

# Breaking Gender Barriers



ACTIVITY PACK 2:

## Building Healthy Relationships



# Building Healthy Relationships

**April 2010**

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## Breaking Gender Barriers



In most communities in Kenya, boys are socialized to believe that domination of girls and women is part of being a man. Risk-taking and unregulated sexual prowess on the part of young men are often applauded by their peers and condoned by society while girls are taught to be submissive which exposes young people to the risk of HIV infection. Changing gender roles and norms initiated and embedded at young ages is not easy especially when they are perceived as favorable to one gender. Changing gender norms therefore requires intensive and open dialogue to encourage the society – both adults and young people to relook at the gender dynamics and stereotypes which dictate how boys and girls view each other both in the society and in the school system. Through the Nike project, PATH and Kenya Scouts Association are working to change the unhealthy gender norms of men and boys in order to enable young girls to achieve their full potential within the society. It is expected that through the various activities such as activity packs and magnet theatre, the Nike project is working to facilitate positive change in gender norms through promotion of gender equity among boys and girl scouts as well as building the capacity of KSA and key influential decision makers to advocate on gender issues.

The scouts' system of "learning by doing" ensures one on one contact with scout leaders or small patrol groups. Scout leaders are mentors who coach on leadership skills. This co-ed process helps to build mutual respect which is helping to dispel the myth of male superiority. Through the activities under this project, girls and boys undertake the same activities which are expected to improve the way boys relates to girls as well as build the girls's confidence in managing relationships.



# Acknowledgments

Activity packs are among several behavior change interventions that are used by the Braking Gender Barriers project to provide information and build skills of young people. Activity packs are important tools for engaging scouts in in-depth and interactive discussions with scout leaders, their peers and parents or guardians around the issues of personal and family values, gender issues including gender based violence as well as life skills on how scouts can form healthy relationships. Activity packs allow for information and skills sharing as well as enabling the scouts to get critical information from trusted adults such as scout leaders, parents or guardians. The development and printing of the activity packs was made possible through the funding from the Nike Foundation.

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Annie Thairu  
Project Director  
April 2010



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## ACTIVITY 1: Persons and Things

### Objectives

- To increase awareness about the existence of power in relationships.
- To reflect on how we can communicate about and demonstrate power in our relationships

### Time

- One hour

### Method

1. Divide the scouts into two groups of equal size.
2. Choose one group at random to be the “persons” and one group to be the “things.”
3. Read the following directions to the group:  
Persons: As persons, you are free to think, feel, and make decisions. Furthermore, you are allowed to tell the things to do whatever you want them to do.  
Things: As things, you are not allowed to decide what to do. You can only follow whatever you are told to do by a person.
4. First, ask two volunteers to act out for the group how a person might treat a thing. Clarify the activity by answering any questions the scouts may have.
5. To start the activity, tell the group of persons that each of them should take one thing. They can do what they want with them, and order them to do any kind of activity.
6. Then tell the things that they have to carry out the instructions from the person.
7. After five minutes of activity, ask the groups to return to their places.
8. Use the questions below to facilitate a discussion.
  - Ask the things, how did your person treat you? How did you feel? Would you like to have been treated differently?
  - Ask the persons, how did you treat your thing? How did it feel to treat someone as an object?
  - In our daily lives, do others ever treat us like things or objects? Who? Why?
  - How do people acquire power to treat others like objects?
  - Can you think of examples of relationships where one person might treat another person like an object?
  - What are the results of a relationship where one person treats another person like a thing or an object?
  - Do some men treat women like objects? Do some boys treat girls like objects?
  - What could we do to help change these types of situations?
  - What changes will we make in our relationships as a result of what we have discussed today?



## **Conclusion**

In our society, there are many different types of relationships in which a person might have more power over another person. Think of relationships between adults and youth, men and women, students and teachers, and so on. Sometimes the power imbalances in these relationships can lead one person to treat another person like a thing. It is important to remember how being treated like an object or thing can feel oppressive, and therefore to treat people in our relationships in the same way we would like to be treated. We should take care to construct equitable relationships with others in our homes and communities.



