWG. (Now, the facilitator calls out: “Stop”)
3. The facilitator raises questions for discussion in the full group (or divides participants into 3 groups, and each group has a discussion about a scenario):
  - *What is good/effective and what is bad/ineffective in scenarios 1, 2, and 3? What makes you think such action is effective/ineffective?*
  - *How will the intended target group respond to such activism – to the different communication methods?*

- Facilitator note:
    - Scenario 1 is not effective because the activist uses insulting language, posts signs, exhibits aggressive behaviours, and intrudes on private property. People who are intended as the target group will feel angry, will not understand the message, or will think that such action aims to cast them in a bad light.
    - Scenario 2 is ineffective because the message is overly familiar and banal, and the location is inappropriate. When people in the community don't see any relevance, activists won't achieve the expected changes.
    - Scenario 3 is more effective than scenarios 1 and 2, because although there is a risk of objection, it is moderate, the location is appropriate, the messages can attract attention without looking like an "attack", actual experiences and hopes for the future are combined, and there are role models.
4. What are the takeaways from this discussion which you can use for your upcoming community projects?

### Activity 13.3 Refreshing game

**Time needed:**

10 minutes

**Aim:**

To create a joyful and relaxed atmosphere for the club

**Description:**

The facilitator picks a refreshing or exercise game and instructs participants to play it.

### Activity 13.4 Making an action plan

**Time needed:**

40 minutes

**Aim:**

Participants make preliminary plans for actions they can take in the community to communicate and advocate for changes in gender norms and participate in VAWG prevention.

**Description:**

Participants have discussion in small groups (divided according to neighbourhoods or residential clusters), use a form to make plans, and share their results in the full group.





### Directions:

1. *In the previous session, we worked in small groups and designed an action plan according to a form. Today, we will continue to work in small groups to complete the plan.*
2. The facilitator reminds participants of the form used in the previous session:



### **1. Problems that need changing:**

In your community (with respect to gender inequality, VAWG), what changes do you want to make? What are the reasons you want to make changes? (What is not right? What is unfair and harmful? To whom? etc.)

### **2. Target groups:**

Who do you want to reach out to in order to make changes? Why is it necessary to prioritize influencing these people? How can these people be approached - directly or indirectly?

### **3. Goals you want to achieve in 6 months' time:**

What changes do you expect your target group to make in 6 months in terms of knowledge, attitudes, and actions?

Goals should be Specific (in terms of target group, actions), Measurable, Feasible, and Set against a clear timeline.

### **4. Detailed plan**

4.1 Activities to achieve set goals	4.2 Expected outputs/ outcomes	4.3 Implementation methods	4.4 Required equipment/ tools	4.5 Times and venues to organize activities	4.6 Person in charge	4.7 Supporter

3. Give the groups some time to recall/update discussion results from the previous session.
  - Ask the groups to elaborate on the Item 4.3 Implementation methods: What communication methods will be used for which specific target groups? Why? What should we be mindful of during implementation?
  - Ask the groups to estimate the costs for their small projects.
4. Ask the groups to share their discussion results and give each other feedback and suggestions. Homework for the groups is to consider those comments and suggestions and complete their plans. The facilitator provides necessary details about the documents and forms that are used to complete a donation request, where to submit it, and the deadline.
5. Thank all participants for their active participation in the session's discussion, and express hope to meet them again at the agreed time and venue for the next meeting.





## SESSION 14



# SUPPORTING SOCIAL ADVOCATES FOR VAWG PREVENTION

## 1. AIM

### This session is aimed at:

- Improving men's problem-solving skills, confidence, and initiative in establishing and demonstrating masculinity on the basis of gender equality, and communicating and disseminating information on gender equality to the community at the same time.
- Promoting and harnessing young and middle-aged men's energy to drive them to become active volunteers joining in and leading activities to prevent VAWG in the community.

