

COMMUNITY ACTIVIST TRAINING MODULE



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Community Model Activist Skills Building Module

Acknowledgements

This curriculum attempts to bring together recent learning in the field of GBV prevention in order to create the most effective program possible for the communities where *Indashyikirwa* will be implemented. As such, the curriculum adapts materials and ideas from several key partners. The curriculum was informed strongly in both structure (Stages of Change) and content (power analysis) by the SASA! Approach to preventing violence against women and HIV, developed by Raising Voices and piloted by the Center for Domestic Violence Prevention (CEDOVIP) in Uganda. It also draws on the experience of the Journeys of Transformation curriculum, developed by Promundo and CARE International in Rwanda and implemented in partnership with the Rwanda Men's Resource Center (RWAMREC), as well as the experience of Rwanda Women's

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The lead author of this curriculum is Robyn Yaker, with reviews conducted by a team of CARE, RWAMREC, and RWN staff.

Introduction

Overview of the Curriculum

This set of skills-building modules is designed to prepare *Indashyikirwa* community activists (CAs) to conduct community-based activist activities. Building off the foundation of learning

Community Model Activist Skills Building Module

from the *Indashyikirwa* Couples' Curriculum, the sessions focus on specific skills that are necessary to do effective activism at the community level. There are 16 numbered topics, sequenced to foster progressive learning.

It is recommended to conduct these sessions in small batches over a series of weeks (e.g. 2 per week) to allow for gradual internalization of learning. However, it is also possible to conduct intensive multi-day workshops in order to cover all of the material.

This set of modules is not exhaustive. The topics included here aim to cover the fundamentals that are needed for CAs to get started. However, enhancing skills of activists is an ongoing process that will be central to the life of the project. It will require continued effort and analysis by the *Indashyikirwa* team, to determine what is most needed according to the experiences and observations of CAs in their communities.

The content of this document was developed based on the understanding that all of the CA participants will have successfully completed the *Indashyikirwa* Couples' Curriculum. Therefore, while many of the topics may be relevant for other projects, programs or organizations, this is not meant to be a stand-alone training curriculum.

Finally, though the sessions are numbered at 16, it is important to run regular practice sessions for utilizing the project's activist tools. This will not end when the topics end. There is guidance included in this document for running practice sessions and the team should set a regular schedule for practicing skills.

Structure of the Sessions

There are 3 total sessions in the curriculum. Each session is a maximum of three hours and generally contains 4 parts:

- *Take-Home reflection*: guided discussion to reflect upon the previous week's TakeHome Exercise.
- *Part 1*: interactive learning exercise that sets the foundation for the given topic. □
Part 2: interactive learning exercise to go deeper into the given topic • *Take-Home Exercise*: introduction of the Take-Home Exercise for the week.

Most sessions are designed to be conducted with men and women together. However, a selected number of sessions are suggested to implement with men and women separately; this is indicated clearly at the beginning of the session.

Take-Home Exercises and Reflections

All sessions contain Take-Home exercises that are assigned at the end of the session, to help participants reflect upon and apply new ideas in their own lives. These Take-Home exercises are where learning is consolidated and strengthened. Research shows that doing exercises

Community Model Activist Skills Building Module

at home following training significantly increases the effectiveness of the program. This means that the Take-Home exercises are essential to the success of this program.

Each session, likewise, starts with a reflection of the Take-Home exercise. The format of this reflection is the same for each session, with different guiding questions to help to facilitate the debrief.

Practicalities

Who will participate?

The curriculum will be implemented with couples in selected communities, in which the wife is a participant in CARE's Village Savings and Loan (VSL) program.

How many people can participate?

The sessions are written for an ideal group of up to 30 participants. Beyond 30 participants would create conditions that are not optimal for learning.

What supplies are needed?

The curriculum is designed to be easy to implement in low-resources settings; projectors and computers are not necessary. All sessions require simple training supplies including flipchart paper, flipchart stands (or adequate wall space), markers, tape, pens and paper. Sessions are designed with the understanding that they will be implemented in an enclosed workshop space. However, accommodations can be made if that is not available.

Many of the sessions do call for photocopying materials and handouts. Therefore, it is important to have access to a printer or photocopier, and to prepare well in advance so that you know which materials are needed for that session.

How do you set up?

It is recommended to arrange chairs in a semi-circle to help build connections and discussion between participants. You may choose to use desks but they are not necessary.

Language

This curriculum uses the language of gender-based violence (GBV) rather than violence against women and girls (VAWG), as was deemed most relevant for the Rwandan context. It recognizes, however, that GBV primarily affects women and girls and is driven by the imbalance of power between men and women. It also uses the term "GBV in couples" rather than "intimate partner violence" for the purpose of simplicity and clarity at community level.

Activist Skills Training Module objectives

- (a) To enable participants identify the specific skills that are necessary to do effective activism at the community level.

Community Model Activist Skills Building Module

- (b) To enable participants identify the fundamentals that are needed for community activism to get started.
- (c) To enable participants determine what is most needed according to experience and observations of community activists in their respective communities
- (d) To enable participants identify the key role of an activists
- (e) To enable participants understand the Stages of Change
- (f) To enable participants link the Stages of Change to community activism
- (g) To enable participants Understand power as the core content of *community activism*
- (h) To enable participants link between the four phases of *community activism* and the four types of power.
- (i) To enable participants understand how the content of *community activism* evolves with each phase

Community Model Activist Skills Building Module

Module Coverage:

 Activity	 Time
 Session 1: Activism means Action	8hrs.25 min.
1. What is activism?	30 min
2. Role of an activist	45 min
3. Stages of Change	1 hr.
4. The concept of activism	30 min
5. Activist tools	1 hr.
6. The power poster	1 hr.
7. Effective activism	2.5 hrs.
8. Everyday activism	1 hr.
9. Introducing the Take-Home Exercise	15 min
 Session 2: The space between us	6hrs 55 min
1. Take-Home Reflection	30 min
2. Introductory activity	3 hrs. 5 min
3. The power of a benefits – based approach	15 min
4. Instruct, inform or question	2 hrs.
5. Practice, Practice, Practice!	2 hrs.
6. Guidance note for practicing specific skills	2 hrs.
 Session 3: Providing, Empowering, Support-Essential Communication skills	2hrs 55min
1. Take-Home Reflection	30 min
2. Making referrals	1 hr. 15 min
3. Planning to start	1 hr. 40 min
Total Time	21 hrs. 15 min

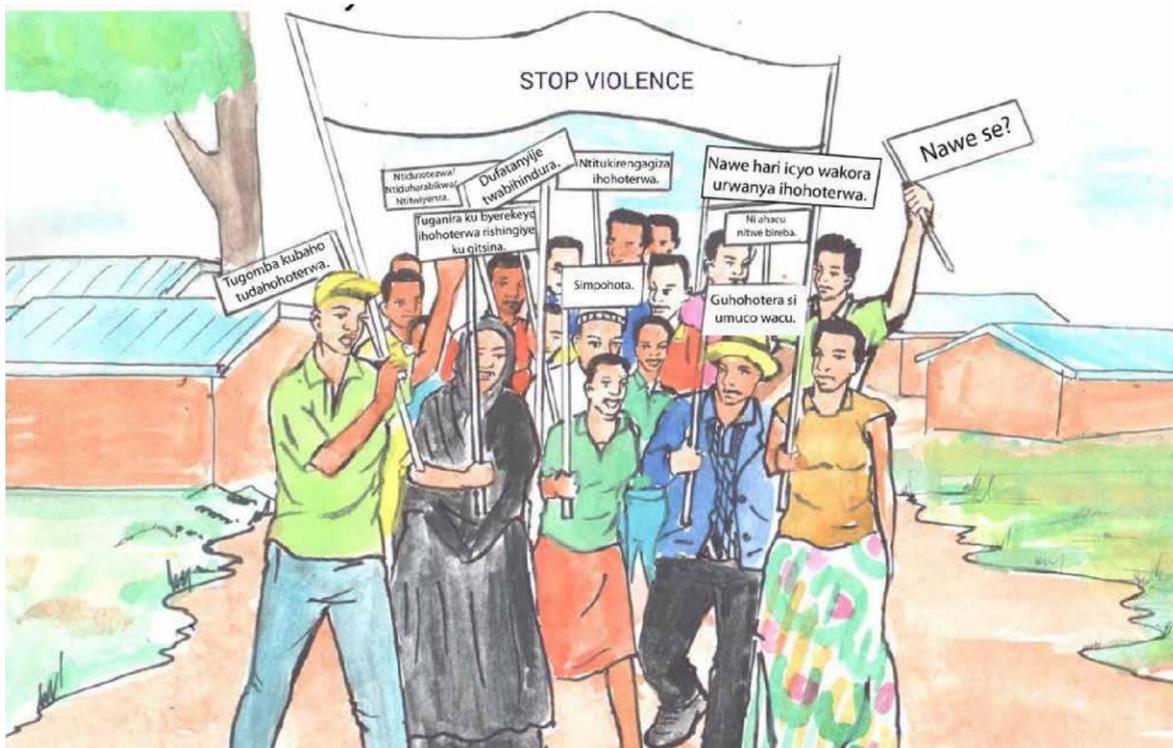
Community Model Activist Skills Building Module

Table of Content

Contents

Session 1: Activism Means Action!	1
✂ Activity 1: What is activism?	2
✂ Activity 2: Role of an activist	6
✂ Activity 3: Stages of change	10
✂ Activity 4: The Content of Activism	18
✂ Activity 5: Activist tools	23
✂ Activity 6: Introducing the Power Poster (knowledge phrase)	27
✂ Activity 7: Effective Activism	35
✂ Activity 8: Everyday Activism	38
Activity 9: Introducing the Take-Home Exercise	40
Session 2: The space between us	43
✂ Activity 1: Take-Home Reflection	43
✂ Activity 2: Introductory activity	45
✂ Activity 3: The Power of a benefit – based approach	50
✂ Activity 4: Instruct, inform or question	56
✂ Activity 5: practice, practice, practice!	65
Session 3: Providing Empowering Support: Essential Communication Skills	69
Activity 1: Take-Home Reflection	69
✂ Activity 2: Introductory module	71
✂ Activity 3: Making referrals	75
✂ Activity 4: Planning to start	76

Session 1: Activism Means Action!



I. SUGGESTED TIME: 2.5 hours

II. OBJECTIVES:

- ✓ To help participants to process the experiences and learning from the previous session's Take-Home exercise ✓ To explore the meaning of activism.
- ✓ To recognize opportunities for taking action in our everyday lives.
- ✓ To enable participants identify opportunities for activism to prevent violence against women and practice taking at least one action.
- ✓ To enable participants identify opportunities for activism to prevent violence against women and practice taking at least one action.

III. ACTIVITIES:

Community Model Activist Skills Building Module

Activity 1: What is activism?



Time Required: 30 minutes



Methodology: individuals, small group, large group discussion, pair,



Materials and Preparation: Flip charts, markers, tape



Steps:

1. Introduce this session: *In this session, we explore the concept of activism.*
2. Ask participants if they have ever heard the word activism. Then ask: *What does the word activism mean to you?* Write contributions on a sheet of flipchart.
3. Post the flipchart with the definition of 'Activism' and read it aloud:

Activism is when a person takes action to create social change that is driven by her/his deep beliefs and sustained over time.
4. Ask participants: *What do we mean when we say that activism is "aimed at creating social change?"* Record contributions on the first blank flipchart. If required, prompt participants to come up with the following types of answers (3 min):
 - a. It's about creating change in the norms of our communities, i.e. the common beliefs and behaviors.
 - b. It's goes beyond making a change for yourself as an individual or your family c. It strives for social justice.
5. Ask participants: *What do we mean when we say that activism is "driven by a person's deep beliefs?"* Record contributions on the 2nd blank flipchart. If required, prompt participants to come up with the following types of answers (5 min):
 - a. Activism begins with a deep and personal belief in the change that is needed;
 - b. An activist does not do it for money, status, or hopes of receiving a job.

Community Model Activist Skills Building Module

- c. It is motivated by personal passion that emerges when we recognize injustice
 - d. It is connected to our personal values;
 - e. It takes courage and commitment;
 - f. Activists must feel for the work and issue, not just logically understand it, etc.
6. Ask participants: *What do we mean when we say that activism is “sustained over time?”*
Record contributions on the 3rd blank flipchart. If required, prompt participants to come up with the following types of answers (5 min):
- a) *Activism is not a one-off action or something occasional.*
 - b) *It is something ongoing and requires continuous commitment;*
 - c) *Activism is strategic*
 - d) *It requires planning and following through with plans*
7. Ask participants: *Is it possible to believe in something without being an activist?*
8. Explain: *Yes, it is possible to care deeply about something without being an activist. Many of us care about certain issues, but do not choose to engage in regular activities to change them within our communities. Some of us prefer to focus on changes within ourselves or our families; others choose to contribute to the community in other ways. That is ok. Some of us may choose to call ourselves activists against gender-based violence and some of us may not. Only as individuals can we choose whether being an activist is part of our identity. Whatever the decision, we can all continue to make changes in our own lives.*
9. Summarize: *As we can see, activism is something that reaches beyond what we learn in these sessions or do with an NGO. It grows from within us and becomes part of our identities and values. This means that opportunities for activism exist both within and*

Community Model Activist Skills Building Module

beyond the work that we do together. We will look at some of these opportunities in the next part of the session.

10. Explain: *The idea of activism can feel big. However, activism is about the small actions that we take in our daily lives in response to injustice—the way we think, speak, and interact that influences others. This happens during normal moments in our everyday lives for example, when we are sharing a meal with our family, talking to our neighbours, walking to church, working in the fields or shopping in the market.*
11. Continue: Opportunities for personal activism surround us on a daily basis. It is important to remember that our role as activists is not to educate people but rather to provoke critical thinking and open dialogue. In this exercise, we are going to look at how to start an activist conversation within our daily lives.
12. Point to the 3 columns on the wall and explain that these represent three different components for starting an activist conversation: Starting Phrases, Topics, and Invitations to Discuss Further. We can combine these to find ways to open up a conversation about GBV.
13. Invite 3 volunteers to come to the front of the room.
14. Ask each of the volunteers to choose one of the papers from one of the categories (the first volunteer should choose one of the Starting Phrases, the 2nd volunteer should choose one of the Topics, and the third volunteer should choose one of the Invitations to Discuss Further). Each volunteer should take the paper they choose off the wall.
15. Next, ask the volunteers to read their papers in order, beginning with the Starting Phrase. (E.g. Lately I have been thinking about.... How to build a happy home. What do you think about this?) Explain that together, these create a way to start a dialogue and provoke critical thinking.
16. Ask the 3 volunteers to return their papers to the wall and invite 3 more volunteers to the front.
17. Repeat steps 6 and 7, creating a new way to open an activist conversation.