## ACTIVITY 2: Gender and Power

### Objectives

- To understand what power is and how unequal power relations between individuals, communities, and genders expose young people to health risks.
- To understand how power is used to manipulate others.
- To explore cultural influences and power in the community.

### Materials

- Flip chart paper
- Marker pens
- Prepared flip chart for power scoring
- Handout 1

### Time

- Two hours

### Method

1. Ask the group what is the difference between:
  - a. A student and a monitor/prefect?
  - b. A troop leader and a scout?
2. If the concept or the word “power” does not come up, introduce the concept by asking who makes decisions (good or bad decisions) and who exercises control over whom? [People mentioned could include teachers, head teachers, head boys and head girls, school captains, club chairperson, older students, influential parents, house captains, senior women teachers, senior men teachers, counselors, and members of school board of directors.]
3. Ask what gives these people the right to make decisions on behalf of the students and scouts. [Answers might include election, inheritance, appointment, empowered, experience, sex, etc.]
4. Explain to the scouts that this is what is called “power.” Power is the ability to influence others and achieve personal goals.
5. Explain to the scouts that “power to” means the ability to act, and “power over” means the ability to assert wishes and goals even in the face of opposition from others. Ask the scouts to give examples to show an understanding of “power to” and “power over.”
6. Distribute Handout 1 on “Sources of Power.” If no handouts are available, the scout leader may write the sources of power on flip chart paper and have scouts copy them and fill out their ranks in their notebooks.
7. Explain to the scouts that they are to rank the various statements, thinking about themselves and their power. Ranking 1 indicates that you do not use the type of power listed to influence others or achieve their personal goals. Ranking 5 indicates that you use the type of power listed often.
8. Explain to the scouts that blank space has been left, so they can fill in additional sources of power.



## HANDOUT 1: SOURCES OF POWER

**KEY:**

- 1 – Use very little
- 3 – Use moderately
- 5 – Use greatly

1. Knowledge	1	2	3	4	5
2. Physical appearance	1	2	3	4	5
3. Rank and title	1	2	3	4	5
4. Work experience	1	2	3	4	5
5. Responsiveness to others	1	2	3	4	5
6. In charge of resources	1	2	3	4	5
7. Social skill	1	2	3	4	5
8. Analytical skill	1	2	3	4	5
9. Status and wealth	1	2	3	4	5
10. Logic-problem solving ability	1	2	3	4	5
11. Listening skills	1	2	3	4	5
12. Humor	1	2	3	4	5
13. Position in hierarchy	1	2	3	4	5
14. Enthusiasm/energy	1	2	3	4	5
15. Ability to persuade others	1	2	3	4	5
16. _____	1	2	3	4	5
17. _____	1	2	3	4	5
18. _____	1	2	3	4	5
19. _____	1	2	3	4	5
20. _____	1	2	3	4	5

9. When the scouts have finished ranking, ask them to use the format below to total their scores.

**NOTE FOR FACILITATOR**

Prior to the session, prepare a flip chart with this information to show how to add the marks.

**Position Power – P** (influence derived from hierarchical position)

	Points
3. Rank and title	
6. In charge of resources	
9. Status and wealth	
13. Position in hierarchy	
<b>Total</b>	

**Position Power – T** (influence derived from individual task competence)

	Points
1. Knowledge	
4. Work experience	
8. Analytical skill	
10. Logic-problem solving ability	
<b>Total</b>	

**Position Power – C** (influence derived from personal charisma)

	Points
2. Physical appearance	
12. Humor	
14. Enthusiasm/energy	
Total	
<b>Total</b>	

**Position Power – I** (influence derived from interpersonal competence)

	Points
5. Responsiveness to others	
7. Social skills	
11. Listening skills	
15. Ability to persuade others	
<b>Total</b>	