### Specifically, participants will:

- Share personal experiences and ideas when participating in community advocacy and give each other mutual support in community advocacy events to prevent VAWG.
- Take part in building and executing small advocacy projects to engage the community in VAWG prevention

## 2. OVERVIEW OF ACTIVITIES

Time	Activity	Materials
10 min	14.1 Welcome	
30-45 min	14.2 Acknowledging personal effort and giving mutual support	A0 paper; markers/pens (1 per participant). Forms used in discussion to record challenges and solutions
30-45 min	14.3 Action plans	A0 paper; markers/pens (1 per participant).
5 min	14.4 Learning in Action	

### Activity 14.1 Welcome

**Time:**

10 minutes

**Aim:**

To welcome participants back to the club and introduce this session's agenda to them.

**Description:**

Summary by the facilitator and feedback from participants.

### Directions:

1. The facilitator enthusiastically welcomes participants. The facilitator explains: *As usual, at the beginning of each session I hope to have a few volunteers to share things you have done since making your personal action plans in the 13<sup>th</sup> session until today. Does anyone want to share a story or something you are doing?*

2. The facilitator asks participants if they have any questions or concerns about the previous session.
3. The facilitator introduces the session's key agenda: *In today's session, we are going to focus our discussion on making plans for a small project or initiative to advocate for community participation in VAWG prevention, which our club will be responsible for organizing and executing.*



## Activity 14.2 Acknowledging personal effort and giving mutual support

**Time:**

45 minutes

**Aim:**

Participants receive support to improve the effectiveness of their action plans and acknowledge each other's efforts and successes.

**Description:**

Feedback in small groups and full group discussion.

**Directions:**

1. The important first part of this session focuses on sharing and feedback on the process and initial results of the personal plans that participants are working on, and they will also be given time to provide mutual support to each other in order to overcome difficulties and challenges facing them.

- The facilitator divides participants into 3 groups, and then asks the groups to review the execution of each participant's personal action plan using the following form (the facilitator prepares the form on A0 paper in advance). Time for group discussion is 15 minutes. Afterwards, the group representatives take turns sharing their group discussion results, and the other groups will give comments.

Activities executed under personal action plan	Results		Difficulties	Causes	Solutions
	Expected	Actual			

- The groups share discussion results.
- Be mindful that the groups may have the same difficulties/challenges, so the facilitator should gather all similar and different difficulties facing the groups, and acknowledge and commend the efforts and successes of each group/participant.

### Activity 14.3 Action plans to advocate community participation in VAWG prevention

**Time:**  
45 minutes

**Aim:**  
Participants make plans for group/club activities that the groups/club can do to disseminate information and advocate for a change in gender norms and VAWG prevention in the community.

**Description:**  
Participants have discussion in small groups (divided according to neighbourhoods or residential clusters) by using sample plans and then share ideas with the full group.



## Directions:

Session	Steps
14 <sup>th</sup>	Create a preliminary plan
(*)	Submit the plan to local authorities and obtain permission
15 <sup>th</sup>	Create an official plan
(**)	Execute the plan
16 <sup>th</sup>	Review, evaluate, and draw experience from the club's communication initiatives and meetings

- 1. Identify required changes** based on the actual situation in the community (in relation to gender prejudices, gender inequality, and VAWG); prioritize PREVENTING over HANDLING VIOLENCE AGAINST WOMEN.

Reasons for choosing this topic (level of severity, extent of influence in terms of the number of people affected and geographic area, frequency of occurrence, etc.)

- 2. Identify the people the intervention should target** in this communication activity. Number of people? Why prioritize influencing these people?

Who are other participants (in addition to the target people group)? (Young men should be mobilized, too).

- 3. Determine target areas** (which residential groups)?

- 4. Define expected results** of this communication activity: desired outcomes in terms of knowledge, attitudes, and actions.

(They should be Specific, Measurable, Feasible, and Set against a clear timeline).

- 5. Determine communication methods**

Suggestions: It is possible to choose from or combine the following communication methods:

- Contest (quizzes, questions and answers, crossword puzzles, etc.);
- Acting (skit), singing folk song, talent show;
- Presentation, roundtable discussion;
- Interaction with the audience;

- Showing videos, etc.