Community Model Activist Skills Building Module

18. Continue in this way until you've created at least 4 ways to open an activist conversation.

19. Summarize: *We can all find the courage to integrate activism into our personal lives by starting conversations and provoking critical thinking amongst those around us.*

20. Explain that you are now going to practice finding opportunities for activism in your daily lives. Read the following instructions carefully to be sure they are clear:

- a. In a moment, you will divide into groups of three people.*
- b. You will pass around an envelope. Inside the envelope are pieces of paper with different opportunities for activism written on them that exist in our daily lives, e.g. walking to church.*
- c. Each group will choose two pieces of paper from the envelope.*
- d. In their groups, participants will discuss why the two examples they chose are good opportunities for activism.*
- e. Then, for each example they chose, they will practice starting an activist conversation, using the three components discussed earlier.*
- f. Groups will have 10 minutes total for this discussion.*

21. After 10 minutes, call everyone back to the circle. Ask several participants to share the opportunities for activism they chose, why they are good opportunities for activism, and how they could start an activist conversation in that situation. Discuss the examples and any questions that may arise **(15 min)**

22. When 15 minutes have passed, summarize:

- a) Activism is not just about large, well-planned activities. It is about the small things we do in our everyday lives when we interact with others.*
- b) Opportunities for activism exist everywhere.*
- c) Effective activism helps to provoke dialogue and critical thinking, rather than just messaging*

Community Model Activist Skills Building Module

23. Thank participants for the energy and ideas they brought to today's session.

Handout 3.1: Opportunities for Activism- Examples

Walking home from church

Eating breakfast with your family

Visiting family/ relatives

Hanging out at the bar with friends

At the farm with other workers

In the market

At the salon

At a family function

----- Sitting with
neighbors or friends

At a community event

Activity 2: Role of an activist



Time Required: 60 minutes



Methodology: individuals, small group, large group discussion



Materials and Preparation: Flip charts, markers, tape

Community Model Activist Skills Building Module



Steps:

1. Welcome participants to the session and to the team of Community Activists (CAs)! Conduct a short ice-breaker or energizer to help participants settle into the space.
2. Congratulate participants on their hard work throughout the Couples' Curriculum and appreciate their dedication to promoting positive change within their communities. Explain that over the next few weeks, participants will engage in a series of sessions to build the knowledge, skills, and confidence needed to begin activism in their communities
3. Introduce the session: *In this session, we are going to begin to explore what it means to be a Community Activist (CA). This exploration will continue throughout all of the skillsbuilding sessions. Let's start by reminding ourselves of the meaning of activism.*
4. Ask participants: *Thinking back to what we learned during the Couples' Curriculum, what does the word "activism" mean to you?* Listen to responses from 1-2 participants.
5. Prepare a flipchart with the definition of Activism:
(Activism is when we take action to create positive changes in our communities and society based on our own deep beliefs. Agree with the definition)
6. Photocopy and cut the "Roles of an Activist" statements provided at the end of these instructions (enough so that there is one for each participant). Fold each strip of paper and tape them to the walls around the room, spreading them out so that they are in different areas of the room.
7. Prepare a flipchart with the title "Roles of an Activist" and the following text: *Activists challenge harmful norms and promote positive change by:*
 - a) *Speaking out against injustice*
 - b) *Provoking critical thinking amongst others*
 - c) *Supporting community members who are experiencing injustice (GBV)*
 - d) *Supporting community members through their own process of change*
8. Underline the words "positive changes" on the flipchart and ask participants: *In Indashyikirwa, what are the positive changes that we want to see?* Listen to responses from 1-2 participants
9. Summarize: *In Indashyikirwa, the positive change that we are working towards is communities that are free from gender-based violence. To achieve this, we want to see men and women using their power positively and balancing power in their relationships and communities.*

Community Model Activist Skills Building Module

10. Underline the words “take action” on the flipchart.
11. Explain: *The role of activists is to take action. In the next exercise, we will explore what this means for us in our day-to-day lives.*
12. Explain the exercise: *You will notice strips of paper hanging all around the room (Point to the pieces of paper). On each of these pieces of paper is written one role of an activist, with a number 1-5. When I say “Go!” each of you will walk to a wall and take one piece of paper. You will then form groups of 5 by finding people with each of the other numbers from 1-5. For example, if you choose a paper with #1, you will look for someone with #2, #3, #4, and #5 to form one group. Each group should have 5 people in it and each person in the group should have a different role of an activist written on their paper. (Note: if the numbers do not work out evenly, then after participants have formed groups you can ask some people to join other groups).*
13. Continue explaining: *In your groups you will discuss each of the roles of an activist written on your papers. For each one, discuss what it means and why it is important. You will have 15 minutes for this discussion.*
14. Ensure that there are no questions and begin (ask participants to go to the walls and take a strip of paper). If participants struggle to form groups, help to guide them.
15. Once the groups have been formed, call out when 5 minutes are left, 1 minute, and when time’s up (15 min).
16. After 15 minutes have passed, ask participants to come back to the larger group.
17. Uncover the “Roles of an Activist” flipchart. Ask for a volunteer to read it aloud or read it aloud yourself:

Tell them that: *Activists challenge harmful norms and promote positive change by: Speaking out against injustice, Provoking critical thinking amongst others, Supporting community members who are experiencing injustice (GBV), Supporting community members through their own process of change, Living their beliefs.*

18. Point to #1 and ask participants what their groups discussed about “speaking out against injustice.” Listen to contributions from several participants and write their views on flip chart.
19. Summarize the meaning of “speaking out against injustice”:
As activists, we will help to break the silence around GBV. We will speak out against injustice and intervene appropriately when we see, hear or know about GBV in our communities. We will not stay silent.

Community Model Activist Skills Building Module

20. Refer participants to **Handout 3.2 roles of a community activist**. To understand more about the remaining 3 roles of an activist. Be sure to highlight their views.
21. Answer any question asked by participants.
22. Summarize: *As activists we will continually strive to make positive changes in our own lives, while promoting positive change in our communities. We will speak out against GBV in couples, and serve as a valuable resource for those who are experiencing GBV as well as those who are trying to make a change. We will work to help others think critically about how they use their power, rather than simply giving messages or trying to educate them. Finally, we will continuously strive to live the beliefs that we speak about to others.*
23. Thank participants for their active participation before closing.

Community Model Activist Skills Building Module

Handout 3.2 roles of a community activist

Provoking critical thinking amongst others: As activists, we want to inspire others to reflect upon issues in their lives and think differently about things that are accepted as “normal.” This requires us to engage others in activities that help them to think in new ways for themselves, rather than telling them what is “right or wrong” or simply giving out messages with our own ideas. Our work is not about “sensitizing” but about helping people to think critically. Therefore, our approach must be interactive, and based on asking questions rather than giving out information.

Supporting community members who are experiencing injustice (GBV): It is not enough to speak out against injustice. We must be willing and able to support those who are most directly affected, without blame or judgment. As activists against GBV, we commit to providing empowering response to women who are experiencing violence in their relationships and intervening appropriately when others are experiencing violence.

Supporting community members through their own process of change: As community members begin to rethink issues such as power and gender and try to make changes in their own lives, we will use our “power with” others to support them in identifying alternatives to violence, overcoming barriers to change, and sustaining positive changes. We will build personal relationships with others and be available for discussions, questions, sharing ideas, and providing support.

Living their/ our beliefs: As activists, we must live the values in our lives that we are working towards in the community. We must make changes just as we are encouraging other to do. It is important that we use our power positively with women and men, balance power with our partners, and refrain from violence in our relationships and communities. We must value and treat men and women equally.

Speaking out against injustice: As activists, we will help to break the silence around GBV. We will speak out against injustice and intervene appropriately when we see, hear or know about GBV in our communities. We will not stay silent.

Activity 3: Stages of change



Time Required: Time: 90 minutes

Community Model Activist Skills Building Module

 **Methodology:** Individuals, small group, large group discussion 

Materials and Preparation: markers, tape, flip chart.



Steps:

1. Welcome participants to the session. Conduct a short ice-breaker or energizer to help participants settle into the space.
2. Introduce the session by saying that, *In order to foster change for ourselves and others, we must first understand **how** people change. In this session, therefore, we will spend time thinking about how change happens within individuals and communities. We will then try to connect these stages of change to our work as community activists so that we may be more effective in our activism.*
3. Write out the five “Stages of Change Stories” on a flip chart.
 - (a) **Pre-Contemplation:** the person does not identify the issue as a problem
 - (b) **Contemplation:** the person begins to identify the issue as a problem
 - (c) **Preparation for Action:** the person seeks information, support and alternatives for making a change
 - (d) **Action:** the person begins to make a change in her/his life
 - (e) **Maintenance:** the person sustains the change
4. Write each bullet point/sentence of each story separately, onto A4 paper or pre-cut pieces of flipchart paper. Gather the sentences for each story in random order, and then clip them together so that they do not get mixed up with sentences from the other stories.
 - Tape together two vertical sheets of flipchart, end to end, to make one long sheet of flipchart. Write the title “Stages of Change” and the following content. Set aside until ready to use:
 - Prepare a flipchart with the title “Phases of Indashyikirwa” and the following four phases written down the right side of the flipchart:
 1. *Knowledge*
 2. *Attitudes*
 3. *Skills*
 4. *Action*

Community Model Activist Skills Building Module

5. Ask participants to divide themselves into 4 groups, by counting off from 1 to 4 until everyone has a number, and then grouping themselves by number.
6. Give each group a stack of randomly organized sentences for one of the “Stages of Change Stories.”
7. Explain: *The pieces of paper you’ve been given make up a story. The task for each group is to read the sentences on each piece of paper and determine their correct order. Make your decisions based on your own experiences of making change, or based on what you have witnessed in others. When finished, tape the pieces in order on the wall, with the first sheet at the top and last at the bottom. You will have **5 minutes** to complete this task.*
8. Ensure there are no questions and begin.
9. Alert the groups when **1 minute** remain and call out when time is up. (5 min).
10. Ask the groups to tape their stories on the wall (you can choose any wall in the room where there is space).
11. Explain: *Each group will present their story and explain why they chose the order they did.*
12. After each presentation ask:
 - a. *Why did you choose to put the pieces in this order?*
 - b. *Do the other groups agree with this order? If there is disagreement, discuss and come to an agreement about the correct order for the story.*
13. After all presentations have been given, ask the group: *Examine these stories and think to yourself about the similarities between them?*
14. Give the group a few moments in silence to think, then explain:
 - a. *I am now going to take you through a process of remembering and imagining one of your own experiences of making a change. At the end of this exercise you will share this experience with your neighbor, so imagine an example from your life that you feel comfortable sharing.*
 - b. *Now make yourself comfortable, close your eyes and listen carefully to what I say. Create pictures in your mind as I read.*
15. Once everyone has closed their eyes, read the following directions slowly to the group. When you see the word “pause” take a deep breath and silently count to five to let a few seconds pass:

Please take a minute to think about a change in your own life—something that you decided to change yourself, not something that was forced on you by someone else or

Community Model Activist Skills Building Module

by circumstances. (Pause) What was that change? Do not say it out loud; just think about it to yourself. (Pause)

Try to remember in detail the process you went through during that change. What issue did you begin to identify as a problem? (pause)

What made you feel that you needed to change something about yourself or your lifestyle? (pause)

What did you do next? Did you have information? Did you learn more about the issue? (pause) Who did you talk to? Did you get support from anyone? (pause) Did you try to think of alternatives to that behavior? (pause)

Did you change right away or did it take time? Did you try many different approaches to changing? Try to remember what those approaches were. (pause)

How did it feel to accomplish that change? (pause) What did you do to try to sustain the changes you had made and not go back to the old ways? (pause)

16. Tell participants to open their eyes and then ask: “Now please turn to your neighbor and tell her or him about the change you made in your life—and the process you went through to make that change. After 3 minutes I will ask you to switch roles of teller and listener.”
17. After 3 minutes ask participants to switch roles, so the other person can describe her/his process of change as well.
18. Call out that time is up after another 3 minutes have passed.
19. Ask: Would anyone like to describe their process of change to the group?
20. Invite a few participants to share their stories. Probe to help pull out key details of their story, with questions such as:
 - a. *What kind of change did you make?*
 - b. *How did you become aware that you needed or wanted to make a change?*
 - c. *Who and what supported you in making that change?*
 - d. *What actions did you take to be successful in making that change?*
 - e. *How did you make sure you sustained that change over time?*
21. Hang the flipchart on the wall displaying the Stages of Change.
22. Explain: Anyone making a change in her or his life goes through a common process, which has five stages.
23. Read the stages and descriptions on the flipchart or ask participants to volunteer to read them. Explain that it is not important for participants to remember the “fancy” names of the stages. What is most important is that they understand the different stages and that change is a process.

Community Model Activist Skills Building Module

Ask a volunteer to read stories in **Handout 3.3: Stages of Change Stories**

Think back to the stories that we organized, as well as your own experience of change. Do these stages reflect the process in these stories and in your own lives?

24. Explain: Indashyikirwa is a process of creating change within ourselves and our communities. If we know how individuals typically change, then we can become more skillful in facilitating community-wide change. Through our activism, we will help to bring our communities through the stages of change. The content our activist activities will evolve and grow as the community moves through the different stages.
25. Hang the “Phases of Indashyikirwa” flipchart directly next to the Stages of Change flipchart so that the side edges touch.
26. Explain: Indashyikirwa has four phases that correspond to the Stages of Change.
27. Draw arrows from each stage of change to its corresponding phase of Indashyikirwa (as below), explaining as you go. (Note that in the Indashyikirwa process, the action and maintenance stages have been combined into one).
 - a) *Pre-contemplation -- Knowledge*
 - b) *2. Contemplation -- Attitudes*
 - c) *Preparation for Action -- Skills*
 - d) *Action*
 - e) *Maintenance*
28. Ask participants: Please return to your original groups and the story you ordered. Discuss among yourselves how the Indashyikirwa phases would fit with that story. Write Knowledge, Attitudes, Skills and Action next to the appropriate sentences.
29. Once the groups are finished, ask participants to return to the large circle for discussion.
30. Ask:
 - a. *Why is it important in our work to recognize how people change?*
(Possible responses: *so that we can tailor our work to the stage that people are in; so that we can work systematically; so that we don't jump to action before the other phases or get stuck in awareness-raising without moving on; in order to do effective activism*).
31. Explain to participants that there are 2 common traps that programs often fall into, which Indashyikirwa aims to avoid:
 - a. *Getting stuck in awareness-raising:* Programs often get caught in an endless cycle of awareness-raising. We can see from stages of change that it is not enough to raise awareness about an issue. In addition to building knowledge, we also need to shift

Community Model Activist Skills Building Module

attitudes, build skills, and support action in order to make a change. Indashyikirwa aims to move beyond awareness-raising.

b. Jumping into action: We often expect people to change just by giving them new information. We run campaigns with slogans such as “Stop Violence!” or “End GBV Now!” However, stages of change helps us to see that we need to support individuals and communities through a process of shifting knowledge, attitudes and skills, before expecting them to make and maintain lasting changes.

32. Through the Couples’ Curriculum, you have already begun the first phase. We will continue in the Knowledge phase as we start our community-based activism, before moving on to the next phase.

33. Summarize key points:

a. Change is a process. It is not an event that happens and finishes immediately.

b. Most people and communities go through a similar process when they change thinking and behaviors.

c. Understanding how individuals change can help us become better at facilitating change across the community.

d. Indashyikirwa uses a “phased-in” approach (working in different phases) to help us more effectively facilitate change with individuals and communities.

34. Thank participants for their active participation before closing.

Community Model Activist Skills Building Module

Trainer tool 3.1: Stages of Change Stories

Story 1:

- Paul smokes a pack of cigarettes a day.
- Paul's doctor tells him that smoking is bad for his health. Paul coughs a lot in the morning and wonders if it could be because of smoking as the doctor said.
- Paul asks his friend who quit smoking whether it improved his health. The friend says "yes" and encourages Paul to quit too.
- Paul stops smoking.
- Paul has not smoked for a year and does not cough anymore.