10. Use the questions below to facilitate a discussion.

- What are your main sources of power? Ask several boys and girls to share.
- What differences do we see between boys and girls in terms of sources of power?
- How might our teacher's or parent's sources of power be different from our (scouts) sources?
- What do you think are men's main sources of power?
- What do you think are women's main sources of power?
- In our families and other relationships, how do the people in these settings use power?
- How does a person lose power? Start the discussion with the following examples.
  - a. **Losing respect:** e.g., a role model who messes up by having pre-marital sex.
  - b. **Abdicating:** letting other people make decisions for you—e.g., being led by friends without objecting; putting yourself at risk of having sex by drinking alcohol; or going to secluded places with members of the opposite sex.
  - c. **Compromising:** e.g., accepting undeserved gifts or favors; having sex with a girl who later blackmails you to give her something in return or she will expose the affair; a pupil skipping classes and being found by a person who knows him/her and who threatens to tell unless he/she meets some demands.
- What are the results of unequal power between men (boys) and women (girls)?

## Conclusion

In most societies, sex has been used as a source of power. In many cultures, people share a common belief that a man is powerful just because he is a man! Unfortunately, this belief tends to be true and is brought about because girls and boys have unequal access to education, jobs, etc. Meanwhile, girls are told that they are weak, submissive, and cannot do anything for themselves. These inequities and unequal messages continue to reinforce negative gender stereotypes and further perpetuate unequal gender relations. Scouts should be aware of these unequal power relations to think about how they can change and help prepare themselves for gender-equitable relationships.



## ACTIVITY 3: Understanding Relationships<sup>1</sup>

### Objectives

- To be able to define what a relationship is.
- To be able to name different types of relationships.
- To understand and appreciate qualities of a good relationship.

### Materials

- Flip chart paper
- Marker pens
- Notebooks and pens

### Time

- One hour

### Method

1. Divide the scouts in pairs, and then ask them what comes to their mind when the term “relationship” is mentioned. Let the pairs discuss their thoughts for five minutes.
2. Provide each pair with flip chart paper and a marker pen to record their definition of relationship.
3. Next, ask the scouts in pairs to list the types of relationships they know of. Give them about five minutes for this exercise.
4. Bring the full group back together. Ask each group to share by reading aloud their responses.
5. Clarify the following points, if they do not come out during the presentations:
  - a. The word relationship means different things to different people. It may refer to the state of things being related or interrelated. It may also mean connecting or holding people together. To some people, relationship means friendship, companionship, association, affection, company, connection, or linkage with a person or people.
  - b. Interpersonal relationships include interactions, associations, or relationships between two people. Examples include parent-child, scout-scout, scout-scout leader, student-teacher, student-student, and boy-girl.
  - c. Intimate relationships are also referred to as affectionate relationships. They are based on affection or affective behavior, feelings, and emotions. Affection is commonly used to mean a feeling or type of love, amounting to more than goodwill or friendship including relationships based on romantic love.
6. Ask the scouts to name the characteristics of a bad relationship. List these ideas on flip chart paper. Among others, the list may include:
  - a. When a friend deliberately attempts to lock you out of other relationships without explaining their reasons
  - b. When a friend is jealous of your other friends or says negative things about you
  - c. When a friend lowers your self-esteem

<sup>1</sup> Adapted from *Scouting for Solutions. Activity Pack 8: Scouting the Self: Building Life Skills for HIV Prevention*. Nairobi: PATH; 2008.



7. Ask the scouts to list the characteristics of a good relationship and write these on flip chart paper. Among others, the list may include:
  - a. Respect for each other
  - b. Value each other's opinions, even if you don't always agree
  - c. Care and concern for the other person
  - d. Share common values
  - e. Support each other
  - f. Listen to one another
  - g. Communicate openly

### **Conclusion**

A relationship refers to a specific connection or association between things or people. Examples of relationships are the connections between people in a family, among friends, between peers, or between pupils and teachers. Relationships can be both positive and negative. We should strive to build healthy and positive relationships that provide us with support and help us increase our self-esteem.