Note: The following criteria should be used to determine appropriate communication methods:

- Abilities of club participants.
- Budget support available for the project.
- Ability to obtain support from external sources (in terms of people, financing, materials, equipment, and other forms of support)

(\*) Note: It is necessary to prepare interactive activities with the audience, such as quizzes or questions on how to handle certain situations so as to enhance communication effectiveness and raise awareness; small gifts should be prepared in advance to reward those with good answers.

6. **Determining venues and times** (including durations): make sure to mobilize maximum participation from the target people group, and make sure that there is enough space, including parking; there should be backup plans in case it rains, and make sure the electricity system is not interrupted during the event.

### Activity 14.4 Learning in action

1. Ask the groups to share the results of their discussions, and to give comments and suggestions to each other. Homework for the groups is to consider those comments and suggestions and complete their plans. The facilitator provides necessary details about documents and forms that are used to complete a request for sponsorship of the action, where to submit it, and the deadline.
2. Thank all participants for their active participation in the session's discussion, and express hope to meet them again at the agreed time and venue for the next meeting.



ĐỢT AN HUY ĐỘNG CỘNG ĐỒNG THAM GIA PHÒNG NGỪA BẠO LỰC VỚI  
PHỤ NỮ & TRẺ EM GÁI

CÂU LẠC BỘ 1 HÒA CƯỜNG BẮC

*Hội Thi*

NAM GIỚI THAM GIA PHÒNG NGỪA BẠO LỰC  
VỚI PHỤ NỮ VÀ TRẺ EM GÁI

*Hòa Cường Bắc,*

*ăm 2016*



**SESSION 15**



# SUPPORTING SOCIAL ADVOCATES FOR VAWG PREVENTION

(continued from Session 14)

## 1. AIM

- To complete the detailed plan (make sure to invite all stakeholders);
- Make preparations.

## 2. OVERVIEW OF ACTIVITIES

- **Detailed agenda of the program**

No.	Activity	Person in charge	Supporter	Time	Required equipment
1					
2					
3					

(\*) Supporters can be youth volunteers, local authorities, officials from women's organizations, enthusiastic volunteers in the community, etc.

- **Determine methods to inform** the target people group about the communication event so that they can participate.

The following methods can be used: issue invitations, post leaflets, make banners (posted in places with high visibility where many people pass by), make announcements through community radio or loudspeaker system, and/or give notice at a local women's organization meeting.

The notice should clearly indicate the following information: name of the event (activity), purpose, time, venue, organizers, theme, agenda, and other relevant information.

- **Detailed budget estimation** (make sure to make maximum use of donations and voluntary contributions from the local community)

No.	Expense	Unit	Quantity	Unit price	Amount
1					
2					
3					
...					

## 3. LEARNING IN ACTION

The facilitator gives a summary of the plan (time, venue, main tasks which need to be prepared, and supervision and inspection arrangements prior to execution).





## SESSION 16



REVIEW  
– DRAWING EXPERIENCE  
– REPLICATION



## 1. OBJECTIVES

- To evaluate the club operating model after 15 sessions, lessons from the experience (including communication initiatives), and developing recommendations.
- To develop advocacy plans for VAWG prevention in residential areas, which will be implemented by club participants in the near future.
- To build plans to develop and replicate the men's advocate's club model after the project ends.