Story 2:

- Mahoro uses a lot of oil in her food and eats very large portions. She has heart palpitations when she carries heavy loads.
- Mahoro hears her friends talking about how being overweight can give you high blood pressure. She wonders whether her palpitations could be linked to her weight.
- Mahoro asks her friends about the connection between weight and blood pressure. They talk about how to reduce weight.
- Mahoro decides to put less oil in her food and take smaller portions.
- Mahoro seldom has heart palpitations now. She feels great and weighs five kilos less.

Story 3:

- Mary and John are married. They are seen as a healthy couple in the community. John sometimes slaps Mary when he gets annoyed.
- When John is at the bar, a community activist from an NGO program comes in with materials about gender-based violence. The activist starts a discussion with John's friends about the consequences of gender-based violence and the benefit of nonviolent relationships.. John begins to think that it is wrong to slap Mary.
- John speaks with his father and other men in the community he respects about how to maintain healthy relationships with their wives. They discuss alternatives to violence. John commits to not slap Mary and to treat her with more respect.
- John stops slapping Mary when he is annoyed. Instead, when he is annoyed, he goes for a walk, or goes into another room to calm down.
- John sees that Mary is happier and likes to be around him more. He continues to be non-violent in his relationship.

Community Model Activist Skills Building Module

Story 4:

- Amina beats her son, Ali, when he does not come home from school on time.
- Ali begins to withdraw from Amina and the family. Amina notices this change in Ali and wonders if it is because he is afraid of being beaten again.
- At her women's group, Amina tells friends about the change in Ali. They share experiences and discuss other more positive ways of disciplining children.
- Amina tells Ali that she will no longer beat him, but if he doesn't come home on time with a good reason, then he will have to do extra chores.
- Amina tells her women's group the following week that Ali was only late once and he washed the dishes that night. He is more interactive with the family.

Community Model Activist Skills Building Module

Activity 4: The Content of Activism



Time Required: Time: 90 minutes



Methodology: Individuals, small group, large group discussion



Materials and Preparation: flipchart paper, markers, tape



Steps:

1. Welcome participants to the session. Conduct a short icebreaker or energizer to help participants settle into the space.
2. Introduce the session: *In order for our activism to be effective, it is important to have a clear understanding of the **content** of our activities, i.e. what it is we will be discussing and helping others to think critically about. In this session, we will explore the content of our activism and look at how it relates to the phases of Indashyikirwa.*
3. To begin, ask participants: *What is the overall aim of the Indashyikirwa project?* Listen to responses from a few participants. Summarize that *the overall aim of Indashyikirwa is to prevent GBV. Therefore, this is also the aim of our activism.*
4. Next, explain that in order to prevent GBV, we need to address the *root cause* of the problem. Ask participants: *What is the root cause of GBV?* (Response: power imbalance between men and women).
5. Continue: *If the power imbalance is the root cause of GBV, than what is it that we will try to address?* (Response: power imbalance!)
6. Summarize: *Therefore, the main content of our activism in Indashyikirwa is POWER.* Ask participants what this means to them. Listen to responses from 2-3 participants. Highlight key points:
 - a. Since power imbalance is the root cause of gender-based violence, our activism will focus on helping people to think critically about how they use their power.
 - b. We will promote positive uses of power and reduce negative uses of power.
 - c. We will support men and women to balance power in their relationships and the community.
 - d. We often think we have to continually talk about gender and violence in order to address GBV. However, focusing on power can make our activism more effective.

Community Model Activist Skills Building Module

Note to Facilitator: It is common for participants to think that things such as GBV, gender, violence, or awareness-raising are the core content of the program. The points above and the remaining exercise should help them to understand).

7. Write each of the terms below (representing the Stages of Change and the Phases of Indashyikirwa) on separate pieces of A4 paper in big bold letters. Mix the papers up so that they are out of order and collect them into a pile. (Do this 2 times so that you have 2 sets of papers).
8. Write each of the terms below (representing the Stages of Change and the Phases of Indashyikirwa) on separate pieces of A4 paper in big bold letters. Mix the papers up so that they are out of order and collect them into a pile. (Do this 2 times so that you have 2 sets of papers).
 - *Pre-contemplation* ○ *Action* ○ *Attitudes* ○ *Contemplation* ○ *Maintenance* ○ *Skills* ○ *Preparation for Action* ○ *Knowledge* ○ *Action*
9. Write each of the terms below (representing the four types of power) on a separate piece of A4 paper in big bold letters. Mix the papers up so that they are out of order and collect them into a pile (Do this 2 times so that you have 2 sets of papers).
 - a. *Power Within*
 - b. *Power Over*
 - c. *Power With*
 - d. *Power To*
10. Prepare a flipchart with the following diagram (*see diagram on next page*). Hang it in the front of the room and fold it up or cover it until ready to use during the session.

STAGES OF CHANGE	PHASES	CONTENT
Pre-contemplation	Knowledge	Power Within

Community Model Activist Skills Building Module

Contemplation	Attitudes	Power Over
Preparation for Action	Skills	Power With
Action	Action	Power To
Maintenance		

Community Model Activist Skills Building Module

11. Explain: *We are now going to do an exercise to help us explore the connection between power and Indashyikirwa activism. This exercise will be a race- the team that completes it the fastest will win!*
 - a. *We are going to divide into 2 teams. Each team will be given a pile of papers.*
 - b. *Do not look at the papers until I say "Go!"*
 - c. *On the papers are written the names of one of the Stages of Change and the names of the phases of Indashyikirwa.*
 - d. *You will give out the pieces of paper to the members of your team (1 paper per person). It is ok if not everyone has a piece.*
 - e. *Your job is to match each of the Stages of Change with the corresponding phase of Indashyikirwa. In order to do this, you will:*
 - i. *First, line up the people holding the Stages of Change papers, so that they are in order from front of the line to back of the line. (Ask them to hold up their papers for all to see).*
 - ii. *Then, for each stage of change, find the corresponding Phase of Indashyikirwa. Ask the person holding the relevant Phase of Indashyikirwa paper to stand next to the corresponding Stage of Change.*
 - iii. *In the end you should have 2 lines next to each other- one with the Stages of Change and one with corresponding the Phases of Indashyikirwa.*
 - iv. *When your team has finished, shout out "Done!" The first team to finish correctly will win.*
12. Ask if there are any questions. Divide into 2 teams by splitting participants in half- one side of the room and the other. Teams will need some space so should spread out in the room.
13. Hand out the Stages of Change and Phases of *Indashyikirwa* papers to each team, reminding them not to look at them until you call out "Go!"
14. When both teams have their papers, call out "Go!" Begin and continue the exercise until the first team shouts "Done!"
15. Go to the team that completed the exercise first and ask them to explain how they've arranged the Stages and Phases. If they are correct, then announce them as the winner. If not, go to the second team and ask them to explain how they've arranged the stages and phases. Confirm the correct answer and discuss any questions:
 - a. **Pre- contemplation** corresponds to the **Knowledge** phase
 - b. **Contemplation** corresponds to the **Attitudes** phase
 - c. **Preparation for Action** corresponds to the **Skills** phase
 - d. **Action and Maintenance** are combined to correspond to the **Action** phase.

Community Model Activist Skills Building Module

16. Announce to participants that you are now going to hand out four more pieces of paper to each team. They should distribute these four papers to other members of their teams who don't yet have a paper. On these pieces of paper are written the types of power. Teams should try to figure out which type of power corresponds to which phase of *Indashyikirwa*. They will then line up the team members holding the Types of Power papers next to the corresponding phases of *Indashyikirwa*. In the end teams should have 3 lines, where each stage of change corresponds to a phase of *Indashyikirwa* and one of the types of power. Designer to insert the image
17. Ensure that there are no questions and hand out the papers with the types of power to each team, reminding them not to look at the papers until you say "Go!"
18. When both teams have their papers, call out "Go!" and begin. Continue the exercise until the first team shouts "Done!"
19. Go to the team that completed first and ask them to explain how they've arranged themselves. If they are correct, then announce them as the winner. If not, go to the second team and ask them to explain how they've arranged themselves. If they are correct, then announce them as the winner.
20. Correct answers are as follows (explanations provided in Step #17):
 - a. **Knowledge** phase corresponds to **Power Within**
 - b. **Attitudes** phase corresponds to **Power Over**
 - c. **Skills** phase corresponds to **Power With**
 - d. **Action** phase corresponds to **Power To**
21. When you have finished the game, announce a winner and invite participants back to their seats.
22. Uncover the flipchart with the diagram of the Stages of Change, phases of *Indashyikirwa* and types of power.
23. Explain that in order to move systematically through the Stages of Change, each phase of *Indashyikirwa* focuses on a different type of power. Each phases builds on the one before.
 - a. Point to 'Power Within' on the flipchart and explain: *'Power within' is the foundation of positive change. In order for individuals or communities to begin a process of change, we must all first recognize our own power within. This is, therefore, the focus of the first phase of Indashyikirwa, i.e. the Knowledge phase. By building knowledge, we can help people to find their power.*

Community Model Activist Skills Building Module

- b. Point to 'Power Over' on the flipchart and explain: *Once communities begin to recognize their own power within, we will work with them to change their attitudes about GBV and begin to identify it as a problem. Therefore, the 2nd phase of Indashyikirwa focuses on changing attitudes about men's 'power over' women as the root cause of GBV.*
 - c. Point to 'Power Within' on the flipchart and explain: *As communities begin to recognize 'power over' as a problem, we will help them to strengthen their skills to prevent it. This means working together to identify alternatives together and supporting each other to change. Therefore, the 3rd phase of Indashyikirwa focuses on fostering 'power with' others in the communities where we work.*
 - d. Point to 'Power To' on the flipchart and explain: *Finally, as our communities move through each of these stages of change, we will inspire and support them to use their 'power to' take action to prevent GBV. 'Power to' is the focus of the last phase of Indashyikirwa, i.e. the Action phase.*
24. Summarize: *It is important when doing our activism to remember that change is a process. We will not jump into action and expect people to change right away. We will help individuals and communities to work through each phase, focusing on a different type of power for each phase.*
25. Ask if there are any questions and answer accordingly (give participants the opportunity to answer questions posed by others).
26. Conclude by summarizing the following key points:
- a. The core content of our activism is the four types of 'power.'
 - b. Each phase of *Indashyikirwa* focuses on one of the four types of power to support community members systematically through a process of change- starting with 'Power Within' and moving towards 'Power To'-
 - c. Focusing on power helps us to be more effective in our activism by addressing the root cause of the problem.
27. Thank participants for their active participation before closing.

Activity 5: Activist tools



Time Required: Time: 60 minutes



Methodology: Individuals, small group, large group discussion



Materials and Preparation: Flip chart, markers, tape

Community Model Activist Skills Building Module



Steps:

1. Welcome participants to the session. Conduct a short-energizer to help participants settle into the space.
2. Introduce the session: *As we discussed in the first session, one of the most important roles of an activist is to provoke critical thinking. To do this, we need to engage people in creative ways that encourage self-reflection and discussion. Indashyikirwa offers a variety of tools to help us work with community members in interesting and fun ways. Our activism will shift away from the traditional approach of training or “sensitization,” and focus on informal activities that help people think critically about how they use their power.*
3. Explain that in the back of the room (or front, depending upon where you set up the tables), there are 4 different tables. Each table represents a different phase of *Indashyikirwa*. Ask participants to remind you of the 4 different phases of *Indashyikirwa*.
4. Continue explaining: *On each table are the activist materials that you will use for that phase. In a moment we will divide into 4 groups. Each group will be assigned to a different table. In your groups you will examine the different materials on your table—picking them up, turning them over, looking at the images and words, comparing and discussing them. The purpose of this is not to master the materials but simply to become familiar with them. After 5 minutes, I will call out for you to “switch” and groups will rotate clockwise (to the right) to the next table. (Take a moment to point out the direction that they will rotate in). You will then examine the materials at the next table in the same way. We will continue in this manner, rotating between the tables every 5 minutes. You will have 5 minutes to examine the materials at each table, and I will call out “switch” when it is time to change. Once every group has passed through each table, we will bring our chairs to form a circle and discuss what we’ve seen.*
5. Set up four different tables for displaying the activism materials in the back or front of the room, wherever there is the most space. Spread them out so that there is room for small groups of participants to stand around each table.
6. On each table, display all of the activism materials for one phase of *Indashyikirwa* only, i.e. 1 table for the Knowledge phase, 1 table for Attitudes, 1 for Skills and 1 for Action. Note: the Knowledge phase will have less material than the others will.
7. Prepare a flipchart with the title “Characteristics of Activism Materials” and the following bullet points underneath:

Community Model Activist Skills Building Module

- a. *Are used as programming tools*
 - b. *Ask questions (rather than give messages)*
 - c. *Are creative and fun!*
 - d. *Have content that “evolves” with each phase*
8. Come in different styles
 9. Ensure that there are no questions.
 10. Divide into 4 groups by counting off 1-4 or any other way. Assign each group a table to go to and begin.
 11. Rotate between the groups and make sure that they are looking at all of the materials, picking them up, looking at both sides of them and discussing.
 12. After 5 minutes have passed, call out “Switch!” and help the participants to move in the right direction to the next table.
 13. Continue in this way until every group has moved through every table. Once they have finished, gather participants back to the main group. Ask for a volunteer from each table to pick the materials up from their respective tables and bring them to the front of the room so that you can use them during the debrief.
 14. Debrief the exercise using the following guiding questions:
 - a. *What did you notice about these materials? What stood out to you?*
 - b. *What did you like about these materials?*
 - c. *Did anything surprise you about the materials? If so, what?*
 - d. *What do the materials have in common? What was different?*
 15. Hang the flipchart with the “Characteristics of Activism Materials” written on it. Ask for a volunteer to read each of the bullet points. For each bullet point, ask participants:
 - a. *What does this mean to you?*
 - b. *Why is this important?*

Highlight or synthesize the main ideas for each bullet-point:

- a. *Are used as program tools.* The materials are used to facilitate discussions with community members. They are not for simply giving out or hanging up on walls. CAs will share these with groups of people and discuss them together.
- b. *Ask questions (rather than give messages).* Each of the materials moves beyond messaging and asks a question(s) e.g., “Everyone has power! *How are you using yours?*” This provokes community members to think about power in their

Community Model Activist Skills Building Module

relationships and community. All visual materials also come with discussion questions on the back to help guide the CA in facilitating discussions effectively.

- c. *Are creative and fun!* In order for activism to be effective, community members must actually enjoy participating in activities. They must be interested in what is happening. The activism materials spark people’s interest through creative images, questions, and activities. They make people curious, capture their attention, and make it appealing for community members to participate in discussions. The more community members enjoy taking part in activities/discussions, the more effective our activism will be!
- d. *Have content that “evolves” with each phase.* Each phase focuses on a different type of power, in line with Stages of Change. We begin by fostering power within and move phase-by-phase to taking action. This means that you will not be discussing the same thing over and over again. Your content will continue to build and grow with each phase. The materials may look the same- e.g. posters- but the discussions will evolve as the community evolves.

Note to Facilitator: For this point, it would be helpful to hang the “Power Poster” from each phase on the wall so that it is easy for participants to see an example of the same material being used, but the content evolving.

- e. *Come in different styles. There are a variety of materials to choose from in our activism. Different people respond to different materials in different ways. Therefore, it is important to have a variety of materials to engage the most people meaningfully. In addition, ideas are most powerful when we hear, see, or speak about them in different ways, from different sources.*

16. Explain that in future sessions, participants will receive specific tips about how to use each of the activist tools most effectively. They will have the chance to practice using them with each other before using them in the community.