## ACTIVITY 4: Gender and Violence, Understanding Rights<sup>2</sup>

### Objectives

- To agree on a list of basic rights
- To come up with a personal list of rights (if different from the one below)

### Materials

- Flip chart paper
- Marker pens
- Handout 2: List of Rights

### Time

- 90 minutes

### Method

1. Ask the scouts what the word “rights” means. Make a list on flip chart paper as the scouts brainstorm.
2. Divide the scouts in groups of three to four scouts each. Tell the scouts that rather than be given a list of rights, we will as a group, select, amend, adapt, or add until they are satisfied with a set of personal rights.
3. Give each group Handout 2: List of Rights. If no handouts are available, write the list on flip chart paper. Scouts should use this partial list as a starting point to construct their own list of rights, which has personal meaning and relevance.
4. Instruct each group to:
  - a. Discuss, amend, and adapt the list in order to compile a list which they feel comfortable with.
  - b. Rank the list in order of the rights that they feel as most important to least important.
5. Let each group present to the larger group.
6. The scout leader should summarize all the rights as brought up by the scouts on flip chart paper.

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<sup>2</sup> Adapted from *Scouting for Solutions. Activity Pack 7: Gender Based Violence and the Risk of HIV Infection*. Nairobi: PATH; 2008.



## HANDOUT 2: LIST OF RIGHTS

1. To be treated as an equal, regardless of gender, race, age, and physical ability
2. To be treated with respect as a capable human being
3. To decide how to spend my time
4. To ask for what I want
5. To ask for feedback on things such as my performance, behavior, image
6. To have an opinion
7. To cry
8. To make mistakes
9. To say “no” without feeling guilty
10. To state my needs
11. To express my feelings and beliefs
12. To say “yes” for myself without feeling selfish
13. To change my mind
14. To be successful
15. To adhere to my own set of values
16. To take responsibility for my own decisions
17. To have privacy
18. To admit I don’t know
19. To choose whether or not to get involved in another person’s problems
20. To have time and space to be alone
21. Not to be dependent on others’ approval
22. To choose how to respond/behave in a given situation
23. To be me; not the person others want me to be
24. \_\_\_\_\_
25. \_\_\_\_\_
26. \_\_\_\_\_
27. \_\_\_\_\_
28. \_\_\_\_\_
29. \_\_\_\_\_
30. \_\_\_\_\_

### Conclusion

Human rights are basic rights and freedoms that belong to ALL people everywhere. Every country has laws protecting children, and it is important for young people to know what their rights are, so that they are aware when their rights are being denied or abused. In Kenya, there is the Sexual Offences Act, which can help young people know what to do in the event of sexual offences. However, at times, local customs and cultures are in conflict with these rights, as when parents deny their daughter rights to an education and insist on marrying her off before she has completed school or force her to undergo female genital cutting (which has been outlawed by the government).



Other times, these rights are abused in relationships by friends and peers. Being assertive and standing up for what you believe in will help you overcome these difficult situations. On the other hand, scouts should respect others' rights as well. No scout should force another to do what they do not want to do or abuse the rights of another scout or colleague in school or their community. Scouts should live up to the scouts' principles that they can be trusted as good role models in school and in their communities.



## ACTIVITY 5: The Violence Around Me,<sup>3</sup> Keeping a Journal

### Objectives

- To raise awareness of the violence that we see daily, including what happens on the streets, and in mass media such as television, radio, or newspapers
- To begin to understand the impact of the violence that takes place in our community

### Materials

- Flip chart paper
- Marker pens
- Notebooks

### Time

- One hour for group activity
- One month for the field-work

### Method

1. Explain to the scouts that they are going to keep a journal (a diary—a private personal record of observations, feelings, and experiences). Tell the scouts that they should note in this journal any acts of violence or violent images that they observe around them, be it on the streets, in their villages, in the media (television, magazines, and newspapers), and any other place they play or visit. Let the scouts know this is their private journal—it will not have to be shared with anyone, not even the scout leader.

#### NOTE FOR FACILITATOR

These journal entries are not to be reviewed by the scout leader as it is private content.

- b. Tell the scouts that for each incident they record in their journal, they should write a few words about the incident and about their feelings and thoughts about the violence observed.
- c. To ensure that scouts have understood the exercise, ask the scouts to think of some forms of violence that they recall seeing around them. The scout leader should write these down as the scouts brainstorm.
- d. Choose several of the incidents of violence from the list. For each, ask the scouts to describe how they felt when they observed or experienced this violence. The scout leader may ask the scouts to give some examples of what they did or what they think they could do if such violence occurs again.

