Psychosocial Activities for Teenagers Promoting Gender Equality and Violence Prevention

CONTENT

Introduction

This workshop manual is dedicated specially but no limited to professional and young leaders that are engaged in activities with boys and young men of 12 years and older, to develop a set of skills and abilities with the **main goal** to decrease the violent and abusive behavior among young men and their peers and to promote a gender equal non-judgmental conduct.

Structure of the manual: The workshops presented in the manual are divided in 10 topics, each subject consisting from two parts, the active part - where is presented the main activities such as: games, group activities brainstorming etc. and theoretical part - for the animator.

The workshop activities are divided by following **topics:**

- Gender Awareness. Understanding of Gender and Development
- Sex and Gender or what is this thing called gender?
- Masculinity. Notion of masculinity
- Expressing emotions
- Labeling
- Power & Relationship
- Violence
- Understanding the cycle of violence
- Healthy Relationship
- Young Men's Health

Each of the workshop has the following structure:

Goal - includes the main goal of the selected module

Objective - which includes the aims of each activity from the module

Recommended time - recommended duration of each activity

Materials required - gives the list of the material or other technical stuff in order to prepare the workshops

Methodology - recommends the methodology or the specific technique to be used during the workshop

Resource Paper – includes all the info about the activities and theoretical frame of each module

Procedure- describes step by step the activities

Discussion questions- a set of questions to help debriefing

Presented workshops pursue **following objectives**:

- To provide an understanding of gender development to the participants
- To understand the differences between sex and gender and reflect on the ways that men and women are expected to act, distinguishing between the anatomical and natural biological features, and learned socio-cultural features
- To recognize the origin of machismo/ masculinity as a socio-cultural feature, and to analyze the role of the media in fostering and reinforcing the image of masculinity which is usually associated with use of power and violence
- Understand the function and usefulness of emotions. Recognize and understand the role of the four basic emotions (fear, anger, sadness, joy).
- To recognize the difficulties young men face in expressing certain emotions and the consequences it may have for themselves and their relationships.
- To recognize emotional hot buttons in order to respond to different provocation in a diplomatic manner. To understand the barriers emotions can create.

• To recognize how labeling people can limit individual potential and affect relationships by isolating or inducing to a violent behavior towards the person that is labeled. To learn how to avoid labeling.
• To discover the ways in which we are similar to and different from other team members.
• To increase awareness about the existence of power in relationships and reflect on how we communicate about and demonstrate power in relationships.
• To identify different types of violence that may occur in relationships, family, communities etc.
• To discuss the relationship between the violence that young men suffer and the violence that they use against others.
• To encourage empathy with persons from different realities and discuss the origin of violence associated with persons from different ethnic groups and/or sexual orientation.
• To walk young people through the process of defining what makes a strong, stable, lasting relationship for them.
• To discuss how gender norms influence the most common health problems of young men and review basic hygiene practices.

At the end of the workshops the participants will have the **following improved skills**

• Managing emotions: to understand own emotions; to recognize their influence on relationships and to know how to express them in a healthy way without reaching any type of violence
• Negotiable skills and conflict resolution: to prevent abuse and violence, to consider all the parts involved and their needs.
• Communication skills: to understand the different styles of communication, power communication, the role of body language, tone of voice etc.
• Empathy: to feel and understand the emotion of partner, peer etc. to take an interest in their problem
• Non-judgmental and adaptability: to be open to learn new things and accept different ways of thinking, to adapt to stressful situations and overcome obstacles
• Self-confidence: to have a developed, strong and positive sense of worth
• Self – requirement: to strive to self-improvement

This workshop manual is in continues development and will be complemented with other materials if needed in accordance of improving and meeting of all the variety of aims and objectives.

Curriculum

Rationale	Historically men and the term of masculinity/manhood was seen in many cultures and traditions as an act of showing power and violence. Since childhood boys are taught to be aggressive and competitive, that a "real man" means being a provider for and protector of one's family and community. Often being encouraged to use physical force in solving problems or any conflicts. Those boys who show interest in domestic tasks such as cooking, cleaning, or caring for younger siblings, or who easily display their emotions, may be ridiculed by their families and peers, been seen as not "real men". This could explain in part why boys are more likely than girls to be involved in violence, delinquent behavior, substance use and family absenteeism. Therefore the following modules will have one of the main tasks to expand and include efforts aimed at stopping violence being perpetrated in the first instance - meaning children, specially boys by teaching them about the "what is this thing called gender" and how to avoid to be trapped in the "box" of numerous stereotypes that usually dictated a way of behaving in numerous situations. The proposed activities have the goal to develop some essential abilities that will lower the use of violence, abuse or other self-destructive behavior usually adapted by men and boys and to find another approach like managing own emotions and express them in a more healthy way, to understand the role of gender, to build a good healthy relationship, to be more engaged in family life.
Goal	The aim of the workshops are to reduce violence and abuse by increasing the level of self-reflection among the boys and men that can help them learn better from their own experience, to question rigid ideals of gender and masculinities and to change their attitudes and behaviors.
Objectives	- To provide an understanding of gender and development to the participants - To understand the differences between sex and gender and reflect on the ways that men and women are expected to act, distinguishing between the anatomical and natural biological features, and learned socio-cultural features - To recognise the origin of machismo/ masculinity as a socio-cultural feature, and to analyse the role of the media in fostering and reinforcing the image of masculinity which is usually associated with use of power and violence - Understand the function and usefulness of emotions. Recognize and understand the role of the four basic emotions (fear, anger, sadness, joy). - To recognize the difficulties young men face in expressing certain emotions and the consequences that may have for themselves and their relationships. - To recognize our emotional hot buttons in order to respond to different provocation in a diplomatic manner. To understand the barriers our emotions can create. - To recognize how labeling people can limit individual potential and affect relationships by isolating or inducing to a violent behavior towards the person that is labeled. To learn how to avoid labeling. - To discover the ways in which we are similar to and different from other team members. - To increase awareness about the existence of power in relationships and reflect on how we communicate about and demonstrate power in relationships.