## 2. PROGRAM AND OPERATION GUIDELINES

Time	Activity	Method
5 min	<b>2.1 Introduction of the agenda of Session 16</b>	Presentation
	<b>2.2 Evaluation of the club operating model</b>	
5 min	Summary of the club operating model: establishment purpose, total number of participants, meeting arrangements (cycle, frequency, duration, facilitators, supporting tools), meeting topics, highest and lowest average participation rates ( <i>prepared in advance by the Club Board</i> ).	Presentation and distribution of copies to participants
55 min	<p>Evaluation of the following aspects:</p> <p><b>1. Admission of participants and group organizational structure:</b></p> <ul style="list-style-type: none"> <li>• Has voluntariness been encouraged? How/Why? What needs to be changed?</li> <li>• Participation rates: What should be improved?</li> <li>• How to approach other male youth groups (to increase the number of young men in the club)?</li> <li>• Has the group/club been organized appropriately (size, geographical distribution)? Why? What should be improved?</li> </ul> <p><b>2. Cycle, venue, duration, and frequency of meetings:</b> Have they been appropriate? Why? What should be improved?</p> <p><b>3. Meeting topics</b></p> <ul style="list-style-type: none"> <li>• What topics have been appropriate?</li> <li>• What topics have not been appropriate? Why?</li> <li>• What topics should be added? Why?</li> </ul>	<p><b>Group discussion</b></p> <p>Three separate groups (Members of the Club Board must be in Group 3 because this group will discuss the Club Board):</p> <ul style="list-style-type: none"> <li>• Group 1: To discuss topics 1, 2</li> <li>• Group 2: To discuss topics 3, 4.</li> <li>• Group 3: To discuss topics 5, 6, 7.</li> </ul> <p>Each group will have a 15-minute discussion, and then representatives of the groups will take turns presenting their group's discussion results, the other groups will give comments.</p>

	<p><b>4. Communication initiatives</b></p> <ul style="list-style-type: none"> <li>• What has been done well?</li> <li>• What has been done badly? Reason? How to improve?</li> </ul>	
	<p><b>2.3 Developing advocacy plans for VAWG prevention in residential areas; these plans will be implemented by club members</b></p>	
20 min	<p><b>1. Purpose:</b> To enhance club members' impact on the community through the dissemination of information on VAWG prevention.</p> <p><b>2. Execution timeline.</b></p> <p><b>3. Executors:</b> club participants.</p> <p><b>4. Budget:</b> funded by "XX" (name of local organization).</p> <p><b>5. Organizing arrangements:</b></p> <ul style="list-style-type: none"> <li>• How is it operated?</li> <li>• Frequency?</li> <li>• Target groups?</li> <li>• Dividing and assigning areas to groups and giving specific tasks to group members.</li> <li>• Support: For what? From whom?</li> </ul> <p><i>(* Note: The Club Board should inform the relevant authorities of the plan so that they agree on the direction.</i></p>	<p>Presentations on topics 1, 2, 3, 4.</p> <p>Large group discussion on topic 5.</p>
20 min	<p><b>2.4 Developing plans to maintain and replicate the model after the project ends</b></p>	
	<ul style="list-style-type: none"> <li>• What activities are planned to further develop and replicate the successful activities? How to execute such activities?</li> <li>• Who will be responsible for these activities?</li> <li>• What support is needed? From whom?</li> <li>• What are the specific tasks for the time being? Who will be in charge? When to execute?</li> </ul>	<p>Full group discussion</p>
05 min	<p><b>2.5 Summarization</b></p>	<p>Presentation</p>

### 3. MATERIALS PREPARED IN ADVANCE FOR THE MEETING

#### 1. Summary of the club operating model

- Club establishment purpose: To create opportunities for men to discuss issues facing them in daily life and how men can actively participate in activities to prevent VAWG in the community.
- Total number of participants: history of fluctuations and causes.
- Meeting arrangements
  - Cycle: 11 months.
  - Frequency: 2 meetings per month in the first 5 months, and 1 meeting per month in the next 6 months.
  - Duration: 90 minutes per meeting on average.
  - Facilitators: They are selected from among the club members in order to develop its existing strength, build capacity within the community, and enhance the model's effectiveness and sustainability.
- Meeting topics:
  - Session 1. Getting to know each other and programme introduction
  - Session 2. Pressure of being a man
  - Session 3: Doing gender differently
  - Session 4: How to communicate effectively when you are angry
  - Session 5. Consolidating effective communication skills
  - Session 6. Violence against Women and Girls (VAWG) and consequences of Violence
  - Session 7: Root causes of VAWG and factors leading to increasing VAWG
  - Session 8. Supporting women and girls who experience violence
  - Session 9. Sexual violence and healthy sex
  - Session 10. Being healthy and happy
  - Session 11. Personal commitments to change
  - Sessions 12. Being a pioneer and advocate for VAWG prevention
  - Session 13. Being a change maker and advocate for VAWG Prevention
  - Sessions 14 - 15. Supporting Social Advocates for VAWG Prevention
  - Session 16. Review – Drawing experience - Replication
- Highest and lowest average participation rates of club participants
- External support, including: youth volunteers, officials from local women's organizations, etc.