17. Ensure that there are no questions before moving to the next part of the exercise.

18. Summarize, highlighting the following key points:

- a. *CAs will use a variety of activist tools to engage community members in discussions that provoke critical thinking.*
- b. *The content of the activist tools evolves with each phase- starting with ‘Power Within’ and moving towards ‘Power To’.*
- c. *Activist tools provoke critical thinking by using questions instead of messages, using creative images and activities, and having a variety of different styles.*

Community Model Activist Skills Building Module

- d. *Using these tools effectively requires building our facilitations skills and ongoing practice.*

19. Thank participants for their active participation before closing.

✂️ Activity 6: Introducing the Power Poster (knowledge phrase)



Time Required: Time: Time: 2.5 hours



Methodology: Individuals, small group, large group discussion



Materials and Preparation: copies of power poster, flip chart, markers, tape.



Steps:

Part 1- How to Use the Power Poster (60 min)

1. Welcome participants to the session. Conduct a short-energizer to help participants settle into the space.
2. Introduce the session: *In this session, we are going to get practical! Today we will start learning how to use the activist tools. We will begin with the first activist tool that we will use in the community: the Power Poster from the Knowledge Phase.*
3. Make copies Power Poster from the Knowledge Phase to utilize during the session (approximately 10 copies, i.e. 1 for every 3 participants).
4. Arrange the chairs in a circle without any tables or desks in the way
5. Take one Power Poster from the Knowledge Phase and number each of the images/scenes on the poster 1-8 using tape, a marker, or any other way. Number the images/scenes clockwise (from top-left to bottom-left).
6. Photocopy and cut the “Tips for Using the Power Poster” provided at the end of these instructions. (You may also make one photocopy for each participant without cutting, so that you can give it as a handout at the end of the session).
7. Prepare a flipchart with the title “Practice Session Debrief Questions” and the following questions. Hang it on the wall or flipchart stand in front of the room.
 - a. What did the facilitator do well/ what did you like about the session?
8. What could you improve for next time?
9. Hold up the poster and explain to participants: *This is the ‘Power Poster.’ It is the first communication material that you will use in the community. This style of poster is*

Community Model Activist Skills Building Module

found in each of the 4 phases of Indashyikirwa. However, the content of the poster evolves according to the phase. Therefore, the Power Poster from the Knowledge phase is slightly different from that in the Attitudes, Skills, and Action phases. Let's look at how we can use it.

10. Continue: *The first thing that we need to remember when using this or any of the other activist tools is which phase we are in and what are the objectives of that phase. This will remind us of the aim of our discussions, so that we can facilitate our discussions accordingly.*
11. Hold up the Power Poster (Knowledge Phase) and ask participants: *Which Indashyikirwa phase does this poster belong to?* (response: the Knowledge phase)
12. Ask participants if they can remember which Stage of Change the Knowledge phase corresponds to (response: pre-contemplation). Then ask if they can remember which type of power this phase focuses on (response: 'power within').
13. Then ask participants: *With this in mind, what do you think is the objective of the Knowledge phase?* Listen to responses from 2-3 participants.
14. Next, uncover the flipchart entitled "Objectives of the Knowledge Phase." ask for a volunteer to read it aloud:

Objective of the Knowledge Phase:

- *Foster '**power within**' of the Indashyikirwa team to understand and implement the Indashyikirwa project.*
- *Strengthen understanding of and relationships with the communities in which we work.*

15. Ask participants what this means to them. Discuss for 1-3 minutes and summarize, highlighting key points:
 - a. *The Knowledge Phase sets the foundation for positive change.*
 - b. *It focuses on 'power within,' which means looking **within ourselves** before looking out. Therefore, most of the work of the Knowledge Phase focuses on strengthening our own team NOT on creating change across the community. This is what we've been doing with the Couples' Curriculum and Community Activist Skills-Building.*
 - c. *At the community level, the Knowledge phase sets the foundation by focusing on building relationships and deepening our understanding of the communities in which we work.*

Community Model Activist Skills Building Module

- d. *As the Knowledge Phase corresponds to the pre-contemplation stage, our aim is not to get people to change, but simply to get people talking. To get them interested, excited, engaged, trusting and feeling connected to us.*

16. Explain: *When using the Power Poster for the Knowledge Phase, it is important to remember that our objective is to get people thinking about and talking about power. Our objective in this phase is not to change people or to convince them that what we believe is right. Understanding this will help to guide us in facilitating a meaningful discussion. Now let's take a look at what's on the poster.*
17. Hand out copies of the Power Poster so that there is at least 1 for every 3 participants. Hold up the poster with the images/scenes numbered.
18. Start with Image #1 and ask participants: *What do you see in this image?* Listen to contributions from a few participants about what they see in the image (2 min).
19. Ask participants whether Image/ Scene #1 is an example of a negative or positive use of power. Discuss (1 min). Ensure that all have a similar understanding of what is represented in the image.
20. Continue in this way, going through each of the images, and ensuring that participants understand the scenario being portrayed in each:
 - a. **Image #1** (*negative use of power*): A husband shouting at his wife. The kids are very upset. The neighbor does not intervene- he continues reading his newspaper and ignores what he hears. Another couple standing on the path outside also ignore what is happening- they seem happy to continue on their way.
 - b. **Image #2** (*positive use of power*): A husband and wife share the responsibility of carrying firewood and the rest of their load home. The wife carries a baby while the husband carries a bundle. They are smiling and seem happy.
 - c. **Image #3** (*negative use of power*): An older man is going out with a younger girl. He seems happy as do the other men in the bar. The other men do not mind that he is there with a young girl.
 - d. **Image #4** (*positive use of power*): A couple go together for HIV testing. They look happy.
 - e. **Image #5** (*negative use of power*): A woman is asking her partner to wear a condom and he is refusing.
 - f. **Image #6** (*positive use of power*): Community members have organized a march against gender-based violence.
 - g. **Image #7** (*negative use of power*): A group of boys is whistling at girls as they walk past.

Community Model Activist Skills Building Module

- h. **Image #8**(*positive use of power*): A group of women is sitting and talking or laughing together. They appear to be happy and enjoying themselves.
21. Ask participants what all of these images have in common. Listen to a few contributions.
 22. Summarize that all of these images demonstrate ways in which men and women use their power in their relationships and in the community. Some are examples of positive uses of power and others are examples of negative uses of power. The aim is to open a discussion about power and to get people interested in and talking about it. Therefore, many types of scenes are portrayed.
 23. Explain: *We are now going to do an exercise to learn some important tips for how to facilitate a discussion using the Power Poster. In a moment, you will divide into pairs with the person sitting next to you. Each pair will receive a piece of paper with one tip about how to facilitate the Power Poster written on it. In your pairs, you will have 3 minutes to come up with a way to act out that tip (role-play) in no more than 30 seconds. When time is up, I will call up each pair to do their role-play in 30 seconds or less and then read the tip that is written on their paper.*
 24. Ensure that there are no questions. Ask participants to form into pairs and give 1 tip to each pair (Note: if there are more than 24 participants, then you may form some groups of 3).
 25. After 3 minutes have passed, call out that time is up.
 26. Gather everyone's attention and begin by calling on Group #1 to do their role-play of Tip #1. After the role play, ask one person from Group #1 to read the tips that's on their paper and describe what this means (as needed). Hang their piece of paper on a blank flipchart. Ask participants whether they have any questions and allow for a minute of discussion.
 27. Repeat this process (Step 20) for tips 2-10. Ensure that groups do not take longer than 30 seconds to do their role-plays.
 28. After all of the groups have completed their role-plays and you have discussed all of their tips, ask participants whether there are any further questions.
 29. Emphasize to participants that when facilitating the Power Poster, you focus on one image per session, rather than trying to discuss the entire poster at once. To do this, you can ask community members which image they would like to discuss that day. If community members are interested in discussing more than one image, you can choose one and offer to come back another day to discuss other images.
 30. Ask participants: *What are the main take-home ideas within the Power Poster?* Listen to participants' responses.

Community Model Activist Skills Building Module

31. Summarize that the main take-Home ideas within the Power Poster are:
 - a. We all have power. We can choose to use our power positively or negatively.
 - b. Using our power positively benefits our relationships and community
32. Explain that in the next part of the session you will be putting these ideas into practice... practice using the Power Poster! Invite participants to take a 15-minute break before beginning Part 2.

Part 2- Practicing the Power Poster (60 min) 1. Welcome

participants back from the break.

2. Explain that you are now going to divide into groups and practice facilitating discussions using the Power Poster. One person will go first in each group. She/ he will use the Power Poster to facilitate a conversation with the group. The group will play the role of community members. They should try to be as realistic as possible in their role-playing. Facilitators should imagine that they are approaching the group and inviting them to discuss. The facilitator will have approximately **7 minutes to practice**. You will call out when time is up. When time is up, each group will conduct a short **5minute debrief** within their own groups, using the following two guiding questions (Point to the flipchart with the two de-brief questions):
 - *What did the facilitator do well/ what did you like about the session?*
 - *What could you improve for next time?*
3. After the first facilitators practice and the groups debrief, then another member of each group will volunteer to practice and groups will continue in the same way. They will have 45 minutes for this (enough time for approximately 3 people to practice per group).
4. Ensure that there are no questions. Divide into 4 groups by counting 1-4 or any other way and begin. Make sure every group has at least 3 copies of the Power Poster. Groups should spread out inside or outside of the room to ensure that they can conduct their discussions without disturbance from others. They should bring their chairs and arrange them in a circle or semi-circle within their groups.
5. Circulate between the groups to observe the practice sessions and support the debriefing. Be careful not to interrupt the facilitators while they are practicing.
6. After **7 minutes** have passed, call out that time is up for the first facilitators. Invite groups to start debriefing. (*5 min*) Circulate and help groups, as needed, to touch on key points during the debrief, which may include:
 - a. *framing the discussion around power;*

Community Model Activist Skills Building Module

- b. *using the questioning technique;*
 - c. *using a benefits-based approach;*
 - d. *probing to dig deeper;*
 - e. *being non-judgmental;*
 - f. *Not trying to convince people of your own idea;*
 - g. *Summarizing one take-home idea clearly*
7. After **5 minutes** have passed, call out that it is time to switch facilitators. Repeat the process of practice facilitation and debrief (Steps 5-7) until 45 minutes have passed. At least 2-3 facilitators should have the opportunity to practice in each group.
8. After **45 minutes** have passed, gather participants back to the main circle and debrief the activity using the questions below:
 - a. *How did it feel to facilitate a conversation using the Power Poster?*
 - i. *What did you like about it?*
 - ii. *What were some of the challenges?*
 - b. *What do you think we can do as facilitators to address some of those challenges? (Remember the skills of a strong facilitator and tips for using the Power Poster, and help to highlight key points during the discussion)*
 - c. *What were some of the things that facilitators did well?*
 - d. *What could we improve on as we practice?*
 - e. *How did it feel to participate in a poster discussion?*
 - f. *What have you learned through this exercise?*
9. Ask if there are any comments or questions. Summarize, highlighting the following key points:
 - a. *The Knowledge Phase of Indashyikirwa focuses on strengthening our own 'power within' as well as our understanding of and relationships with communities. This will be a foundation for our activism.*
 - b. *The Power Poster is the first activist tool that we will use with community members and the only one that we will use with communities during the Knowledge Phase.*
 - c. *The aim of the Power Poster is to get people interested in and talking about power. It is about provoking critical thinking, not changing behavior.*
 - d. *There are many tips that can help us to facilitate discussions using the Power Poster more effectively.*

Community Model Activist Skills Building Module

- e. *It requires practice to be able to facilitate discussions well using the Power Poster and other activist tools.*

10. Thank participants for their active participation before closing.

Attachment 3.3: Introducing the Power Poster- Photocopy, Cut, and Handout

Tips for Using the Power Poster (Knowledge Phase):

1. Plan in advance a time and place to conduct a poster discussion. Remember to find people where they are (e.g. go to the market, salon, a group of homes, etc.) and to choose a convenient time.
-

2. Review the poster before facilitating the discussion and identify the key take-home idea. Reflect upon how each image relates to that take-home idea.
-

3. When you arrive, introduce yourself and why you are there. Invite people to discuss the poster.
-

4. Hand out several copies to the participants, enough so that several people can share them and see what you are discussing.
-

5. Ask the participants which image they would like to discuss today. Choose **one image** to focus on during each session.
-

6. Use the discussion questions on the back of the poster to help facilitate the discussion. Do not simply read them straight through and gather responses. Use them as a guide and allow for meaningful discussion.
-

7. Ask probing questions as needed. Probing is useful when someone has said something that would be important to explore further, when you want to encourage people to

Community Model Activist Skills Building Module

dig deeper, when you'd like to help people consider alternative points of view, etc.

Examples of probing questions include ○ What do other people think?

- How might that impact the... (Husband/wife, community, etc.)...?
 - What would happen if...?
-

8. Remember to bring the discussion back to power, i.e. to discuss the issues raised in relation to power.

9. Highlight the benefits of positive uses of power in addition to the consequences of the negative uses of power.

10. Try to engage as many participants as possible. If some people are dominating, you can try to call on others. If some people are not participating, you can gently call on them to give some feedback if they feel comfortable, without singling them out or embarrassing them.

11. Remember that you are not trying to convince people to change their attitudes or behaviors. You are trying to provoke critical thinking and build relationships. Do not try to convince everyone about what is "right" - help to guide them to think critically and consider other points of view.

12. Do not take too much time. Activist sessions can take 20-30 minutes so that communities do not feel that they have to sacrifice much time to participate.

Community Model Activist Skills Building Module

Activity 7: Effective Activism



Time Required: Time: Time: 60 minutes



Methodology: Individuals, small group, large group discussion



Materials and Preparation: flip chart, markers, tape



Steps:

1. Welcome participants to the session. Conduct a short-energizer to help participants settle into the space.
2. Introduce the session: *Activism is about promoting positive change. Though we often have good intentions, sometimes the methods we use prevent us from effectively promoting change. In these cases, our activism may be ineffective or inadvertently cause more harm in the community. In this exercise, we are going to bring together the various ideas we have been discussing and look at what makes effective activism.*
3. Explain: *In a moment, you will all close your eyes. I will read descriptions of 3 different types of activism. With your eyes closed, you will imagine in your minds what I describe. When I am finished reading, we will discuss which images examples of effective, ineffective, and harmful activism.*
4. Prepare a flipchart with the title: “Effective Activism Is / Does...”
 - a. *Personal*
 - b. *Provoke Critical Thinking*
 - c. *Challenge Ideas without Arguing or Violence*
 - d. *Dynamic and Engaging*
 - e. *Conducted in an appropriate location and language*
 - f. *Inspiring/Motivating*
5. Hang three blank flipcharts on the wall, each with one of the following titles:
 - a. Harmful Activism
 - b. Ineffective Activism
6. Effective Activism
7. Once participants eyes are closed, read the following guided imagery:

Community Model Activist Skills Building Module

Imagine this first image. A group of community members has decided to march against domestic violence. They are carrying a banner that says 'Stop Domestic Violence!' and have decided to go to the houses of those people who are known to beat their wives. They are yelling, shouting, and marching through the streets of the village. They stop at the first house of a man known to beat his wife. They bang on the door and window and yell 'Stop the beating. This means you!' They post a sign on the door that says, 'Wife Beaters Must Leave.' "They will continue like this to other houses in the village. (Long pause)

Imagine a second image. Some community-based organizations are participating in a campaign to prevent GBV. They have received thousands of printed posters from a large NGO. The posters have the slogan 'Prevent GBV in Our Community!' or "Stop GBV Now!" with a picture of fists in the air. They participate in this campaign every year, and every year there is a similar message. The community groups hang the posters at different spots in the community and give them out to community leaders. Some people see the posters but do not pay attention to them. Some people do not see the posters at all. Others see the posters but do not understand why there are hands floating without bodies in the picture. On certain days, the organizations stand and hand out the posters to community member, telling them that GBV is wrong. They use a megaphone to shout the message "Stop GBV Now!" People nod and smile as they take the posters, which they later use to hold food or cover books. The organization is excited about how many posters they have given out and will increase the number of posters they create for next year's campaign. (Long pause)

Imagine a third image. It is local festival. A group of people is gathered around under a tree, playing a game. The game involves a large tarp spread out beneath the tree that has different images painted on it of scenes from within the community. Community members get the chance to roll dice and move around the tarp. When they land on an image, the facilitator asks them a question about that image and they share their answer with the group. As the participants play, you can hear cheering and laughter coming from under the tree. Sometimes it gets quiet and you can tell that someone is sharing with the group. The crowd keeps getting bigger. When you walk over, several participants are debating something while others listen carefully. (Long pause)

You may now open your eyes.