	• To identify different types of violence that may occur in relationships, family, communities etc. • To discuss the relationship between the violence that young men suffer and the violence that they use against others. • To encourage empathy with persons from different realities and discuss the origin of violence associated with persons from different ethnic groups and/or sexual orientation. • To walk young people through the process of defining what makes a strong, stable, lasting relationship for them. It is an activity that asks youth to determine what they feel is important in a relationship and offer reasons as to why • To discuss how gender norms influence the most common health problems of young men and review basic hygiene practices.
Target Groups	Children that are 12 years and older
Skills	At the end of the workshops the participants will have the following improved skills • Managing emotions: to understand own emotions; to recognize their influence on relationships and to know how to express them in a healthy way without reaching any type of violence • Negotiable skills and conflict resolution: to prevent abuse and violence, to consider all the parts involved and their needs. • Communication skills: to understand the different styles of communication, power communication, the role of body language, tone of voice etc. • Empathy: to feel and understand the emotion of partner, peer etc. to take an interest in their problem • Non-judgmental and adaptability: to be open to learn new things and accept different ways of thinking, to adapt to stressful situations and overcome obstacles • Self-confidence: to have a developed, strong and positive sense of worth • Self – requirement: to strive to self-improvement
Structure	The workshop includes 10 modules. Each module contains the descriptions of the activities and the resource paper for the animator which includes the theoretical back frame of the module, recommendations or printable material if it's the case. During the workshop it may be used one module or several modules combine (for example: violence and the cycle of violence) depending on the target group and the number of hours scheduled. Each activity is design to last between 1 hour and 2.5 hours, most of the activities can be used with group of young boys as well as mixed-sex groups

No	Modules	No. of hours
1.	**Gender Awareness.** Understanding of Gender and Development	2.5
2.	**Sex and Gender or what is this thing called gender?**	1.5
3.	**Masculinity. Notion of masculinity**	1
4.	**Expressing emotions**	1.5
5.	**Labeling**	1.5
6.	**Power & Relationship**	1.5
7.	**Violence**	1.5
8.	**Understanding the cycle of violence**	2

	9.	**Healthy Relationship**	1
	10.	**Young Men's Health**	1.5

Training process	The workshop is structured to work best in a smaller groups and seem to work better with 8-20 participants, although it can be used with larger group. The content of each module was design to include a practical part that can later be used by participants in their own communities, the methods used are: games, brainstorming, group work, video etc. and theoretical part for the animator which cover most theoretical part of all the selected module topic Many of the activities may foster a level of self-reflection among the participants that can help them better to learn from their own experience, to question rigid ideals of gender and masculinities and to change their attitudes and behaviors.
Evaluation	The participants will be given a survey at the start of the activities and at the finish of all 10 modules. The survey will evaluate the level of the following items: gender equitable attitudes in the family (household duties, traditional roles, economic empowerment), culture of violence in family, at school and neighbourhood, childhood's household gender dynamics, find out most of gender stereotypes and the role they play, identify some of the emotional overview. This instrument will help to check the quality of change as well as a certain review on some aspects of the workshop design
References	1. *Training Manual for Gender Awareness/ Sensitisation Workshop for Community Representatives* Authors: Nazir Ahmad, Gulcheen Aqil, Ingrid Nyborg:. April 2002 2. *Fit for Gender Mainstreaming* Authors: Angelika Blickhäuser, Henning von Bargen Source www.fit-for-gender.org Berlin 2007 3. *Program M: A Training Manual for Educators and Youth Workers* Authors: CARE International, NW Balkans Status M, Zagreb Croatia Center for Healthy Lifestyles: E8, Belgrade Serbia Perpetuum Mobile, Banja Luka BiH Association XY, Sarajevo, BiH Promundo, Brazil / US: Young Men's Manual. 2011 4. *Engaging Men as Partners (MAP®) to Reduce Gender Based Violence A Manual for Community Workers* Authors: EngenderHealth India. 2006 5. *The big book of conflict resolution games. Quick, Effective Activities to Improve Communication, Trust, and Collaboration* Authors: Mary Scannell. 2010 6. *Young Men Redefine Masculinity A Training Manual* Authors: Yaari Dosti. 2006 7. *Project Not So Many's Healthy Relationships Workshop* Authors: The Students Commission of Canada. 2006 **Video:**

	Once upon a boy Authors: Promundo, Comunicaçao Em Sexualidade, Instituto Papai, Salud Y Genero, A.C. With The Support Of International Planned Parenthood Federation. Source YouTube : https://www.youtube.com/watch?v=eQlSZ5Me3Do

Workshop 1: Gender Awareness. Understanding of Gender and Development.

Goal: The prime aim of this session is to provide an understanding of gender development to the participants.

Objectives: - to describe a women, men, boys and girls and check the social and culture barriers that may occur due gender
- to inform participants more about gender equality
- to sensitize participants about the gender role and social norms and how it may influence on a way we behave or decision we make.

Recommended time: 2.5 hours

Materials required: Training materials Handout No. 1, Flip chart and white board, laptop for the movie (projector, speakers will be a plus)

Methodology: Brainstorm, Exercises, Quiz**,** Video "Once Upon a boy"

Planning notes: Main message Gender roles are socially constructed according to their needs when change these roles are needs also need to change.

Steps

***Part One*. Characteristics or attributes.** Participants will be given exercise No. 1 from the *Resource Paper A* and asked to fill the sheet by describing what a woman, man, female child, and male child using a word. The facilitator then will try to organize words in accordance to social and biological sense on the chart.

Part Two *(Optional step).* Exercise No. 2 from *Resource Paper B* will be used to see the social or culture barriers where the participants will be asked to fill out the form without mentioning name on it. In case of illiterate participants they are asked to act play opposite sex role.