#### 2. Agenda and questions of item 2.2 are written on A0 paper in advance



# APPENDIX I

## SOME REFRESHING GAMES



### 1. MASSAGE GAME .....

All club participants stand in a circle at arm's length apart, facing the same direction. Everyone puts their hands on each other's shoulders. The facilitator will call out commands and participants follow those commands.

- **Command 1: Spring rain. All participants pat on each other's shoulders gently.**
- **Command 2: Shower. All participants pat on each other's shoulders a little harder.**
- **Command 3: Hail. All participants pat on each other's shoulders a little harder.**

--> When the facilitator shouts, everyone follows the commands while walking in a circle. The facilitator needs to make sure that participants do not pat too hard (no punching). Participants walk in one direction for a few rounds and then walk in the opposite direction.



### 2. CRAB-GRABBING GAME .....

- All game players stand in a circle.
- Everyone extends their left hand in front of them, placing their right hand's index finger into the palm of next person's left hand.
- The game facilitator says "go to the market, go to the market".
- The buyer asks "Buy what, buy what?".
- The game facilitator can name any items.
- Note that after each purchase, the facilitator repeats "Go to the market, go to the market". When the game facilitator says "Buy crabs", game players must quickly grab the next person's index finger with their left hand while swiftly withdrawing their right hand from the other person's hand. The person who gets grabbed will step out of the group and the others will continue.
- Demonstrate the game with two people on either side. Try it out and do it slowly. Then concentrate and play.



### 3. THE RABBIT .....

---> **Game players stand in a circle. The facilitator shouts commands.**

- Command 1: “The rabbit, the rabbit”; players put their hands on their head forming rabbit ears.
- Command 2: “The rabbit eats grass”, players show their hands in front.
- Command 3: “The rabbit drinks water”; players point both hands at their mouth.
- Command 4: “The rabbit enters the cave”, players point both hands at their ears.

The facilitator shouts and acts at the same time. Go from slow to fast. Shout commands in proper order, and then mix up the movements. Afterwards, to increase the level of difficulty, the facilitator will shout commands in one way and act in a different way to trick the players. Those who do it wrong will step out of the group.



### 4. FLYING ANIMALS .....

---> Game players stand in one circle. The facilitator shouts the name of any animal. Participants must repeat. For animals that can fly, they have to toss their hands up to the sky. If someone makes a mistake, they will step out of the game.

**For example:** The bird flies, the chicken flies .... tossing hands upwards

The pig flies, the cow flies .... shouting without tossing hands upwards

Anyone who does it slowly will also step out of the game.



### 5. CROAKING FROG .....

---> Game players stand in a circle. When the game facilitator announces the number of frogs, they must shout “croak” as many times. Ask players to listen to the game facilitator and observe fellow players around.

**For example:** 1 frog --> 1 player shouts “croak”.

2 frogs --> 2 players shout “croak”.

5 frogs --> 5 players shout “croak”.

The participant who fails to make the exact number of “croaks” or is too slow to respond is eliminated.



### 6. LOOKING FOR FRIENDS .....

---> Game players stand in one circle. The facilitator asks people with similar characteristics to look for each other (e.g., those wearing yellow shirts, watches, shoes). The game aims to train observation skills and quick reaction.