<sup>3</sup> Adapted from *Working with Young Men Series, From Violence to Peaceful Co-existence*. Rio de Janeiro: Instituto Promundo, 2002. pp. 170–171.



- e. The scout leader should encourage the scouts to keep a journal as described above (recording incidents, feelings, or thoughts about them, and ideas of behaviors they or others could do if it were to reoccur) and read it from time to time.

### **Conclusion**

It is important to be aware of the violence around us, and to recognize these violations of our or other's rights. By becoming aware of the violence around us in the community, we may be able to help ourselves and others we notice are vulnerable. We may be able to bring noticed evidence of violence to the attention of parents or teachers so that the violence can be stopped and those being victimized can get help.



## ACTIVITY 6: Gender-Based Violence<sup>4</sup>

### Objectives

- To define gender-based violence
- To identify some truths and myths surrounding gender-based violence
- To identify some consequences of gender-based violence

### Materials

- Flip chart paper
- Marker pens

### Time

- Two hours

### Method

#### 1 NOTE FOR FACILITATOR

Every country has laws protecting children. In Kenya, there is also the Sexual Offences Act which can help young people know what to do in the case of sexual offences. It is important for us as responsible and caring adults and for scouts to know what their rights are so that we are aware when rights are denied or abused. It is also important to be aware of the violence surrounding us, and to recognize these violations of our or others' rights. We may then be able to help ourselves and/or others we notice are vulnerable.

Be aware of scouts reactions to the material in this or related activities and be ready to help individual scouts if you believe they may be experiencing abuse/violence or someone they know is being subjected to violence or abuse. Be aware of body language and do not force anyone to participate in sessions if they are uncomfortable with the topic.

During training, scout leaders should collectively develop and share a list of available local resources and referral points that they can offer and or assist scouts to access should the need arise. Below is a list of national resources that should also be adapted to include local resources that can be shared and offered should the need arise.

#### **Coalition on Violence against Women (COVAW)**

P. O. Box 10658-00100  
Nairobi GPO  
Tel: 254-20-3874357/8  
Email: info@covaw.or.ke

<sup>4</sup> Adapted from *Community Health Workers Manual*. Nairobi: AIDS, Population, and Health Integrated Assistance Program (APHIA II Western); 2007.

**Federation of Women Lawyers (FIDA Kenya Chapter)**

<b>Nairobi Office</b>	<b>Kisumu Legal Aid Clinic</b>	<b>Mombasa Office</b>
Amboseli Road off Gitanga Road P.O. Box 46324-00100 Nairobi, Kenya <b>Fax:</b> 3876372 <b>Tel:</b> 3873511, 3876954, 3876991 <b>Email:</b> info@fidakenya.org	Off Tom Mboya Drive in Milimani Estate P.O. Box 19219-40100 Kisumu, Kenya <b>Tel:</b> 057-2025560 Mobile 0722-466848 <b>Tel/Fax:</b> 057-2023160 <b>Email:</b> fida@swiftkisumu.com	Kizingo East Road, Next to Lakeside Apartments, Off Mama Ngina Drive. P.O. Box 80687-80100 Mombasa, Kenya <b>Tel:</b> 041-2224500 <b>Fax:</b> 041-2224492 <b>Email:</b> info@msa.fida.co.ke

**NOTE FOR FACILITATOR**

2. Ask the scouts what they think about when they hear the phrase “gender-based violence?” Ask the scouts, what does gender-based violence mean? What does violence against women mean?
3. Explain to the scouts that gender-based violence and violence against women are defined in many different ways.
4. Explain to the scouts that the United Nations definition of violence against women is “any act of gender-based violence that results in, or is likely to result in physical, sexual or psychological harm or suffering to women, including threats of such acts, coercion or arbitrary deprivation of liberty, whether occurring in public or in private life.
5. Be sure to ask the scouts if they understand all these words and the meaning. Assist them with any words that confuse them.
6. Explain to the scouts that gender-based violence against women:
  - a. Is violence that is committed against women because they are women?
  - b. Is violence that affects only women, or women more than men, because they are women?
  - c. Could include physical, psychological (emotional) or sexual harm, or the threat of harm.
  - d. Includes violence in public and private places—violence that occurs in the house or in the bedroom, by family members, as well as violence in public, by strangers.
7. Explain to the scouts that there are many myths and misconceptions about gender-based violence. This sometimes makes it very difficult to address the subject. Say that we will now do an activity about myths and truths.
8. Ask the scouts to stand up and move to an area where they are free to move around (no desks or chairs). Explain to the scouts that you are going to read some statements. If they agree with the statements, they should move to the right. If they disagree with the statements, they should move to the left. If they are unsure, they should remain in the middle. Read the statements one by one. Repeat each statement to ensure that all the scouts understand. For each