After both exercises the facilitator will give more information about meaning of gender, notion of gender in the development, the way gender came in the development process and its importance

***Part Three*. Quiz.** *Resource Paper C.* Put up a couple of cards in different parts of the room. Give participants the following instructions for the game: In order to further clarify the meaning of gender, we will have a quiz. A couple of cards with letters on them have been put up. I am going to read out some facts. If you think that the situation corresponds with the letter of an answer, then go and stand near the card that has the letter on it

***Part Four.* Video** "Once Upon a boy" debriefing.

Resource papers

Resource Paper A

Exercise 1: Characteristics or attributes (brainstorming) (ask participants to describe women, men, and child in words or symbols) Women, Men, Female child, Male child

Women	Men	Female child	Male child

Exercise 1b: I can and I could (for male participants)

I am a man I can……	If I were a woman I could……

(for female participants)

I am a female I can……	If I were a man I could……

Resource Paper B

Exercise 2: Division of labor

Time	Tasks done my women	Tasks done by men
04:00 am		
05:00 am		
06:00 am		
07:00 am		
08:00 am		
09:00 am		
10:00 am		
11:00 am		
12:00 pm		
01:00 pm		
02:00 pm		
03:00 pm		
04:00 pm		
05:00 pm		
06:00 pm		
07:00 pm		
08:00 pm		
09:00 pm		
10:00 pm		
11:00 pm		
12:00 am		

Resource Paper C

Gender Quiz

1. **What percentage of the world's 1.3 billion people living in extreme poverty are women and girls?**

a. 50%
b. 60%
c. 70%
d. 80%

Answer: c. 70%

2. **What percentage of the world's working hours are worked by women?**

a. 33%
b. 50%
c. 66%

Answer: c. 66%

3. **What percentage of property worldwide is owned by women?**

a. 1%
b. 5%
c. 10%
d. 25%

Answer: a. 1%

4. **What percentage of parliamentary seats worldwide are held by women?**

a. 10%
b. 16%
c. 25%
d. 50%

Answer: b. 16%

5. **Which of the following is responsible for the most deaths of women aged 15 - 44?**

a. cancer
b. malaria
c. traffic deaths
d. war
e. gender-based violence

Answer: e. gender-based violence

6. **According to UNHCR, what percentage of refugees are estimated to be women and children?**

a. 35%
b. 50%

c. 65%
d. 80%

Answer: d. 80%

7. What percentage of women worldwide are homeless or live in inadequate dwellings, such as slums?

a. 20%
b. 25%
c. 33%
d. 50%

Answer: c. 33%

8. **According to data obtained from the study "IMAGES Moldova" conducted in 2015, daily how many fathers are involved in childcare:**

a. Every father
b. Every 4th father
c. Every 2nd father
d. The fathers is not involved at all in children's lives

Answer : b. every 4th father is involved in childcare daily

9. In 2001, how many children under the age of 18 were acting as soldiers, guerrilla fighters or in combat support roles in more than 50 countries around the world according to UNICEF estimates?

a. 10,000
b. 100,000
c. 300,000
d. 1,000,000

Answer : c. 300,000

10. Gender equality can promote:

a. poverty eradication
b. sustainable development
c. reduction of HIV/AIDS
d. increase in family income
e. all of the above

Answer : e. All of the above

Resource Paper D

Video Once Upon a Boy

Duration: 21 minutes

Access the video at: http://promundoglobal.org/resources/once-upon-a-boy/

The video is highly recommended as an introduction to the themes and activities in the manuals. It easily engages an audience and can be used with diverse groups, including adolescents or young adults of different educational levels, parents and caregivers, and professionals or volunteers that work with youth.

To ensure enough time to discuss the issues presented in the video, the ideal group size is 7 to 12 persons. It is recommended that the number of participants not exceed 40.

Tips for working with the video:

1. Watch the video before the group screening. Note how the main character adapts his behavior to conform to societal norms; pay particular attention to important passages and prominent themes for discussion.
2. Prepare for the session by researching more about the topics and preparing examples to relate the common themes to the everyday life of the participants.
3. Confirm that the necessary equipment for the presentation (television, video, sockets, extension cords, etc.) is available and functioning properly.
4. Before the screening, inform the group of the title of the video, important themes, who made it, why it is being shown and the duration of the video.
5. Be careful not to make judgments or give your interpretation of the video content. It is very important that each participant is able to form and express his or her own opinion.
6. After the video, ask the participants what themes were presented. Make a list or chart on a piece of paper or on a chalkboard.
7. Use the suggested questions below as a guide to facilitating a discussion among the participants.
8. If appropriate, have the group watch the video a second time and/or extend the discussion about the video to another meeting.

Suggested Discussion Questions:

- What did you perceive in the scene when the boy was a baby?
 - What was the father's reaction when the baby returned to his mother's arms?
- What was the significance of the pencil? And the eraser?
- What happened at the boy's birthday party?
- Why do you think that the pencil transformed the boy's friend into a girl? What happened when the boy wanted to play with the doll?
 - Do you think there is a problem when a boy uses makeup and wears high heels? Why?
- How were the women characters portrayed in the video?
- How did the boy feel when he witnessed the fight between his father and his mother? What went through his head?
- Do you believe that men are naturally violent?
- Why does the boy throw a rock at the cat? Why does he go back to find the cat and take it home? How does he care for it?

- What expectations does he have for the future? What plans do young people today have for the future?
- How does a young man who is in love for the first time feel? What does he feel? How does he behave? Is it common to speak with male friends about this feeling? What do male friends usually say about those feelings? What do they usually say about women?
- If the boy truly enjoys being with his girlfriend, why does he go out with his friends instead of staying with her?
- What does the boy feel when his girlfriend tells him that she is pregnant? What does he do?
- What happens to an adolescent who drinks too much? Why might he drink too much?
- Some specialists say that drinking leaves people, especially young people, more vulnerable to violent situations. Do you agree?
- What happens to the young man when he is playing ball and sees his son in the bleachers?
- How does the story end? Do you like the way the story ends? What other endings could be possible?
- Do you think that the situations in this video resemble real life? How?