## APPENDIX II

### TERMS OF REFERENCE (TOR) FOR MALE ADVOCATES FOR THE PREVENTION OF VIOLENCE AGAINST WOMEN AND GIRLS IN DA NANG, VIETNAM

#### I. Background

The Da Nang Women's Union in partnership with UN Women, UN Volunteers, and Partners for Prevention Regional Joint Programme, plans to support male advocates to join together to form groups and be active agents of change to prevent violence against women and girls (VAWG) and hold regular discussion forums to solve challenges they face in the community in Hoa Phong Commune and Hoa Cuong Bac Ward. This effort builds upon existing programming in the community around prevention and response to violence.

The male advocates provide an opportunity for both youth and adult male participants to be involved in a year-long programme that provides them space to discuss issues that men face in their lives and also how men can be active in preventing violence against women and girls in their communities. Men participating in this programme will meet regularly for discussions; they will participate in violence prevention activities in the community; and they will plan and implement their own violence prevention project in the community.

The group meetings will be participatory and interactive supported by a trained facilitator. At first, these discussion groups will meet twice a month for the first four months (8 meetings) and then once per month for the rest of the year (8 months, 8 meetings). In addition to attending and actively participating in these meetings, the male advocates will put what they are learning into practice (as is practical in their day-to-day lives); participate in other prevention of VAWG advocacy activities in the community or via social media as linked by the facilitator; and develop, plan, and implement a VAWG prevention activity in their community.

#### II. Potential programme benefits

- a. Promote healthy relationship skills including open communication and non-violence conflict resolution skills.
- b. Promote gender-equitable masculine identities for male advocates themselves and in their communities.
- c. Improve men's coping skills and sense of self-efficacy and self-esteem, especially related to personally constructing and demonstrating gender-equitable masculine identities.
- d. Empower young men and adult men to become active volunteers in their communities to lead and engage in VAWG prevention.

#### III. Membership

- a. 20 -30 youth and adult men will be invited to participate in each group.
- b. Members of the groups will be recruited based on their willingness to participate in all aspects of the programme (i.e, group meetings and discussions, other VAWG advocacy activities, planning and implementing a VAWG prevention project).



- c. Participation in all aspects of the programme will be purely on voluntary basis.
- d. Community members will be invited to participate in the groups from various groups such as from schools, parents clubs, young men and men from the Vietnam Volunteer Centre, men from local community clubs or unions, and men from the Task Force on Domestic Violence or Reconciliation Teams, other government organizations, etc.
- e. Members will be at least 18 years old.

#### **IV. Responsibilities of the Male Advocate Group Members**

- a. Identify and agree on meeting time, dates, and venue.
- b. Meet twice monthly for 8 meetings (4 months: August 2015-December 2015) and once monthly for 8 meetings (8 months: January-August 2016).
- c. Serve as agents of changes to promote gender equitable masculine identities in their communities through:
  - i. Fostering the programme ideas in day-to-day lives such as agreeing not to engage in any violence privately or publicly so as to serve as a community role model
  - ii. Engaging in social interaction among youth, parents club, schools, and other community groups or family members to share ideas and experiences from the programme
  - iii. Promote VAWG advocacy through social media and community activities such as during key event days:
    - 1. 16 Days of activism against gender violence (November 25 to December 10)
    - 2. International Women’s Day (March 8);
    - 3. Happiness Day (March 20)
    - 4. Vietnamese Family Day (June 28)
    - 5. and others.
- d. Develop, plan, and implement a VAWG prevention project
- e. Identify and create network and share experience with other national volunteer groups, schools, and parents groups and Vietnam Volunteer Centre
- f. Serve as advocates during the duration of the project time and potentially continue to advocate for the prevention of VAWG after the formal project phases out

#### **V. Group Structure**

- a. Each group will select chair and secretariat
- b. The chair and secretariat of the groups will keep track of their activism and report to back

Name \_\_\_\_\_

Signature \_\_\_\_\_

Date \_\_\_\_\_





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