Community Model Activist Skills Building Module

8. Once participants have opened their eyes, remind them of the first image and ask: *Was this an example of effective, ineffective or harmful activism?* Confirm that this was an example of **harmful activism**.
 - a. Ask participants: *What makes this an example of harmful activism?* Record participants answers on the flipchart titled “Harmful Activism.” (Contributions could include aggressive behavior, abusive language, destruction of property, labeling, shaming, assuming that some people are violent and others are not etc.)
9. Repeat this process for the 2nd and 3rd images. Confirm that:
 - a. The **2nd image** is an example of **ineffective activism** (Contributions for what makes this ineffective could include: familiar message, abstract image, no opportunities to discuss the issue, boring, doesn’t help people connect with the issue etc.)
 - b. The **3rd image** is an example of **effective activism** (Contributions for what makes this effective could include: ideal setting, dynamic and creative activity, encourages people to think and share ideas, uses questioning, etc.)
10. Uncover the flipchart titled “Effective Activism Is/Does...” Ask different participants to read each bullet point or read them yourself. Discuss briefly what each means (no more than a minute).
 - a. **Personal:** helps people to connect with the issue, makes them feel like it is relevant for them, relates to their personal experience and context
 - b. **Provokes Critical Thinking:** helps them to think for themselves, asks their opinions and ideas
 - c. **Challenges Ideas without Arguing or Violence:** helps to challenge harmful ideas in a safe way, creates a safe space for discussing different views and exploring positive alternatives
 - d. **Dynamic and Engaging:** uses creative activities that are interesting and fun, encourages participation from many people, ask provocative questions
 - e. **Conducted in an appropriate location and language:** activities are easy to access, take place in popular locations, are done in the local language, etc.
 - f. **Inspiring/Motivating:** helps participants to see hope and positive alternatives, focuses on the benefits of non-violence rather than the consequences of GBV, is positive and encouraging

Community Model Activist Skills Building Module

11. Explain that in order to help us engage in effective activism, *Indashyikirwa* provides us with a range of creative activist tools to use. We will look at these in the future sessions.
12. Summarize the exercise, highlighting the following key points:
 - a. *Even when we have good intentions, our activism may be ineffective or harmful if we are not careful to utilize the characteristics of effective activism.*
 - b. *Effective activism uses innovative approaches to provoke people's thinking without using any form of emotional or physical violence.*
 - c. *Effective activism makes the issue feel just safe enough for people to engage, while still pushing people to grow in their ideas and perspectives.*
 - d. *Effective activism is the strongest form of using your power to take action.*
 - e. *It is our responsibility to communities not to engage in activism that is as effective as possible!*
13. Thank participants for their active participation before closing.

Activity 8: Everyday Activism



Time Required: 60 minutes



Methodology: Individuals, small group, large group discussion



Materials and Preparation: flipchart, tape, markers



Steps:

1. Welcome participants to the session. Conduct a short-energizer to help participants settle into the space.
2. Introduce the session: *Every day we interact with many people. With all of these people we could be fostering change through our words and actions. Yet often we are not aware of this or we feel that activism can only be large or well-planned activities. Many times the most effective activism is what happens in the course of normal life. This is the focus of Indashyikirwa.*
3. Explain: *I am going to read you a simple story. Please make yourself comfortable and listen carefully.*
4. Once you have everyone's attention, begin reading:

Community Model Activist Skills Building Module

John is a farmer. He lives in a small farming community. It's Sunday, the only day he gets to sleep longer and rest a bit. He and his family get up at 7:00 A.M. They bathe and have breakfast. From 8:00 A.M. until 10:00A.M. they go to church, after which they talk for a while with some of their fellow church members. They come home and prepare food, with everyone helping in the food preparations, and at 1:00P.M. they enjoy a nice meal together. At 2:00 P.M. John goes to the village center where his friends gather for talking and sometimes playing a game. From 4:00P.M. until 5:30 P.M. The whole family goes to visit a relative with a sick child. When they arrive back home, there are neighbors sitting outside enjoying a rest. John's wife cooks a special supper. Some neighbors come by and they all share food. The whole family takes supper at 9:00 P.M. and goes to bed at 10:00 P.M.

5. Explain: *The story, about a day in the life of John, is a simple one. It focuses on the social interactions John had during his Sunday. This could have been the story about any woman or man living in your community. Let us review John's day and the social interactions that he had.*
 - a. *Write on the flipchart "7:00 A.M."*
 - b. *Ask participants: What social interaction did John have first thing in the morning? (Answer: He had breakfast with his wife and children.)*
 - c. *Write the answer on the flipchart next to the corresponding time. In this case, you could write "breakfast with wife and children."*
 - d. *Review John's whole day in this manner, writing down the time and the corresponding social interaction. Reread parts of the story if needed to help participants remember.*
6. Summarize as follows:
 - a. *Everybody has social interactions each day.*
 - b. *Every social interaction is an opportunity for activism. Activism can be within our personal relationships (i.e. with family and friends) or in public interactions (i.e. with community members and others)*
7. Ask participants: *Please choose a day from the past week. In your notebook write out your day and its social interactions as we have done for John. Write down both formal and informal interactions, personal (with family) or public (with community members). For each social interaction write down a way, you could have used that social interaction for activism. Take **5 minutes** to do this independently.*
8. Call out "Time's Up" after **5 minutes** have passed.

Community Model Activist Skills Building Module

9. Ask participants: *Please turn to your neighbor to discuss your work. Explain your day and its opportunities for personal or public activism. Be specific. Work together to ensure you have named specific ways to take action for each social interaction. You will have **6 minutes** for this discussion. After **3 minutes**, I will tell you to switch roles and begin working on the other person's opportunities for everyday activism.*
10. Ask participants to begin. After **3 minutes**, ask participants to switch roles. When **6 minutes** have passed call out that time is up.
11. Debrief the exercise, using the following questions as a guide:
 - a. *What did you learn from this exercise?*
 - b. *Did the exercise help you think differently about your day and your role as an activist? If so, how? If not, why not?*
 - c. *What times of day or types of social interaction were the most challenging for identifying how to take action?*
12. Explain: *As CAs, our activism will take place within the course of our everyday lives, e.g. at home, in the fields, at the bar, at the salon or market. We will try to live in a way that demonstrates our beliefs. We will identify opportunities for activism in our day-to-day lives and use creative materials to start conversations and provoke critical thinking. As we get more comfortable in our activism, we will gradually expand our efforts to include more people in the community.*
13. Ask if there are any questions and answer accordingly.
14. Summarize as follows:
 - a. *Activism does not have to always be a large or organized event. We can be activists in our everyday interactions and relationships.*
 - b. *It is actually, when our activism becomes part of our everyday lives that we will begin to see social change.*
 - c. *Every choice we make throughout a day allows us to live and demonstrate our beliefs.*
 - d. *We all have the power to reach many people. The more people we reach out to, the more we will be able to effect social change.*
15. Thank participants for their active participation before closing.

Activity 9: Introducing the Take-Home Exercise

Community Model Activist Skills Building Module

✓ **Objectives** - By the end of the activity, participants will be able to:

- a. Apply the ideas that they have learned in their daily lives

🕒 **Time Required: 15 minutes**

👤 **Methodology:**

✍️ **Materials and Preparation:**

- Photocopy and cut the Take-Home Exercise at the end of this session (one for each participant)



Steps:

1. Introduce the final part of the first session by explaining that the main purpose of the curriculum is to provide participants with knowledge and skills that they can use in their daily lives. This is where the real growth and change takes place. Therefore, every week participants will be assigned a Take-Home Exercise. The Take-Home Exercises are designed to help participants apply the ideas that they have learned in that particular session. Take-Home Exercises involve reflection, discussion, and taking action as an individual or as a couple. Emphasize that:
 - a. The Take-Home Exercises are the most important part of the curriculum. Without them, the curriculum would not have any meaning.
 - b. It is essential that all participants do the Take-Home Exercise every week.
 - c. There won't be anyone to watch over them so it is up to everyone to make a commitment and be responsible for themselves.
 - d. The following week there will be designated time to reflect upon the exercise and share their feelings.
2. Introduce the Take-Home Exercise for this week by explaining that:
 - a. It will be important throughout this process for couples to get comfortable spending more time together and speaking about various issues.
 - b. This will be new for many participants and might feel uncomfortable at first. That is ok! The Take-Home Exercises will offer specific steps to guide them. As they complete the exercises each week, they will get more and more comfortable working together.
 - c. To get started, the Take-Home Exercise for this week focuses on scheduling time together as a couple and practicing talking about your ideas.
3. Explain the Take-Home Exercise, provided in the box below (clarify as needed that participants do not need to write down their answers nor share them with anyone else in the group).

Community Model Activist Skills Building Module

4. When you have finished introducing the Take-Home Exercise, thank everyone for their active participation today and their commitment to the journey together. Express your excitement to be working together and about the possibilities ahead. Remind participants of the date and time of the next meeting before closing.

Take- Home Reflection

Take some time to reflect upon what was discussed in this session. Ask yourself about the roles of an active community activist and how are you prepared to change your community through activism?

Session 2: The space between us



I. SUGGESTED TIME: 2 hours

II. OBJECTIVES:

- ✓ To raise awareness of how power has shaped our lives and experiences.
- ✓ To strengthen understanding of the imbalance of power between men and women in our communities.
- ✓ To provide practical examples of the “imbalance of power between men and women” and how that affects us.

III. Activities:

Activity 1: Take-Home Reflection

 **Time required 30 minutes**  **Methodology:**

Community Model Activist Skills Building Module

 **Materials and Preparation:** Individual work, Pair-share



Steps:

1. Welcome everyone to the session. Remind participants that in the last session you too time to get to know each other and the Indashyikirwa project better. You also discussed the different concepts of activism
2. Invite participants to share their reflections about the Take-Home Exercise. Ask participants to share the role of an active community activist. Also they share how they are prepared to change their community through activism.

Community Model Activist Skills Building Module

Activity 2: Introductory activity



Time Required: 90 minutes



Methodology: Individuals, small group, large group discussion



Materials and Preparation: Prepare a flipchart with the

- This exercise is best conducted with both women and men. Make sure you have at least three women and three men present to conduct the exercise.
- Ensure that there is plenty of empty space in the training room for participants to form a line in the middle and take several steps forward and/or several steps backwards.
- Review this exercise carefully and practice reading the statements at the end so that you are familiar with them. Photocopy the statements or carry the manual with you so that you can read them.

Note to Facilitator: This is an intense exercise that requires participants to feel safe. Do not conduct this exercise if you feel there is tension or disrespect in your group.

- ✓ During the debrief, ensure that neither you nor participants speak specifically about another participant's experiences, as revealed through the exercise. This behavior creates a lack of safety in the group. Let everyone speak for her/himself.
- ✓ Set the tone of this session carefully with participants. It is a serious exercise that requires sensitivity



Steps:

1. Welcome participants to the session. Conduct a short-energizer to help participants settle into the space.
2. Introduce the session: *This session is designed to help us recognize that a person's sex (male or female) deeply influences their experiences and choices in life. This impacts how men and women access and enjoy human rights.*
3. Explain to participants:
 - a. *In a few moments, I am going to ask you to line up in the middle of the room and hold hands with each other. I will then read a series of statements about life experiences.*

Community Model Activist Skills Building Module

- b. The statements will ask you to move one step forward or one step backward according to certain things that you have experienced in your own life. You will move according to what the statement asks, basing your answer on your own personal experience.*
 - c. If you begin moving in the opposite direction of the people you are holding hands with, you will have to let go.”. If someone is in a wheelchair, instead of taking a step, they can move/roll the equivalent.*
 - d. If you haven’t heard a statement clearly, please ask me to repeat it*
 - e. Remember to answer honestly, based on your own experiences. Don’t follow others in order to feel more comfortable. Try to avoid looking at what others are doing and focus on yourself.*
 - f. This is a silent exercise. Please do not comment on your own or others’ movements.*
4. Ask participants to line up side by side across the middle of the room (or empty space), with sufficient and equal space both behind and in front of them. Ask them to all face one way (toward a wall or imaginary line on the floor) and to hold hands with the people on either side of them. Comment taken
5. Ensure there are no questions. Remind participants that this is a silent exercise.
6. Read the statements provided at the end of these instructions, one at a time. Read slowly and repeat statements as needed. Ask the participants to move after each statement.

(Note: The statements are written in a way that could be difficult to understand the first time. It is important to read each statement clearly and slowly, and repeat. You might also need to clarify what the statements mean for men and women e.g. if the statement says, “If most people in government are of your same sex,” then you could clarify that for men this means that most people in government are men, and for women means that most people in government are women.
7. When you have finished reading all the statements, pause. Ask the participants to remain where they are. If some participants are still holding hands, they can now let go of each other.
8. Ask the participants to look around to see where they are standing and where others around them are standing. Ask them to take a moment to reflect on their own position and the position of others.