Resource Paper E

Theoretical frame

Gender Roles

As we grow, we learn how to behave from those around us. In this socialization process, children are introduced to certain roles that are typically linked to their biological sex. The term "gender role" refers to society's concept of how men and women are expected to act and behave. Gender roles are based on norms, or standards, created by society. In American culture, masculine roles have traditionally been associated with strength, aggression, and dominance, while feminine roles have traditionally been associated with passivity, nurturing, and subordination.

The term "gender role" refers to society's concept of how men and women are expected to act.

Gender Socialization

The socialization process in which children learn these gender roles begins at birth. Today, our society is quick to outfit male infants in blue and girls in pink, even applying these color-coded gender labels while a baby is in the womb. It is interesting to note that these color associations with gender have not always been what they are today. Up until the beginning of the 20th century, pink was actually more associated with boys, while blue was more associated with girls—illustrating how socially constructed these associations really are.

Gender socialization occurs through four major agents: *family, education, peer groups,* and *mass media.* Each agent reinforces gender roles by creating and maintaining normative expectations for gender-specific behavior. Exposure also occurs through secondary agents, such as religion and the workplace. Repeated exposure to these agents over time leads people into a false sense that they are acting naturally based on their gender, rather than following a socially constructed role.

Children learn at a young age that there are distinct expectations for them based on their assigned gender. Cross-cultural studies reveal that children are aware of gender roles by age two or three; at four or five, most children are firmly entrenched in culturally appropriate gender roles (Kane, 1996). Parents often supply male children with trucks, toy guns, and superhero paraphernalia, which are active toys that promote motor skills, aggression, and solitary play. Female children are often given dolls and dress-up apparel that foster nurturing, social proximity, and role play. Studies have shown that children will most likely choose to play with "gender appropriate" toys even when cross-gender toys are available, because parents give children positive feedback (in the form of praise, involvement, and physical closeness) for gender-normative behavior (Caldera, Huston, and O'Brien, 1998).

The drive to adhere to masculine and feminine gender roles continues later in life. Men tend to outnumber women in professions such as law enforcement, the military, and politics; women tend to outnumber men in care-related occupations such as childcare, healthcare, and social work. These occupational roles are examples of typical American male and female behavior, derived not from biology or genetics but from our culture's traditions. Adherence to these roles demonstrates fulfillment of social expectations but not necessarily personal preference (Diamond, 2002).

Sexism and Gender-Role Enforcement

The attitudes and expectations surrounding gender roles are not typically based on any inherent or natural gender differences, but on gender stereotypes, or oversimplified notions about the attitudes, traits, and behavior patterns of males and females. Gender stereotypes form the basis of sexism, or the prejudiced beliefs that value males over females. Common forms of sexism in modern society include gender-role expectations, such as expecting women to be the caretakers of the household. Sexism also includes people's expectations of how members of a gender group should behave. For example, women are expected to be friendly, passive, and nurturing; when a woman behaves in an unfriendly or assertive manner, she may be disliked or

perceived as aggressive because she has violated a gender role (Rudman, 1998). In contrast, a man behaving in a similarly unfriendly or assertive way might be perceived as strong or even gain respect in some circumstances.

Sexism can exist on a societal level such as in hiring, employment opportunities, and education. In the United States, women are less likely to be hired or promoted in male-dominated professions such as engineering, aviation, and construction (Blau, Ferber, & Winkler, 2010; Ceci & Williams, 2011). In many areas of the world, young girls are not given the same access to nutrition, healthcare, and education as boys.

Gender stereotypes

Every time we see someone riding a motorcycle and assume, without looking closely, that they are male, we are engaging in gender stereotyping. This particular gender stereotype assumes that women are too timid or weak to ride a motorcycle.

Gender roles shape individual behavior not only by dictating how people of each gender should behave, but also by giving rise to penalties for people who don't conform to the norms. While it is somewhat acceptable for women to take on a narrow range of masculine characteristics without repercussions (such as dressing in traditionally male clothing), men are rarely able to take on more feminine characteristics (such as wearing skirts) without the risk of harassment or violence. This threat of punishment for stepping outside of gender norms is especially true for those who do not identify as male or female. Transgender, gender queer, and other gender-nonconforming people face discrimination, oppression, and violence for not adhering to society's traditional gender roles. People who identify as gay, lesbian, bisexual, or queer are also ostracized for breaking the traditional gender norm of who a person of a given sex "should" be attracted to. Even people who identify as cisgender (identifying with the sex they were assigned at birth) and straight (attracted to the opposite sex) face repercussions if they step outside of their gender role in an obvious way.

Source: Boundless. "Gender and Sociology." *Boundless Psychology*. Boundless, 08 Jan. 2016. Retrieved 29 Jan. 2016 from https://www.boundless.com/psychology/textbooks/boundless-psychology-textbook/gender-and-sexuality-15/gender-414/gender-and-sociology-296-12831/

Workshop 2: Sex and Gender or what is this thing called gender?

Goal: To understand the differences between sex and gender and reflect on the ways that men and women are expected to act.

Objective: - to distinguish between terms of gender and sex
- to find out more about the participants associations when it comes to men and women
- to analyses the role of society and the model of behavior it "dictates" regarding gender

Recommended time: 1.5 hour

Materials required: Flipchart paper and markers.

Methodology: Brainstorming, Exercises

Planning notes: When discussing the concepts and definitions of "man" and "woman" it is important to start with the words that are used by the participants themselves. If the group is shy, you should offer suggestions. Be sure to also address the use of words that might be derogatory or offensive.

Steps

Part one. **Activity "Gender box"** (Resource Paper A) the group will be asked to have a brainstorm and make a list of things associated with men and women

Part two. **Discussion about differences between gender and sex, and gender roles**
Participants will analyze the role of gender and in which way society dictates one or another "appropriate" behavior, also how gender role an influence some of the negative behavior such as using violence and abuse.