statement, facilitate a brief discussion asking at least three scouts to talk about why they agree, disagree, or are unsure.

- a. Violence against women is caused because of drinking alcohol and/or taking drugs.
  - b. Violence against women/girls is a natural expression of male feelings and cannot be avoided or changed—men cannot help themselves.
  - c. Women/Girls' behavior sometimes cause men to be violent.
  - d. A husband is justified in committing violence if his wife is unfaithful.
  - e. A husband should be violent if his wife is disrespectful or disobeys him.
  - f. Gender-based violence is more common in some communities and some cultures than others.
  - g. A lot of women stay in violent relationships because they want to. If it was really that bad, they would leave!
  - h. Gender-based violence does not really happen to women in our community.
  - i. The worst consequences of gender-based violence are easily seen in bruises and other visible, physical signs of abuse.
9. Explain to the scouts that gender-based violence is rooted in traditional gender norms and the idea of male power over women. It is used by men who are afraid that they are not masculine enough, hence want to show that they can control and dominate a woman.
  10. Explain to the scouts that women are not responsible for violence perpetrated by men against them. Men are responsible for their actions and need to learn non-violent ways of expressing themselves. The stereotype that men cannot control their sexual urges is false.
  11. Explain to the scouts that rape and sexual violence are not about feeling sexually attracted to someone. It is about showing power and the need to control women.
  12. Ask the scouts to give examples of instances of gender-based violence that occur in their community.
  13. Remind the scouts about the exercise on gender norms in Gender Badge Activity Pack 1. Ask the scouts to give examples of some of the harmful gender norms that play a role in perpetuating gender-based violence. Explain to the scouts that gender-based violence is also committed because of harmful traditional ideas of masculinity. Since these ideas are learned, they can and should be unlearned.
  14. Ask the scouts to think of some consequences of gender-based violence. Write them on the flip chart paper as they are mentioned. Ask the scouts if they can think of some effects that gender-based violence might have on a person. Explain that gender-based violence has serious long lasting consequences that extend beyond the individual.
  15. If the following effects have not been addressed during the discussion, highlight them:
    - a. Physical health consequences include:
      - Long-lasting pain and injury



- Disability
  - Deformity
  - Reproductive and sexual health problems including infertility, sexually transmitted infections, HIV and AIDS, and pregnancy complications, among others
  - b. Emotional/mental health consequences include:
    - Depression
    - Suicidal thoughts and attempts
    - Mental trauma, including nervous breakdown and shock
    - Loss of memory or ability to think clearly
    - Substance abuse, such as alcoholism and/or drug abuse
  - c. Effects on the family may include:
    - Children who witness violence having high rates of emotional health problems
    - Children who witness violence being more likely to be violent with other people themselves or more accepting of violence
    - Physically injured or traumatized women who cannot take care of their families, resulting in a loss of resources for the family
16. Facilitate a discussion on how gender-based violence can be addressed in the community. During the discussion, note ideas and potential resources on flip chart paper.

## Conclusion

Gender-based violence is a broad term that includes mental, physical, and sexual violence, including sexual harassment. Gender-based violence is often used as a synonym for “violence against women and or girls,” but it includes all forms of sexual violence—and sometimes women are the perpetrators.

Gender-based violence is often used as a way to control and have power over women. It happens all around the world and is often rooted in how individuals, especially men, deal with anger and conflict. It is commonly assumed that gender-based violence is “natural” or “normal” with men. However, we now know that this behavior is learned and therefore can be unlearned and prevented.