Community Model Activist Skills Building Module

9. Tell to the group: *“When I say ‘go,’ you are going to race to the wall/line in front of you.”*
10. Count *“one, two, three, GO!”*
11. Gather everyone back in the large circle and debrief the exercise (If participants were sitting at desks/tables earlier, move the chairs so that you can debrief in a circle without desks/tables). Make sure that both women and men are contributing their thoughts and that everyone feels safe and respected throughout the discussion.
 - a. *How did you feel doing this exercise?*
 - i. *How did you feel at the beginning when you were all in the straight line?*
 - ii. *How did it feel to move forward? To move backward?*
 - iii. *How did it feel to release the hands of your neighbors?*
 - b. *What did you notice about each other’s reactions as the exercise progressed? (Probe: Did the tone of the game change from playful to serious?)*
 - c. *What did you think or feel when you saw where everyone was standing at the end of the game? Was there anything that surprised you about people’s positions?*
 - d. *Did any of you adjust the size of your steps as the game continued on? Why?*
 - e. *Did anyone want or choose to not be honest in the exercise? Why? What does this tell us about our experiences? (Probe: Is there shame or stigma attached to our experiences of power?)*
 - f. *What was your first reaction when I asked you to race to the wall? (Contributions could include: too far, too close, ran very hard, knew I couldn’t win, what was the point, etc.)*
 - g. *What does this exercise teach us about the power imbalances between women and men?*
 - h. *What did you learn about your own power? The power of those around you?*
12. Summarize:
 - a. *In our community, women typically have less power than men.*

Community Model Activist Skills Building Module

- b. The power imbalances between women and men mean that women are at a disadvantage.*
- c. Gender-based violence is one way this power imbalance is perpetuated.*
- d. It is unjust that women and men do not move through life equally.*

13. Thank participants for their active participation before closing.

Trainer tool 3.2: The Space Between us- Statements

1. If you were raised in a community where the majority of police, government workers and politicians were of the same sex as you, move one-step forward.
2. If it is generally acceptable for you to make jokes about the opposite sex in public, move one-step forward.
3. If you have ever been harassed or disrespected by security agents and local leaders because of your sex, move one-step back.
4. If a teacher has ever promised someone of your sex better school results in exchange for sexual favors, move one-step back.
5. If your partner could beat you and others would not show much reaction, move onestep back.
6. If most doctors, lawyers, professors, or other “professionals” are of the same sex as you, move one step forward.
7. If people of your sex often fear violence in their own relationship or homes, move one step back.
8. If people of your sex can be beaten for being unfaithful, and this would generally be accepted by others, move one step back.
9. If people of your sex often pay for sexual favors, move one step forward.
10. If you were discouraged from pursuing activities of your choice because of your sex, move one step back.
11. If you commonly see people of your sex in positions of leadership in business, in court and in government, move one step forward.
12. If you fear being attacked if you walk home alone after dark, move one step back.
13. If you could continue school while your siblings of the opposite sex had to stop, move one step forward.
14. If you share childrearing responsibilities equally with your partner, move one step forward.

Community Model Activist Skills Building Module

15. If you have never worried about being judged for your sexual behavior, move one step forward.
16. If you must rely on your partner to pay for your clothes and food, move one step back.
17. If you have never been offered presents for sexual favors, move one step forward.
18. If you have ever worried about how to dress to keep yourself safe, move one step back.
19. If people of your sex can have different partners and that is generally accepted, move one step forward.
20. If you have taken care of your partner while she or he is sick, move one step forward.
21. If your religious leaders are the same sex as you, move one step forward.
22. If you have ever feared rape, move one step backward.
23. If you have ever been touched inappropriately by a stranger in public, move one step back.
24. If you can expect the same level of respect from men as from women, move one step forward.
25. If you cannot always expect the same kind of respect from women as from men, move one step back.
26. If you have ever been refused rest by your partner while you were feeling weak, move one step back.
27. If your sex is the one who usually makes the decisions about household expenditures, move one step forward.
28. If you have never been whistled or hooted at in public by the opposite sex, move one step forward.

Community Model Activist Skills Building Module

Activity 3: The Power of a benefit – based approach

 **Time Required:** 90 minutes

 **Methodology:** Individuals, small group, large group discussion, pairs

 **Materials and Preparation:**

Photocopies of the “Motivating and Deterring Scenarios” flipcharts, markers

Steps:

1. Welcome participants to the session. Conduct a short-energizer to help participants settle into the space.
2. Introduce the session: *In this session, we will explore how people’s feelings during a process of change deeply influence their motivation and success in making that change.* Make 4 photocopies of the “Motivating and Deterring Scenarios” provided at the end of these instructions. Cut out the scenarios along the lines, NOT including the answer key, i.e. motivator or deterrent (that is for the facilitator only to use). Group each pair of numbers together using a paper clip/tape/stapler, e.g. 1a and 1b, 2a and 2b, etc. Then put 5 pairs together (1-5) to create a set, so that there are 4 total sets of papers. Prepare a flipchart with 2 columns: Motivators and Barriers. Draw 5 rows across and number them 1-5. Hang this in the front of the room and cover it or fold it upwards until you are ready to use it during the session.

	Motivating	Deterring
1.		
2.		
3.		
4.		
5.		

Prepare another flipchart with 2 columns- “Deterrents” and “Consequences.” In the Deterrents column, write the following (hang it near the other flipchart and cover/fold it up until it is time to use):

1. Discouraging
2. Blaming
3. Enabling

Community Model Activist Skills Building Module

4. Judging
 5. Labeling
-
3. Explain: *In a moment, we will divide into 4 groups. Each group will receive a set of paper strips. On these papers are written scenarios about 5 different individuals who are trying to make a change. For each individual, there are two possible scenarios given. In your groups, you will discuss the two scenarios given for each individual and decide which one you think would help **motivate** that person to change, and which one would **deter** them from changing and why.*
 4. Uncover the “Motivating and Deterring” flipchart at the front of the room and continue explaining: *Once you have chosen which scenario is motivating for each individual and which is for deterring, come to the front of the room and hang the strips of paper in the corresponding column and numbered row (You may wish to demonstrate one example for participants). You will have 25 minutes to complete this.*
 5. Divide into 4 groups by counting off 1-4 or any other way. Distribute the scenario papers to each group and begin the exercise.
 6. Circulate between the groups to make sure everyone is on track and provide support as needed.
 7. Alert the participants when there are **5 minutes** remaining, **1 minute**, and when **time is up**.
 8. After 25 minutes have passed, invite the groups to hang their papers on the flipchart if they haven’t done so already.
 9. To review the groups’ work, begin by reading aloud scenarios 1a and 1b (Paul). Then look on the Motivating and Deterring flipchart to see where most groups placed these scenarios.
 10. Ask participants to share why their groups decided to put their papers where they did (anyone from any group can answer).
 11. Probe as needed by asking things such as: *How did the person feel in the scenario? How did others in the scenario treat them? How do you think they way they were feeling affected their ability to change?*
 - a. Participants’ responses should highlight the fact that helping someone to feel positively can help motivate them to change while bringing out negative feelings deters change. (3 min)
 12. Move on to the next set of scenarios: 2a and 2b (Mahoro) and repeat the same process (Steps 9-11). Continue to review the responses in this way until you have reviewed all 4 scenarios. (15 min)

Community Model Activist Skills Building Module

13. After you've reviewed all of the scenarios, ask participants:
 - a. *What can we see about the things that motivate people to change?* (sample responses: they focus on the positive; make people feel positive; emphasize the *benefits* of new behaviors)
 - b. *What can we see about the things that deter people from changing?* (Sample responses: they focus on the negative; make people feel negatively; emphasize the negative consequences of their current behaviors).
14. Summarize: *As we have seen, how we feel and how others make us feel can be an important motivator or deterrent to change. Let us look more closely at how this works.*
15. Uncover the flipchart with the columns "Deterrents" and "Consequences." Explain that you are going to review the scenarios seen as deterrents to change to see how they made the person feel and why this deters change.
16. Read Scenario #1a- (the deterring scenario for Paul)
 - a. Ask participants how they would describe the response to Paul's situation. Listen to responses from 1-2 participants.
 - b. Explain that we call this type of response "Discouraging" (Point to "discouraging" on the flipchart).
 - c. Ask participants: *How does it make you feel when people discourage you?* Listen to responses from 1-2 participants.
 - d. Highlight that **discouraging** can cause someone to feel **hopeless** (i.e. that there is nothing they can do, things will not be able to change, frustrated).
 - e. Write the word "hopeless" in the Consequence Column.
17. Move on to scenario #2a- the deterring scenario for Mahoro. Repeat Step 16, using the Mahoro scenario. The deterrent in this case is *blaming* and the consequence is that it can make someone feel *defensive* (see table below).
18. Continue to discuss the remaining examples of deterrents to change in this way, referring to chart below.

	Deterrents	Consequence
1. <i>Paul</i>	Discouraging	Hopelessness
2. <i>Mahoro</i>	Blaming	Defensiveness
3. <i>John</i>	. Enabling	. Consent
4. <i>Samuel</i>	. Judging	. Stigma

Community Model Activist Skills Building Module

5. Amina	. Labeling	. Shame/ Anger
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19. Ask participants: *If these negative responses are barriers to change, what kinds of responses could help to motivate change?* Listen to responses from several participants and record them on a flipchart. Sample responses include:
- Encouraging*
 - Commending the desire to change instead of blaming the bad behavior*
 - Helping identify issues as a problem in a safe way*
 - Not judging*
 - Normalizing (helping someone to understand that their struggles are common and that they are not alone).*
20. Summarize: *Given what we have learned about motivators and deterrents of change, our activism will aim to inspire positive feelings in community members rather than negative feelings. One way to do this is to focus on the benefits of balancing power and non-violence in relationships rather than focusing only on the negative consequences of GBV. We will engage in a way that fosters power within and aims to inspire (rather than scare) community members to make positive changes! We call this a “benefits-based approach” to GBV prevention.*
21. Ask participants if they have any questions about a benefits-based approach and discuss. (5 min)
22. Ask participants: *What can we learn from this exercise?* Highlight key points:
- How people feel in the process of change (and how we make them feel) affects their success in making and sustaining the desired change.*
 - Emphasizing the benefits of change is more effective than just emphasizing the negative consequences of the behavior.*
23. Thank participants for their active participation before closing.

Trainer tool: 3.3 Motivators and Deterrents Scenarios- Photocopy (4x) and Cut

Scenario 1: Paul	
1a. Paul smokes a pack of cigarettes a day. Paul coughs a lot in the morning and wonders if it could be because of smoking. Paul talks to his doctor and his doctor tells him that it is true; smoking is very bad for one’s health. However, he says that most people who smoke cannot stop. They become addicted. He tells him to try but that most patients who try fail, because it is very hard.	Deterrent <i>(Discouraging)</i>

Community Model Activist Skills Building Module

<p>1b. Paul smokes a pack of cigarettes a day. Paul coughs a lot in the morning and wonders if it could be because of smoking. Paul talks to his doctor and his doctor tells him that it is true; smoking is very bad for one’s health. He says that it is never too late to quit though, and that this could really improve Paul’s health. He explains that many people successfully quit smoking and that this greatly improves how they feel. They breathe easier, cough less, and are more active. He explains that it can be challenging to quit, but that it is very possible with right support and a good strategy. He offers to help Paul identify the strategy that would be best for him and to support him through the process. He tells Paul that he knows he can do it!</p>	<p>Motivator <i>(Encouraging)</i></p>
<p>Scenario 2: Mahoro</p>	
<p>2a. Mahoro has heart palpitations when she carries heavy loads. Mahoro wonders whether her palpitations could be linked to her weight. She talks with her friend about it and tells her that she is worried. Her friend points at her and exclaims, “Of course, you have high blood pressure! I have been telling you for years to reduce your weight! However, you kept eating too much and using so much oil! Now you are worried about your weight. It’s your own fault!”</p>	<p>Deterrent <i>(Blaming)</i></p>
<p>2b. Mahoro has heart palpitations when she carries heavy loads. Mahoro wonders whether her palpitations could be linked to her weight. She talks with her friend about it and tells her that she is worried. Her friend says that she is glad that Mahoro shared this with her. She tells her that it is normal to struggle with weight and that it happens to all of us. Many women have similar issues and it just takes some changes to make. She tells her about some ideas that have worked with other friends and offer.</p>	<p>Motivator <i>(Non-blaming/ commending)</i></p>
<p>Scenario 3: John</p>	
<p>3a. Mary and John are married, and although John loves Mary, he sometimes slaps her when he gets annoyed. John’s grandfather notices this and decides to talk to John about it. He tells John that in a healthy relationship, both partners respect and treat each other equally. He says that in their family, violence in the home is not tolerated. He tells John about other positive ways to deal with his frustrations.</p>	<p>Motivator <i>(holding accountable)</i></p>

Community Model Activist Skills Building Module

<p>3b. Mary and John are married, and although John loves Mary, he sometimes slaps her when he gets annoyed. John’s grandfather notices but ignores it. He sympathizes with John and says that women can sometimes be difficult, so he understands why he slaps her. He says it is not so good, but really, what can</p>	<p>Deterrent <i>(Enabling)</i></p>
<p>you do? Women can be big-headed.</p>	
<p>Scenario 4: Samuel</p>	
<p>4a. Samuel likes to drink and often comes home drunk. Lately when he is drunk, he fights a lot with his wife and passes out so that he cannot remember what happened. He starts to wonder whether he should reduce his drinking. One day, an activist for an NGO program comes to talk to the men at the bar. The activist has some materials and says he’d like to have a discussion with them. He says that many people, including himself, like to drink but that sometimes we drink so much that it causes problems for ourselves and others. He asks the men to share their opinions about different questions related to drinking and relationships. Samuel gets totally wrapped up in the conversation that he doesn’t even realize how much time has passed</p>	<p>Motivator <i>(Non-judging)</i></p>
<p>4b. Samuel likes to drink and often comes home drunk. Lately when he is drunk, he fights a lot with his wife and passes out so that he cannot remember what happened. He starts to wonder whether he should reduce his drinking. One day, an activist for an NGO program comes to talk to the men at the bar. The activist is with a campaign called “Real Men Don’t Drink!” The activist explains that men like them are destroying the community with their drinking. He asks them if they are proud of how they behave when they leave the bar? He says that he has been trained and can teach them the right way, and take them off of this wrong path before it’s too late!</p>	<p>Deterrent <i>(Judging)</i></p>
<p>Scenario 5: Amina</p>	
<p>5a. Amina beats her son Ali, when he does not come home from school on time. Ali begins to withdraw from Amina and the family and Amina doesn’t know what to do. Amina shares this with her peers at her women’s group. They scoff at her and call her a bad mother and other bad names. She goes home and is even angrier at Ali for giving her a bad name.</p>	<p>Barrier <i>(Labeling)</i></p>

Community Model Activist Skills Building Module

5b. Amina beats her son Ali, when he does not come home from school on time. Ali begins to withdraw from Amina and the family and Amina doesn't know what to do. Amina shares this with her peers at her women's group. They are very understanding and express that all parents face challenges in figuring out how best to discipline their children. They all want what's best for their children. They share experiences and discuss other more positive ways of disciplining children.

Motivator

*(validating/
normalizing)*

Activity 4: Instruct, inform or question

 **Time Required:** 120 minutes

 **Methodology:** Individuals, small group, large group discussion, pairs

 **Materials and Preparation:** markers, flip charts, tape

 **Steps:**

Part 1: The Analysis Wheel (60 minutes)

1. Welcome participants to the session. Conduct a short-energizer to help participants settle into the space.
2. Introduce the session: *When we are doing our activism, we will be raising awareness about things such as power, the benefits of balancing power, consequences of GBV, alternatives to GBV, etc. We often use the term “awareness-raising” or “sensitization” but don’t have a clear understanding of what effective awarenessraising really means or how to do it. In this exercise, we will explore different techniques for raising awareness, so that we can be more effective in our activism.*
3. On a flipchart, write the following (keeping the same words in bold letters and underlined as they are below). Hang the flipchart in the front of the room and fold it up/ cover it until it is time to use it during the session:

In raising awareness, it is important to help people to:

- a) **THINK** for themselves
- b) **FEEL** connected to the issue / **FEEL** ‘power within’
- c) **HEAR/ SEE** that there is hope for something positive
- d) Imagine something practical to **DO**

Community Model Activist Skills Building Module

- Create an image called an “Analysis Wheel” by following the instructions below:
 - Tape 4 pieces of flipchart paper together to create one large square. ○ Then draw a big circle across the large flipchart.
 - Divide the circle into four quadrants and label each one: FEEL, THINK, HEAR/SEE, and DO. To insert a circle ○ Write the title “Analysis Wheel” across the top of the flipchart.