Part three. **Closing**

Resource papers

Resource Paper A

PROCEDURE:
1. Draw two columns on flipchart paper. In the first column write "man." In the second column write "woman."
2. Ask the participants to make a list of things associated with the idea of being a man. Write these in the first column while they are being said. The responses can be positive or negative. Help the participants mention both social and biological characteristics.
3. Repeat the same process for the column labeled "woman."
4. Briefly review some of the characteristics that were listed in each column.
5. Exchange the titles of the columns putting "woman" in the place of "man" and vice versa. Ask the participants if the characteristics mentioned for men could also be attributed to women and vice versa.
6. Use the questions below to facilitate a discussion about which characteristics the participants do not think can be attributed to both men and women, and why. Explain that those characteristics that are biological and that cannot be attributed to both men and women are considered sex characteristics and those that are social and can be attributed to both men and women are gender characteristics.

Discussion questions:
1. What does it mean to be a man?
2. What does it mean to be a woman?
3. Do you think that men and women are raised in the same way?
4. What is a man's role in an intimate relationship? What is a woman's role?
5. How does a man express his emotions? Is this different from how a woman expresses her emotions? Why do you think that it is different?
6. Are our perceptions about the roles of men and women affected by what your family and friends think? How?
7. Do the media have an effect on gender norms? If so, in what way(s)? How do the media portray women? How do the media portray men?
8. How do these differences and inequalities in being a woman or a man affect our daily lives?
9. How do these differences affect our relationships with family and partners?
10. How can you, in your own lives, challenge some of the non-equitable ways men are expected to act? How can you challenge some of the no equitable ways that women are expected to act?

OPTIONAL STEP: To help reinforce the differences between sex and gender you might want to collect and present images of men and women that reflect examples of biological (sex) and social (gender) roles.
These might include: a woman washing dishes (gender); a woman breastfeeding (sex); and a man fixing a car or hunting (gender). Ask participants to identify whether gender or sex is represented in the photo and to explain their answers.

Closing:

Throughout our lives, we receive messages from family, media, and society about how we should act as men and how we should relate to women and to other men. It is important to understand that although there are differences between men and women, many of these differences are constructed by society, and are not part of our nature or biological make-up. Even so, these differences can have fundamental impacts on men's and women's daily lives and relationships. For example, a man is often expected to always be strong and dominant in his relationships with others, including with his intimate partners. At the same time, a woman is often expected to be submissive to a man's authority. Many of these rigid gender stereotypes have consequences for both men and women, as you will be discussing throughout these sessions. As you become more aware of how some gender stereotypes can negatively impact both men and women, you can think constructively about how to challenge them and promote more positive gender roles and relations in your lives and communities.

The diagram below presents examples of sex and gender characteristics for men and women

SEX   **GENDER**

| Biological | | Cultural |

| Genetic | | Learned through socialization |

AS SUCH

Can it be changed?

NO   YES

For example ...