As we have discussed in the previous activities, men are often socialized to suppress their emotions. Anger is one of the socially acceptable ways for men to express their emotions. Men and boys may resort to violence to express their views and decisions. It is important to think about how these traditional negative gender norms regarding how men express their emotions are harmful to both men/boys and women/girls. It is also important for men to think about what they can do to speak out against other men’s use of violence.



## ACTIVITY 7: Sexual Violence: Is It or Isn't It<sup>5</sup>

### Objectives

- To be able to identify sexual violence and sexual harassment.
- To examine ways to deal with sexual violence.

### Materials

- Flip chart paper
- Marker pens
- Three sheets of paper, each with one of the scenarios on it

### Time

- Two hours

### Method

1. Before starting this activity, write down the following statements. Each statement should be on its own piece of flip chart paper.
  - a. It is sexual violence
  - b. It is not sexual violence
  - c. I am not sure
2. Explain to the scouts that you are now going to read a series of scenarios.
3. Explain to the scouts that you want them to think critically about the scenarios and whether what is described is sexual violence or not.
4. Tape the three statements above on a wall. There should be enough room for the groups of scouts to assemble near each statement.
5. Explain to the scouts that once you read the scenarios, you will ask the scouts to decide which statement on the wall best represents their view of the scenario (it is sexual violence, it is not sexual violence, or I am not sure). After they have made their decision, you will ask them to move toward that statement.
6. Explain to the scouts that you will then ask one or more members of each group to explain their position and why they chose the space they are in.
7. Read aloud, or ask scouts to take turns reading, the following scenarios. After each is read, allow the scouts to choose their positions, and ask one or two scouts in each position to share why they chose that statement for the given scenario.
8. Next, break the scouts into three groups. Give each group one of the scenarios.
9. Instruct each small group to review the scenario together and discuss the questions posed at the end.
10. After 15–20 minutes, ask each group to summarize the scenario situation and share the main points of the group's discussion. Allow time for questions and comments from the full group.

<sup>5</sup> Adapted from *Working with Young Men Series, From Violence to Peaceful Co-existence*. Rio de Janeiro: Instituto Promundo; 2002.

**Scenario 1: Edna and her friend**

Edna was meeting her friend after school and they started to walk home together. When they walked by a group of boys, one of them called out that she was beautiful. He started following Edna. She tried to ignore him, but after a little while he cut her off and started touching her arm and her face. He kept saying that he would like to go away with her. Her friend said that he seemed nice, and she might want to go with him. She felt uncomfortable. What choices does Edna have? What should Edna do?

**Scenario 2: Bakari and Jamila**

Bakari wondered all the way home what he should do. Jamila had forced him to have sex with her even though he had told her over and over again that he did not want to. She said it was his fault for kissing and touching and letting her get so turned on. She said that he must have wanted it too, and besides, he was her boyfriend so he should please her. Afterward, he had felt numb and angry, he felt no love anymore—he felt hurt, used, and betrayed. Would anyone care that she had made him have sex? Would anyone believe he had told her no? She said it was his fault. Was it? He wanted to talk to someone so badly, but he could not bear to tell any of his friends. What would they think of him? Who would believe that he did not want to have sex with his beautiful girlfriend? He would just get laughed at so maybe he should just keep his mouth shut.

**Scenario 3: Moses and his mother**

Moses heard the sounds again. He knew what was going on. His mother's friend, Ali, had come in late again and he had already been drinking. Moses's mother had given him his supper and another beer. Moses always got angry when he watched his mother try to please this crazy man. Now it was almost midnight and he knew what was happening. Now he knew where his mother's last split lip and swollen eye came from. But he did not know what to do. Should he go in her bedroom and try to stop Ali from beating up his mother? Or should he wait till morning and plead with his mother to leave this guy? He was really scared because tonight, things sounded even worse than usual. Moses was really worried about his mother. He thought about the police "hotline" or FIDA (Federation of Women Lawyers) and other safe places for battered women that he had read about in the newspaper the other day. Would they have any ideas about how his mother can be helped to end this abusive relationship?