Hang the large flipchart with the “Analysis Wheel” in the front of the room next to the previous flipchart and cover it up until it is time to use it in the session.

- Write the following words in big bold letters, each on a separate piece of A4 paper/ flipchart paper (you can use a half-sheet of flipchart paper): **Instruct, Inform, Question**. Tape them to the wall in the front of the room.
 - Photocopy and cut out the Problem Statements and Response Statements provided at the end of these instructions. Make sure not to mix up the pieces.
 - Photocopy and cut the mini-scenarios provided at the end of these instructions.
4. Uncover the flipchart with the title “In raising awareness it is important to help people....” Ask a volunteer to read it aloud or read it for them. Discuss each of the points, making sure to highlight key points (5 min):
- a. **THINK** for themselves: awareness raising should provoke critical thinking, not just tell people what to do, it should help people to identify the issue as a problem and consider their own thoughts/feelings about it, etc.
 - b. **FEEL** connected to the issue and ‘power within’: awareness-raising should help feel connected to the issue in their own lives, to feel that it is relevant to them, to feel positively, that they have power within, that they can make a change, to feel good about participating, etc.
 - c. **HEAR/ SEE** that there is hope for something positive: awareness-raising should help people to see that there are other possibilities, other ways to do things, should hear/see encouraging things, hear/see alternatives to the negative behavior
 - d. Imagine something practical to **DO**: awareness-raising should help people to identify alternative behaviors, strategies for changing, ways to talk about the issue; make them want to do something.
5. Uncover the flipchart with the Analysis Wheel. Explain that you can use these four categories to analyze the effectiveness of your awareness-raising:

Community Model Activist Skills Building Module

- a. **Think:** Ask yourself “What does this make people think about? Does this provoke critical thinking and help people to think for themselves?”
 - b. **Feel:** Ask yourself “How does this make people feel? Does it make them feel connected to the issue? Does it make them feel power within?”
 - c. **Hear/See:** Ask yourself “What do they hear/see in this? Something hopeful? Alternatives?”
 - d. **Do:** Ask yourself “What does this make people want to do?”
6. Explain: *In this next exercise, we will use the Analysis Wheel to analyze 3 methods of awareness-raising: instructing, informing and questioning.*
 7. Ask participants: *What does it mean to “instruct?”* Listen to responses from 2-3 participants. Summarize: *to instruct means to tell someone what to do.*
 8. Next ask participants what it means to “inform?” Listen to responses from 2-3 participants. Summarize: *to inform means to give someone facts or information.*
 9. Finally, ask participants what it means to “question?” Listen to responses from 2-3 participants. Summarize: *to question means to ask someone something (about what they think, feel, or know).*
 10. Explain: *We will now look at examples of each of these techniques and use the Analysis Wheel to see which would be most effective in our activism. We will look at 3 different scenarios of individuals in the community who have a problem. For each scenario, the person with the problem will approach 3 different community members looking for support and listen to their responses. As a group, you will decide which response is instructing, informing, or questioning. We will then analyze the effectiveness of the different responses using the Analysis Wheel.*
 11. Continue explaining: *To start, we will need 4 volunteers: 1 to be the individual with a problem, and 3 to be community members responding to the problem. Each of the volunteers will be given a slip of paper. The individual with the problem statement will read the problem statement to the 3 community members. The 3 community members will respond by reading what is on their papers. Let’s begin with the first scenario.*
 12. Ensure that there are no questions.
 13. Ask for 4 volunteers to come to the front of the room and begin with the first scenario. Hand out Problem Statement #1 and the Instructing Response, Informing Response, and Questioning Response for #1 to each of the volunteers.
 14. Ask the volunteer with Problem Statement #1 to read it aloud.
 15. Next, ask the 3 remaining volunteers to read their Response Statements.

Community Model Activist Skills Building Module

16. After all of the responses have been read, ask participants which one they think is “instructing,” “informing” and “questioning.” Once they’ve agreed, tape each response statement to the corresponding paper on the wall, i.e. instructing, informing, questioning.
17. Walk Over to the Analysis Wheel and use it to analyze each of the responses, using the following guidance:
 - a. Begin with the Instructing Response. Re-read it aloud.
 - b. Then look at the first quadrant on the Analysis Wheel- “Think.” Ask participants whether the instructing response helps the person to THINK for him/herself? (Response: No. Instructing tells someone what to do, rather than encouraging them to think for themselves. It does not promote deeper thinking about an issue).
 - c. Move on the next quadrant- “FEEL.” Ask participants how the instructing response made the person feel. Did it make the person feel that they have power within and are connected to the issue?
(Response: No. Instructing implies that the person speaking knows what is right and that person with the problem doesn’t. It doesn’t help to foster ‘power within.’ It also doesn’t give the person the opportunity to explore the issue further so that they feel connected to it.)
 - d. Continue to analyze the “instructing” response in this way, moving through the remaining 2 quadrants: HEAR/SEE and DO:
 - i. *(HEAR/SEE): Does this response help the person to **HEAR/SEE** that there are positive options available?*
Response: No. Instructing typically focuses on the negative behavior and what a person should not do, rather than what a person can do.
 - ii. *(DO): What does this response encourage the person to do? Does this response help the person to imagine something practical that they can DO to change?*
Response: No. Instructing tells someone to stop what they are doing, but does help them to find practical ways to change.
18. When you have finished analyzing the “instructing” response using all 4 quadrants of the analysis wheel, ask participants: *Do you think “instructing” would be an effective means of raising awareness?* (Response: no).

Community Model Activist Skills Building Module

19. Repeat this process with the “informing” response and the “questioning” response, using the 4 quadrants of the Analysis Wheel to analyze each one. Use the guidance below:

Informing:

- a. (THINK): *Does this response help the person to **THINK** for him/herself?* Response: No. Informing simply gives information but does not encourage the person to think critically about the issue.
- b. (FEEL): *Does this response make the person **FEEL** that they have power within and that they are connected to this issue?*

Response: No. Informing typically focuses on the negative consequences of a behavior without helping to identify alternatives. This can make people feel powerless or discouraged. This can also make someone feel disconnected between the negative that they hear and their own lives.

- c. (HEAR/SEE): *Does this response help the person to **HEAR/SEE** that there are positive options available?*
Response: No. Informing typically focuses on negative behaviors and consequences.
- d. (DO): *What does this response encourage the person to do? Does this response help the person to imagine something practical that they can **DO** to change?*
Response: No. Informing gives people information but does not help them to work through the stages of change and identify positive changes that they can make in their lives.

Questioning:

- a. (THINK): *Does this response help the person to **THINK** for him/herself?* Response: Yes. Questioning asks people to reflect on their own ideas, beliefs, and opinions.
- b. (FEEL): *Does this response make the person **FEEL** that they have power within and that they are connected to this issue?*
Response: Yes, questioning can help a person feel connected to the issue. It can also help them to find their power within by encouraging them to explore their own ideas.
- c. (HEAR/SEE): *Does this response help the person to **HEAR/SEE** that there are positive options available?*
Response: Yes, questioning helps people to imagine positive alternatives to negative behaviors. It moves beyond the consequences of negative behaviors to focus on the benefits of positive behaviors.

Community Model Activist Skills Building Module

- d. (DO): *What does this response encourage the person to do? Does this response help the person to imagine something practical that they can DO to change?*
Response: Yes, questioning encourages people to explore new ideas and think about new ways of doing things.

20. When you have finished going through the Analysis Wheel for each of the 3 responses- Instructing, Informing, and Questioning- ask participants: *Which of these responses do you think would be most effective for raising awareness about this problem?* (response: questioning).

Note using the questioning technique does not mean that you will never introduce or share new ideas. Questioning allows you to explore new ideas by helping others to reflect more deeply about the issue.

21. Invite up 4 more volunteers to read the Problem Statement and Responses for #2. Agree upon which response is Instructing, Informing, and Questioning and hang them by the appropriate flipchart.

22. Ask participants: *Which of these responses do you think would be most effective for raising awareness about this problem and why?* (Note: you do not have to go through the entire Analysis Wheel again. Instead, pull out key points from participants' responses about why the questioning response would be most effective).

23. Repeat this process for the 3rd Problem Statement and Responses.

24. Once you have completed all 3 scenarios, ensure that there are no questions before taking a break.

Part 2: Practicing the Questioning Technique (60 minutes)

25. Welcome participants back from the break.

26. Explain to participants: *We will now practice using questioning to raise awareness about power and GBV.*

27. Ask participants to form groups of three.

28. Explain: *Each group will be given a mini scenario. In your groups of three, take turns role-playing the questioning method of awareness-raising for the mini scenario provided. Each person should take a turn practicing. You will have 10 minutes to do this*

Community Model Activist Skills Building Module

29. Hand out the mini scenarios and begin. Remind groups to take turns and switch partners every 3 minutes. Circulate between the groups to provide support.
30. After **10 minutes have passed**, ask the groups to discuss amongst themselves and give each other feedback (what they did well, how they can improve the questioning technique, etc.). Then ask them to work in their groups to come up with one roleplay that effectively uses the questioning technique. *(10 min)*.
31. After **10 minutes** ask everyone to return to the large circle.
32. Ask 2 or 3 groups to role-play their situations to the whole group.
33. Discuss and ask participants to give feedback. Begin with feedback about what they did well and then move on to suggestions for improvements.
34. Ask if there are any questions and answer accordingly. As much as possible, give other participants' the opportunity to help answer questions from their peers.
35. Summarize, highlighting the following key points:
 - a. The process of change begins when people think critically about an issue. To support this, we must move beyond just giving information, messages or instructions.
 - b. The questioning method is most effective for raising awareness.
 - c. Questioning encourages people to think for themselves, feel connected to the issue and feel their power within, hear/see hope for something positive, and consider practical things they can do about it.
 - d. Questioning helps us reach people where they are in their own process of change, not where we are or think they should be.
 - e. Questioning helps to balance power in our awareness-raising by valuing peoples' own experiences and ideas.

Trainer tool 3.6: Instruct, Inform or Question- Photocopy (1x) and Cut

Part 1

Problem Statements:

1. I am addicted to smoking. I smoke one pack every day.
-

Community Model Activist Skills Building Module

2. I am overweight. I weight over 100 kg.

3. I have high blood pressure.

Instructing Responses

1. Stop smoking!

2. Start exercising!

3. Stop eating salt!

Informing Responses

1. Smoking causes all kinds of cancer.

2. Being overweight increases your risk for diabetes.

3. High blood pressure causes strokes.

Questioning Responses

1. How do you think smoking affects your health? Does that concern you? What might be the benefits of stopping smoking for you? What could you do to stop smoking?

Community Model Activist Skills Building Module

2. How do you think the extra weight affects your health? Does that concern you? What might be the benefits of losing weight for you? What could you do to lose weight?
-

3. How do you think high blood pressure affects your health? Does that concern you? What might be the benefits of lower blood pressure? What could you do to reduce your blood pressure?
-

Part 2

Mini Scenarios for Role-Playing Questioning (1 per group of 3 participants)

Woman experiencing physical violence by her partner

A man using emotional violence against his partner

A woman beating her child when he misbehaves

A man having an extra marital affair

A boy being pressured by his friends to harass girls

A neighbor knowing there is violence happening next door

Community Model Activist Skills Building Module

A community leader who counsels couples that some violence within couples is normal

A couple who allow their boy children to go to school but not their girl children

A teacher who makes jokes about girls in class

A woman who gossips about her neighbor and calls her a “prostitute”

Activity 5: practice, practice, practice!



Time Required: 120 minutes



Methodology: Individuals, small group, large group discussion



Materials and Preparation:

- Make enough copies of the Power Poster from the Knowledge phase to utilize during the session (at least 1 for every 3 participants).
- Have a stack of A5/VIPP cards and markers available.
- Prepare a flipchart with the title “Practice Session Debrief Questions” and the following questions (or use the one from the previous session). Hang it on the wall or flipchart stand in front of the room.
 - What did the facilitator do well/ what did you like about the session?
 - What could you improve for next time?

(Note: It is recommended to run practice sessions with at least 2 facilitators whenever possible.)

You can adjust the length of the session according to what is appropriate within your context, by adding or reducing the number of people who practice using the material)

Community Model Activist Skills Building Module

Note: This session focuses on the Power Poster for the Knowledge phase, which is the first activist tool that CAs will use in the community. However, this guide can and should be used to practice using other activist tools as they are introduced.



Steps:

1. Introduce the session: *This session is all about practice! As we have learned, it takes practice to be effective in our activism. This is our chance to support and learn from each other. Before we begin, let's review some of the tips for using the Power Poster.*
2. Explain that to review the tips for using the Power Poster, they are going to have a race. Participants will get into groups of 3 with the people sitting next to them. Each group will be given a stack of cards. When you say "Go!" groups will have 5 minutes to come up with as many tips for facilitating the Power Poster as they can remember. They should write one tip on each card. After 5 minutes are up, you will call on the first group to share 1 tip. If that tip is correct then you will hang it on the wall and the group will get one point. Any group that has written the same tip will also get 1 point and will hand that card in to you (Groups will keep track of their own scores). If it is not correct, then no one gets a point. You will then call on the next group to give a 2nd tip and repeat this process. You will continue in this manner until

all of the groups have shared their tips. In the end, the group with the most points wins!
3. Ensure that there are no questions and divide into groups of 3. Hand out cards and markers to each group. Begin by shouting "Ready, Set, GO!"
4. After 5 minutes have passed, call out that time is up and for all groups to put their markers down.
5. Call on the first group to share a tip for using the Power Poster and then follow the instructions in Step 3. As the groups share tips, discuss anything that needs clarification or further emphasis. Once all the groups have shared, remind participants of any tips they have missed and add them to the wall. When you have finished, announce the winner!
6. Explain the next exercise (which will be the same as the previous practice session but with bigger groups and more opportunities to practice): You will divide into 2 groups this time. In the groups, participants will take turns practicing using the Power Poster from the Knowledge phase, just as they did in previous sessions. One person will go first and practice using the Power Poster to facilitate a discussion with their group. The group will play the role of community members. They should try to be as realistic as possible in their role-playing. Those who are practicing should imagine that they are approaching the group and inviting them to discuss. They will have approximately **10**

Community Model Activist Skills Building Module

minutes to practice. You will call out when time is up. After 10 minutes are up, the groups will conduct a short **5-minute debrief** within their own groups, using the following two guiding questions (Point to the flipchart with the two de-brief questions):

- *What did the facilitator do well/ what did you like about the session?*
- *What could you improve for next time?*

Encourage participants to keep in mind the skills of a strong facilitator. After the first facilitators practice and the groups debrief, then another member of each group will volunteer to practice and groups will continue in the same way. They will have 60 minutes for this (enough time for approximately 4 people to practice per group).