- Only women give birth
- Only man can impregnate

BOTH MEN AND WOMEN
- Work
- Take care of children and older people

21
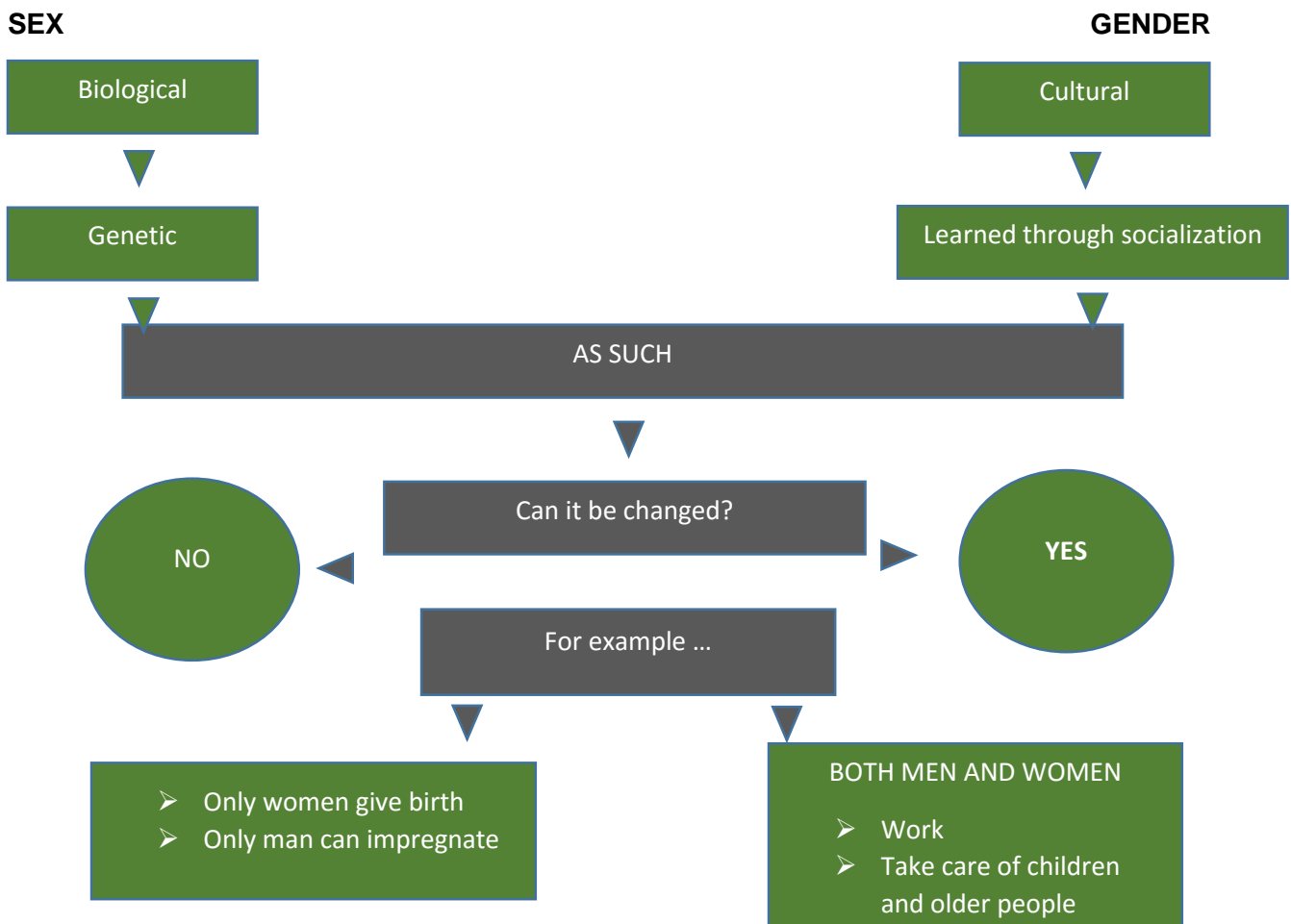
Resource Paper B

Theoretical Frame

Distinguishing Sex and Gender as gender issues have become more mainstreamed in scientific research and media reports, confusion associated with the terms sex and gender has decreased. In sociology, these terms are now fairly standardized to refer to different content areas. Sex refers to the biological characteristics distinguishing male and female. This definition emphasizes male and female differences in chromosomes, anatomy, hormones, reproductive systems, and other physiological components. Gender refers to those social, cultural, and psychological traits linked to males and females through particular social contexts. Sex makes us male or female; gender makes us masculine or feminine. Sex is an ascribed status because a person is born with it, but gender is an achieved status because it must be learned. This relatively simple distinction masks a number of problems associated with its usage. It implies that all people can be conveniently placed into unambiguous "either–or" categories. Certainly the ascribed status of sex is less likely to be altered than the achieved status of gender.
From a sociological perspective, this text is concerned with gender and how it is learned, how it changes over time, and how it varies between and within cultures. Gender can be viewed on a continuum of characteristics demonstrated by a person regardless of the person's biological sex. Adding the concept of role to either sex or gender may increase confusion in terminology. When the sociological concept of role is combined with the biological concept of sex, there is often misunderstanding about what content areas are subsumed under the resultant sex role label. Usage is becoming rapidly standardized, however, and most sociologists now prefer to employ the term gender role rather than sex role in their writing. Gender roles, therefore, are the expected attitudes and behaviors a society associates with each sex. This definition places gender squarely in the sociocultural context.

Gender concepts

Gender- This refers to the socially and culturally constructed differences between men and women; as distinct from sex which refers to their biological differences. The social constructs vary across cultures and time.

Sex- refers to the biological and physiological differences between males and females as determined by nature. It is God-given, universal and non-changeable.

Social construction of gender- Refers to how society values and allocates duties, roles and responsibilities to women, men, girls and boys. This differential valuing creates the gender division of labor and determines differences in access to benefits and decision making which in turn influences power relations and reinforces gender roles. This is done at various levels of gender socialization including family, religion, education, culture, peers and the media.

Gender and culture- Culture refers to people's way of life, systems of beliefs, values, rituals, interaction patterns and socialization which determine attributes, roles, responsibilities, and expectations in a society. It determines what the society wants and expects from women, men, girls and boys. It defines the status and power relations between women, men, girls and boys. Gender concerns are as a result of cultural context and socialization in society. Examples of these are:

- Preference for a boy to a girl child
- Heir to property
- Naming systems
- Initiation ceremonies
- Marital practices
- Gender based violence

Gender roles- Gender roles are reflected in activities ascribed to men and women on the basis of perceived differences which are reinforced through the gender division of labor. This

arises from the socialization of individuals from the earliest stages of life through identification with specific characteristics associated with being male or female.

Gender relations- It refers to social relationships between men and women within a specified time and place. These social relationships explain the differences in power relations between the sexes.

Gender stereotypes -Stereotypes are structured sets of beliefs about the personal attributes, behaviors, roles of a specific social group. Gender stereotypes are biased and often exaggerated images of women and men which are used repeatedly in everyday life.

Gender division of labor- It relates to the different types of work that men and women do as a consequence of their socialization and accepted patterns of work within a given context.

Gender equity- Is the process of being fair to women and men. To ensure fairness, measures must often be available to compensate for historical and social disadvantages that prevent women and men from otherwise operating on a "level playing field."

Gender equality- Is the absence of discrimination on the basis of a person's sex in authority, opportunities, allocation of resources or benefits and access to services. It is therefore, the equal valuing by society of both the similarities and differences between men and women, and the varying roles that they play.

Gender analysis This is the process of examining roles and responsibilities or any other situation in regard to women and men; boys and girls, with a view to identifying gaps, raising concern and addressing them; investigating and identifying specific needs of girls and boys, women and men for policy and programme development and implementation.

Gender issue- This is a point of gender inequality that is undesirable and therefore an intervention. It results from some form of gender discrimination or oppression. A gender issue arises when there is inequality, inequity or differentiated treatment of an individual or a group of people purely on the basis of social expectations and attributes of gender. Gender issues are sometimes called gender concerns.

Gender practical needs / interests- These are needs related to the roles of reproduction, production and community work of men and women which, when met, do not necessarily change their relative position/condition in society, which arise from the gender roles.

Gender sensitivity- This is the ability to perceive existing gender differences, issues and equalities, and incorporate these into strategies and actions.

Gender responsiveness- This is planning and implementing activities that meet identified gender issues/concerns that promote gender equality

Gender transformation- It describes a situation where women and men change their way of thinking from patriarchal towards a gender equality perspective.

Gender mainstreaming- It is the process of integrating a gender equality perspective into the development process at all stages and levels. Gender mainstreaming is a strategy for the achievement of gender equality.