11. After each scenario has been read, discussed in small groups, and discussion points shared with the large group, lead a discussion with the full group using the following questions.

- Are the situations realistic? Which ones are or are not? Why?
- What is sexual violence?
- What can be done to prevent sexual violence?
- Who is more subject to sexual violence, and why?
- What do you think might be some consequences of having suffered sexual violence?



## **Conclusion**

Sexual abuse occurs when a person uses cruel or violent treatment to get another person to give in to him or her sexually. This may be verbal, physical, emotional, or psychological violence or cruelty. Often, victims know the person who has sexually abused them. Sexual abuse can even happen in long-term or steady relationships, including marriage. A person who is abused should tell someone. Keeping silent can lead to emotional or other problems, and makes it easier for the abuse to continue.



## ACTIVITY 8: Who Am I?

### Objectives

- To reflect on how young people construct their identities and life plans and the importance of a positive self image

### Materials

- Flip chart paper
- Marker pens
- Notebooks

### Time

- Two hours

### Method

1. NOTE: This activity may be done outside in the school fields rather than in the classroom.
2. Ask the scouts to sit comfortably. Tell them to close their eyes and take several deep breaths; breathing in deeply, then breathing out.
3. Ask the scouts to keep their eyes closed as they think about the following questions. Read each question slowly and allow time for the scouts to think about each one.
  - a. How would I describe myself?
  - b. What do I most like doing? What do I like the least?
  - c. What do I like the most about my body? What do I like least about my body?
  - d. What have my teachers told me I do well?
  - e. What have my friends told me I do well?
4. Ask the scouts to open their eyes. Inform them that they have 30 minutes to draw a picture in their notebooks that represents who they are.
5. Copy the above questions on flip chart paper or the board. Tell the scouts that they should refer to these questions as they are drawing their pictures.
6. After they have finished their drawing, invite the scouts to close their eyes once again. Ask them to think about the following questions"
  - a. What do I want to be like in five years?
  - b. What would I like to be doing with my life?
  - c. Will I be studying or working?
  - d. Will I be married? Have children?
  - e. Will I be part of a group or activity?
7. Tell the scouts that they will have 30 minutes to draw a second picture that represents what they would like to be like in five years.
8. Copy the above questions on flip chart paper or the board. Tell the scouts that they should refer to these questions as they are drawing their pictures.
9. Invite the scouts to share their drawings.
10. Use the questions below to facilitate discussion:
  - a. Is it easy to describe who you are? Why? Why not?
  - b. Was it easy to describe what you would like for your future? Why or why not?



- c. Do you know your strengths, your weaknesses, and your potential?
- d. In what ways are you similar to other scouts? In what ways are you different?
- e. How do women, including family members, friends, and others, influence who you are and how you perceive yourself?
- f. How do men, including family members, friends, and others, influence who you are and how you perceive yourself?
- g. What kinds of women do the media portray? What do they say about women? How do they look? How do they act? Is what is portrayed about women in the media realistic? Why or why not?
- h. What kinds of men do the media portray? What do they say about men? How do they look? How do they act? Is what is portrayed about men in the media realistic? Why or why not?
- i. How do these representations of women/men influence how you see yourselves?
- j. How does the way you feel about yourself affect your relationships with others? With family?
- k. To achieve the life you envision for yourself, what do you think you need?

## Conclusion

It is not always easy to describe who you are. Frequently, girls are taught that they need a man to be fulfilled and to give their life meaning. Sometimes this need can become exaggerated to the point that women are expected to give themselves over completely to their relationships, even putting up with violence and the risk of contracting sexually transmitted infections including HIV and AIDS from their partners. This is why it is important to question these negative gender norms and to reflect on expectations in relationships. A healthy relationship is one where a woman can give love, care, respect, and support to her partner and deserve and expect the same love, care, respect, and support in return.

As young people, we receive many influences on how we should look and act, and what we should aspire to be. We should recognize and value our dreams and hopes throughout our lives. We should also recognize our strengths and weaknesses and try to learn from them. Knowing who you are and what you can be is a life-long process.

# Breaking Gender Barriers



## Building Healthy Relationships