7. Divide into 2 groups by dividing the room in half. Make sure each group has several copies of the Power Poster. Groups should spread out inside or outside of the room to ensure that they can conduct their discussions without disturbance from others. They should bring their chairs and arrange them in a circle or semi-circle within their groups.
8. If there are 2 facilitators in the room, then each of you can stay with one group to observe the practice sessions and support the debriefing. If there is only one facilitator, then take some time to circulate between the two groups. Be careful not to interrupt the facilitators while they are practicing.
9. After 10 minutes have passed, call out that time is up for the first facilitator and invite groups to start their debriefing. (5 min) Make sure the groups touch on key points in their debrief and
10. After 5 minutes for debrief have passed, call out that it is time for the next person to take a turn practicing. Repeat the practicing and debriefing (Steps 5+6) until 60 minutes have passed (you can adjust this according to how much time you have available and how many people you would like to practice).
11. After time is up, gather participants back to the main circle. Debrief the exercise, using the following guiding questions:
 - a. (For practice facilitators only) *How did it feel to facilitate a conversation using the Power Poster?*
 - i. *Which skills/tips were easy for you to use?*
 - ii. *What were some of the challenges?*
 - b. *What do you think we can do as facilitators to address some of those challenges?* (Remember the skills of a strong facilitator and tips for using the Power Poster, and help to highlight key points during the discussion)
 - c. *What were some of the things that facilitators did well?*
 - d. *What things would you improve for next time?*

Community Model Activist Skills Building Module

- e. *What improvements did you notice since the last practice sessions?*
 - f. *How did it feel to participate in a poster discussion?*
 - g. *What have you learned through this exercise?*
13. Ask if there are any comments or questions. Summarize, highlighting the following key points:
- a. The Knowledge Phase of *Indashyikirwa* focuses on strengthening our own ‘power within’ as well as our understanding of and relationships with communities, as a foundation for our activism.
 - b. The Power Poster is the first activist tool that we will use with community members and the only one that we will use with communities during the Knowledge Phase.
 - c. The aim of the Power Poster is to get people interested in and talking about power. It is about provoking critical thinking, not changing behavior.
 - d. There are many tips that can help us to facilitate discussions using the Power Poster more effectively.
 - e. It requires practice to be able to facilitate discussions well using the Power Poster and other activist tools.
14. Explain the Take-Home Exercise, provided in the box below (clarify as needed that participants do not need to write down their answers nor share them with anyone else in the group).
15. When you have finished introducing the Take-Home Exercise, thank everyone for their active participation today and their commitment to the journey together. Express your excitement to be working together and about the possibilities ahead. Remind participants of the date and time of the next meeting before closing.

Take Home reflection

Make a flashback of key points discussed in the session. With a neighbor, share about them. What have you noticed about imbalance of power between men and women? How are you ready to reduce power imbalance in your community?

Community Model Activist Skills Building Module

Session 3: Providing Empowering Support: Essential Communication Skills



I. SUGGESTED TIME: 120 minutes

II. OBJECTIVES:

- ✓ To determine the fundamentals of effective communication in communities.
- ✓ To strengthen understanding of working together as a team

III. Activities:

Activity 1: Take-Home Reflection

🕒 Time required 30 minutes 🧠 Methodology:

✍️ Materials and Preparation: Individual work, Pair-share

👣 Steps:

Community Model Activist Skills Building Module

1. Welcome everyone to the session. Ask participants to share anything new since the last time
2. Invite participants to share their reflections about the Take-Home Exercise. You can use the following questions to guide the discussion:
 - a. What did you notice about imbalance of power between men and women?
 - b. How are you ready to reduce power imbalance in your community?

Community Model Activist Skills Building Module

Activity 2: Introductory module



Time Required: 75 minutes



Methodology: individuals, small group, large group discussion  **Materials**

and Preparation:

- On separate pieces of flipchart paper, write each of the following in big bold letters (full sheets of flipchart are not necessary. You may cut flipcharts in half).

Hang them in the front of the room and cover them up:

- Open Not Closed
- Encourage Don't Push
- Support Don't Judge
- Listen More, Speak Less
- Give Options, Not Advice
- Photocopy (6x) and cut the Scenarios provided at the end of this session.



Steps:

1. Welcome participants to the session. Conduct a short-energizer to help participants settle into the space.
2. Introduce the session: *One of the important roles of a community activist is to provide empowering support to other community members, including women who are experiencing GBV. Community members might come to you with various problems or you might become aware that someone has a problem and could use your support. When providing support to others, you have the power to help them feel accepted for who they are, without judging the situation they are experiencing. This requires specific communication skills. In this exercise we will practice some of those skills.*
3. Explain that you will now review five communication skills that are essential for providing empowering support. After the discussion, everyone will have an opportunity to practice them.
4. Uncover the first of the five prepared flipcharts. Read what is on the flipchart:
 - a. Open Not Closed
5. Ask participants what this means to them. Explain and then discuss briefly.
 - a. *Open Not Closed:* Mind your body language! By uncrossing your arms, looking at the other person, and leaning forward you can show that you are interested in communicating.

It may be useful to demonstrate what this looks like and/or ask a participant to demonstrate. (2 min)
6. Repeat this process (Step 5) for each of the remaining flipcharts, demonstrating or giving examples of each:

Community Model Activist Skills Building Module

- a. *Encourage Do not Push*: Give people time to think. By making small comments like ‘tell me more about that,’ ‘What was that like for you?,’ or by just nodding your head, you can help people feel safe and open up. Avoid bombarding the person with questions or rushing them through their story.
- b. *Support Don’t Judge*: Simply reminding people that we are there to support them, without judging, can help people feel accepted—reducing their feelings of stigma and shame.

Note: you may remind participants of the exercises you did during the Couples’ Curriculum about shame and stigma- ask them to remember some of the negative responses and supportive responses

Examples of negative response: “I told you not to go out late at night,” “What were you doing out at that hour?” “Nobody will believe you,” “This can bring you a lot of shame.”

Examples of supportive responses: “I am here for you,” “This was not your fault,” “It was brave of you to come forward,” “I am glad that you told me. I am here to support you”

- c. *Listen More, Speak Less*: Giving people the opportunity to speak can make people feel heard and important.
 - d. *Offer Information and Support, Not Advice*: Remember that empowering support fosters someone’s power within. If someone comes to you with a problem, offer your support without telling them what to do. You may let them know about services that are available to help them in your area (e.g. healthcare, counseling), but ultimately, give them the opportunity to make their own decisions and respect their wishes.
7. Explain: *In a moment, we will form 3 groups. In your groups, you will act out three scenarios, one after another. For each scenario, one group member will be the person experiencing violence, another group member will be the person providing support, and the remaining group members will be observers. It is ok for women to act male roles and vice-versa. You will role-play just for the observers in your groups.*
 8. Ensure there are no questions and continue explaining: *After 2 minutes of roleplaying each scenario, I will call out that time is up. At this time, 2 observers will become the role-players. They will continue the scenario starting from the point when the former role-players stopped. At the end of each scenario, the observers will share with the role-players in their groups what went well and what could be improved in their use of the five communication skills.*

Community Model Activist Skills Building Module

9. Divide into 3 groups, by counting off from 1-3 or any other way.
10. Hand out Scenario #1 to each of the groups and read it aloud to participants:

Scenario 1 *is about an adolescent girl who was forced into sex by her boyfriend. She goes to a health clinic for help. However, she feels a lot of shame for having lost her virginity at a young age and when she is not married.*
11. Give each group **1 minute** to decide who will role-play the scenario for the first 2 minutes and then who continue the role-play for the last two minutes. Everyone in the groups should have the chance to role-play at least once.
12. Call out for groups to begin. Circulate between the groups to observe and ensure that they are on the right track (being careful not to interrupt their role-plays):
 - a. After **2 minutes** have passed, call out for participants to stop and switch roles. Wait a moment while the second set of actors take their places before telling them to start again in their new roles.
 - b. After another **2 minutes** have passed, call for participants to stop. Ask for observers to please briefly share their feedback with the actors about their use of the five communication skills for 2 minutes.
 - c. After **2 minutes** of discussion call out for participants to stop.
13. Hand out Scenario #2 to each of the groups and read it aloud to participants:

Scenario 2 *is about a woman who hears her neighbor being beaten by her husband. She hears the husband shouting that he is going to get another woman. When the woman hears the husband leave, she decides to visit her neighbor and offer her support. She knows it will be difficult to talk with her neighbor, because the woman probably feels a lot of shame about having a violent husband.*
14. Repeat the steps for role-playing (Steps 11-12) for Scenario #2, before moving on to Scenario #3.
15. Hand out Scenario #3 to each of the groups and read it aloud to participants:

Scenario 3 *is about a man who has been married eight years and who recently started having an affair. He confides in his friend that he is worried his girlfriend might be pregnant. He has not been using any protection with her.*
16. After completing the role-plays of all 3 scenarios (25 min), gather participants in a large circle. Ask for 2 volunteers from each group to role-play one of the scenarios in front of the full group. Give **3 minutes** for each role-play.

Community Model Activist Skills Building Module

17. After each scenario, ask participants:

- a. *Which of the communication skills did you recognize in this role-play?*
- b. *Which communication skills did you feel were lacking in this role-play?*
- c. *What did you notice about how well the facilitator used this communication skill?*

18. Conduct a debrief of the topic using the following guiding questions:

- a. *How did it feel being the person providing support? What was easy? What was difficult?*
- b. *How did it feel being the person asking for help? What was easy? What was difficult?*
- c. *Which communication skills did you find to be most helpful in fostering 'power within' and why?*
- d. *Which communication skills were most challenging?*

19. Summarize:

- a. Providing effective support requires us to respect the other person and help to foster their 'power within.' There are communication skills that can help us to do this.
- b. These communication skills take practice but with practice, they will start to come naturally to us.
- c. You can practice these skills when talking with friends, family, and each other.

20. Thank participants for their active participation before closing.

Topic 14- Scenarios-Photocopy (6x) and Cut

Scenario 1:

An adolescent girl was forced into sex by her boyfriend. She goes to a health clinic for help. However, she feels a lot of shame for having lost her virginity at a young age and when she is not married.

Scenario 2:

A woman hears her neighbor being beaten by her husband. She hears the husband shouting that he is going to get another woman. When the woman hears the husband

Community Model Activist Skills Building Module

leave, she decides to visit her neighbor and offer her support. She knows it will be difficult to talk with her neighbor, because the woman probably feels a lot of shame about having a violent husband.

Scenario 3:

A man who has been married for eight years recently started having an affair. He confides in his friend that he is worried his girlfriend might be pregnant. He hasn't been using any protection with her.

📌 Activity 3: Making referrals



Time Required: 75 minutes



Methodology: individuals, small group, large group discussion



Materials and Preparation: markers, flip charts, tape

Note: * *This session should be conducted by a staff member or partner staff member who understands the specific services available and process for making referrals in the communities where CAs work.*

Note: This session should build understanding of how to make an appropriate referral within the communities where CAs live and work. CAs will engage with women who disclose experiences of GBV to them. While they can offer basic support, it is important that they know how to refer women to more specialized services in an appropriate and ethical manner. This involves: a) understanding the availability and quality of key services in the area, i.e. health facilities, counseling services, and police who been trained in responding to GBV; b) knowing the process for making a referral including how to do it, who to call, etc.; and c) demonstrating strong understanding of guiding principles of working with women experiencing violence such as respect, confidentiality, and safety/security.

Community Model Activist Skills Building Module

Activity 4: Planning to start



Time Required: 90 Minutes



Methodology: Individuals, small group, large group discussion



Materials and Preparation: Photocopy the CA Planning Tool that CAs will use to plan where and when they will conduct activities each month (1 for each CA).

Note: *It is recommended that 2 Field Officers conduct this session together, for all of the CAs that they support.



Steps:

1. Welcome participants to the session. Conduct a short-energizer to help participants settle into the space.
2. Introduce the session: *This session is all about planning! In order to be systematic in our activism, it is important to plan in advance how often we will conduct activities, where, when, etc. We will also need to meet regularly to build our skills, share ideas and challenges, and support each other most effectively.*
3. Explain to CAs that the role of the Field Officers is to support the CAs in doing effective activism as well as going through their own processes of change. Emphasize that you will be there to mentor them onsite, answer questions, and help them strengthen their skills. You will also be there to support them as they go through changes in their personal lives. It is important that CAs do not look at NGO staff merely as supervisors, but as real people who are there to share with them and support them.
4. Explain that you are now going to work together to plan:
 - a. How often CAs will conduct activities in the community
 - b. Whether CAs will work individually or with partners to start
 - c. How often CAs will meet with Field Officers/ Supervisors and each other
5. Ask participants: *Given what you know about the kinds of activities you will be conducting in the communities (e.g. short, conducting within your day-to-day lives, using visual tools), how many activities do you think would be feasible for you to conduct in one week?* Listen to responses from as many participants as possible. If participants are not comfortable to answer, you may ask them to write their ideas on cards. Discuss and come to consensus about how many activities per week CAs will conduct.

Note: A common starting point is 1 activity per week. If it is difficult to come to consensus, then this would be a good place to start.

Community Model Activist Skills Building Module

- a. Try not to over-stretch or under-stretch. For example, conducting activities everyday might not be realistic. However, once per month would not be enough.
 - b. It is important to show respect to CAs as well as to guide the program. Therefore, be sensitive in how you manage the discussion.
What kind of onsite support you will offer (e.g. how many CA activities you will visit per week and how you will stay connected with them between meetings)
6. Next, ask participants what kind of support they feel would be useful for them in their activism? Discuss the kind of onsite support that you will offer. It is especially important to be clear about details such as how many CA activities you will visit per week, how you will choose which activities to attend, how you will contact them, what kind of support you will offer when attending their sessions, and how you will stay connected with them between group meetings.
 - a. Emphasize that you will be there to support activities, but not to take over or to criticize.
7. Next, discuss with CAs how often you will meet with them as a whole group and what the purposes of those meetings will be Comment taken (e.g. discussing challenges, sharing observations and learning from the communities, and building skills). Emphasize that the meetings are an important part of their program as it will help them to support each other and strengthen their activism.
8. Finally, hand out copies of the CA Planning Tool. Explain that this is the form that they will use to plan their activities every month (explain where and when CAs will typically fill out this tool e.g. bi-weekly meeting) Emphasize that it is a simple form and each month, you will fill it out together.
9. Review the CA Planning Tool with CAs, explaining the different components and giving examples of how to fill it out. Ensure that there are no questions.
10. Explain that you will now work together to fill out the CA planning tool for the first month of activities.
11. Read aloud the column titles and help participants understand what to fill out in the different columns. Participants will choose when and where they would like to conduct their first activities. While one facilitator reads aloud, the other facilitator can circulate to give support *(15 min)*
 - a. If possible, collect all of the CA planning tools and photocopy them so that you can keep one copy and they keep one copy. If this is not possible, then ask CAs to fill out 2 copies- one that they keep and one that you keep.

Community Model Activist Skills Building Module

(Note: depending upon your program plans, you may choose to do Step #10- planning for the first month of activities- at a separate meeting)

12. Finally, offer space for CAs to discuss any lingering questions or concerns they have before beginning to conduct activities in the community. If CAs are comfortable writing, then you may run this activity as described below; if they are not comfortable writing then simply run this as a discussion, ensuring that those who may be quiet feel comfortable to share:
 - a. *Give out cards to CAs and invite them to write their provocative questions or concerns on a card, one question per card. Collect the cards.*
 - b. *Walk around the room and ask a volunteer to pick the first card. The volunteer should pick the card and read the question/concern aloud. They should then try to answer the question or provide a solution to the concern. Listen to contributions from 1-2 other participants as needed and then summarize. c. Repeat this process with all of the remaining cards.*
13. Before concluding, hand out copies of the Power Poster from the Knowledge Phase that the CAs will need to begin activities. Remind each CA about when they will be beginning their activities and the time and place of your next meeting.
14. Thank CAs for their excellent work and commitment throughout the Activist SkillsBuilding Modules! Wish them success and express your commitment to supporting them as they get started in their community-based activism!