Source: The Sociology Of Gender http://www.pearsonhighered.com/assets /hip/us/ hip_ us_ pearsonhighered/samplechapter/0132448300.pdf

Workshop 3: Masculinity. Notion of masculinity

Goal: To recognise the origin of machismo/ masculinity as a socio-cultural feature

Objectives: - to distinguishing between the anatomical and natural biological features, and learned socio-cultural features.
- to analyse the role of the media in fostering and reinforcing the image of masculinity

Recommended time: 1 hour

Materials: Two large (size 4' x 6') sheets of brown paper, Blank cards (size 2 ½" x 1 ½") of colored chart paper, twice as many as there are participants, Set of nine labels, each with a word written on it (for list of words please see the reference paper) Glue or sticking tape

Methodology: Game, Discussion

Planning notes
We generally associate qualities such as bravery, aggression and control with a 'real' man. This idea of a 'real' man is, however, only an image created by society. The truth is that every man, like every woman, is a combination of hundreds of different qualities

Steps

Part one. **Familiarize participants with the term of masculinity.** The animator will explain the term of the masculinity to the participants and the origins of the phenomena (Resource Paper B)

Part two. **Engagement in the game.** Procedure of the game is described in the (Resource Paper A)

Part three. **Discussion with the group** (may be taken the optional step)

Resource papers

Resource Paper A

PROCEDURE

Place the two sheets of brown paper on the floor. Call for two volunteers. Ask each volunteer to lie down on one sheet. Ask the rest of the group to draw the outline of the bodies of the two people on the sheets.

1. Distribute 2 blank cards to each participant. It would be nice if each participant got two different colored cards.
2. Ask them to write down on each card, one word or phrase that describes who a *real man* is. For example, if someone thinks a 'real' man is strong, then he should write the word *strong* in big, bold letters on the card.
3. Give the group only 2-3 minutes for this part of the activity.
4. Then ask the participants to stick their cards inside the outline of the first male figure.

After all the participants have pasted their cards, draw their attention to the words that they have used to describe a *'real'* man.

You will find that some of the words are repeated. Most likely it will be words such as *protector*, *brave, strong, breadwinner* that will appear again and again.

Discussion questions:

Get the group to think about why this is so. Ask them the following question
• *Why is it that many of you think that a 'real' man is strong, brave, protective?*
Encourage them to express their views.
Then place the outline of the second male figure next to the first one. Stick the labels (with words not usually associated with masculinity) on the second outline. Read out these qualities.
Ask the group the following question:
• *If a man had the qualities that are described in the second outline, qualities such as gentle, emotional, shy, loves cooking… would you call such a man — a 'real' man?*
Most likely the group will agree that the qualities on the second outline could also be the qualities of a real man.
Now ask the group:
• *You agree that the second set of qualities could also describe a 'real' man. Then why was it that most of you thought only of the first set of qualities?*
Encourage the participants to respond in depth to this question.

Closing:

Like you, most people would use the first set of qualities to describe a 'real' man. The reason is that all of us are taught that 'real' men have certain fixed qualities. We are told constantly – through books, films, at home, in school – that, 'real' men should be brave, should be aggressive, should not cry, etc.

And yet, if we think about it, a 'real' man could also have qualities that are just the opposite of these. You yourselves have said that a 'real' man could also be gentle, shy, emotional, etc.

The fact is that **every man, like every woman, is a combination of hundreds of qualities**. **In spite of this, we believe that certain qualities are 'manly' or 'masculine', because society has created these fixed images in our minds**. These images have a strong influence on our behavior. Many of us try to be aggressive and dominating, because we are scared of being laughed at or ridiculed if we do not display these qualities. And we ourselves may have laughed at people who do not have these qualities

In the last activity we saw how fixed gender roles are unfair because they put pressure on men and women to behave in certain specific ways and restrict their freedom. Like fixed gender roles, these notions of masculinity also put great pressure on us to behave in a certain way, regardless of what our real feelings may be.

These images of masculinity also affect our relationships

Optional Step:

Students test these ideas and the extent to which they have changed by applying them to male characters on television with whom they are familiar. In small groups students list five or six male television personalities or characters from current or recent programs whom everyone knows. Try to get a broad range of male characters, for example:
• a daytime soap opera male
• a quiz show host
• a news reader or current affairs host
• a character from a situation comedy
• a character from a drama
• a sports reporter
• a character from an American, an Russian and a Romanian television drama
Students discuss each character in terms of the attributes listed above. Which characters most closely fit the stereotype and which characters are very different from the stereotype? What

types of shows feature characters like the men described above? Students try to make general statements about the similarities and differences in the representation of men between:
- Daytime and evening television
- Drama and comedy
- News and drama
- Programs made by/for different cultures/cultural groups

Students' summaries their findings by writing an answer to the question: To what extent has the typical television male changed since 1987? Support your answer with reference to the examples you have discussed.

Resource Paper B

Theoretical frame

Masculinity (*also called boyhood, manliness or manhood*) is a set of attributes, behaviors and roles generally associated with boys and men. It is a combination of socially-defined and biological factors, distinct from the definition of the male biological sex. Both men and women can exhibit masculine traits and behavior. Those exhibiting both masculine and feminine characteristics are considered androgynous, and feminist philosophers have argued that gender ambiguity may blur gender classification.

Masculine traits include courage, independence and assertiveness. These traits vary by location and context, and are influenced by social and cultural factors. An overemphasis on masculinity and power, often associated with a disregard for consequences and responsibility, is known as machismo.

Overview

Masculine qualities, characteristics or roles are considered typical of, or appropriate for, a boy or man. They have degrees of comparison: "more masculine" and "most masculine", and the opposite may be expressed by "unmanly" or "epicene". Similar to masculinity is virility (from the Latin vir, "man"). The concept of masculinity varies historically and culturally; although the dandy was seen as a 19th-century ideal of masculinity, he is considered effeminate by modern standards. Masculine norms, as described in Ronald F. Levant's Masculinity Reconstructed, are "avoidance of femininity; restricted emotions; pursuit of achievement and status; self-reliance; strength and aggression." These norms reinforce gender roles by associating attributes and characteristics with one gender.

The academic study of masculinity received increased attention during the late 1980s and early 1990s, with the number of courses on the subject in the United States rising from 30 to over 300. This has sparked investigation of the intersection of masculinity with other axes of social discrimination and concepts from other fields, such as the social construction of gender difference (prevalent in a number of philosophical and sociological theories).

Hegemonic masculinity

Traditional avenues for men to gain honor were providing for their families and exercising leadership. Raewyn Connell has labeled traditional male roles and privileges hegemonic masculinity, encouraged in men and discouraged in women: "Hegemonic masculinity can be defined as the configuration of gender practice which embodies the currently accepted answer to the problem of the legitimacy of patriarchy, which guarantees the dominant position of men and the subordination of women".

Precarious manhood

Researchers have argued that the "precariousness" of manhood contributes to traditionally-masculine behavior. "Precarious" means that manhood is not inborn, but must be achieved. In many cultures, boys endure painful initiation rituals to become men. Manhood may also be lost, as when a man is derided for not "being a man." Researchers have found that men respond to threats to their manhood by engaging in stereotypically-masculine behaviors and beliefs, such as supporting hierarchy, espousing homophobic beliefs, supporting aggression and choosing physical tasks over intellectual ones.

In 2014, Winegard, Winegard and Geary wrote that the precariousness of manhood involves social status (prestige or dominance), and manhood may be more (or less) precarious due to the avenues men have for achieving status. Men who identify with creative pursuits, such as poetry or painting, may not experience manhood as precarious but may respond to threats to their intelligence or creativity. However, men who identify with traditionally-masculine pursuits (such as football or the military) may see masculinity as precarious. According to Winegard, and Geary, this is functional; poetry and painting do not require traditionally-masculine traits, and attacks on those traits should not induce anxiety.[dubious – discuss] Football and the military require traditionally-masculine traits, such as pain tolerance, endurance, muscularity and

courage, and attacks on those traits induce anxiety and may trigger retaliatory impulses and behavior. This suggests that nature-versus-nurture debates about masculinity may be simplistic. Although men evolved to pursue prestige and dominance (status), how they pursue status depends on their talents, traits and available possibilities. In modern societies, more avenues to status may exist than in traditional societies and this may mitigate the precariousness of manhood (or of traditional manhood); however, it will probably not mitigate the intensity of male-male competition.

Health care

Evidence points to the negative impact of hegemonic masculinity on men's health-related behavior, with American men making 134.5 million fewer physician visits per year than women. Men make 40.8 percent of all physician visits, including women's obstetric and gynecological visits. Twenty-five percent of men aged 45 to 60 do not have a personal physician, increasing their risk of death from heart disease. Men between 25 and 65 are four times more likely to die from cardiovascular disease than women, and are more likely to be diagnosed with a terminal illness because of their reluctance to see a doctor. Reasons cited for not seeing a physician include fear, denial, embarrassment, a dislike of situations out of their control and the belief that visiting a doctor is not worth the time or cost.

In 2004, Arran Stibbe published an analysis of a well-known men's-health magazine in 2000.According to Stibbe, although the magazine ostensibly focused on health it also promoted traditional masculine behaviors such as excessive consumption of convenience foods and meat, alcohol consumption and unsafe sex.

Research on beer-commercial content by Lance Strate yielded results relevant to a study of masculinity. In beer commercials, masculine behavior (especially risk-taking) is encouraged. Commercials often focus on situations in which a man overcomes an obstacle in a group, working or playing hard (construction or farm workers or cowboys). Those involving play have central themes of mastery (of nature or each other), risk and adventure: fishing, camping, playing sports or socializing in bars. There is usually an element of danger and a focus on movement and speed (watching fast cars or driving fast). The bar is a setting for the measurement of masculinity in skills such as billiards, strength and drinking ability. Despite the beer industry's encouragement of risk-taking, alcohol consumption has declined in all age groups, and no particular paradigm exists that suggests males take more risk drinking than females, and many males world-wide do not consume alcohol.

History

Since what constitutes masculinity has varied by time and place, according to Raewyn Connell, it is more appropriate to discuss "masculinities" than a single overarching concept. Study of the history of masculinity emerged during the 1980s, aided by the fields of women's and (later) gender history. Before women's history was examined, there was a "strict gendering of the public/private divide"; regarding masculinity, this meant little study of how men related to the household, domesticity and family life. Although women's historical role was negated, despite the writing of history by (and primarily about) men a significant portion of the male experience was missing. This void was questioned during the late 1970s, when women's history began to analyze gender and women to deepen the female experience. Joan Scott's seminal article, calling for gender studies as an analytical concept to explore society, power and discourse, laid the foundation for this field. According to Scott gender should be used in two ways: productive and produced. Productive gender examined its role in creating power relationships, and produced gender explored the use and change of gender throughout history. This has influenced the field of masculinity, as seen in Pierre Bourdieu's definition of masculinity: produced by society and culture, and reproduced in daily life. A flurry of work in women's history led to a call for study of the male role (initially influenced by psychoanalysis) in society and emotional and interpersonal life. Connell wrote that these initial works were marked by a "high level of generality" in "broad surveys of cultural norms". The scholarship was aware of contemporary societal changes aiming to understand and evolve (or liberate) the male role in

response to feminism. John Tosh calls for a return to this aim for the history of masculinity to be useful, academically and in the public sphere.

Criticism

Two concerns over the study of the history of masculinity are that it would stabilize the historical process (rather than change it) and that a cultural overemphasis on the approach to masculinity lacks the reality of actual experience. According to John Tosh, masculinity has become a conceptual framework used by historians to enhance their cultural explorations instead of a specialty in its own right. This draws attention from reality to representation and meaning, not only in the realm of masculinity; culture was becoming "the bottom line, the real historical reality." Tosh critiques Martin Francis' work of in this light because popular culture, rather than the experience of family life, is the basis for Francis' argument. Francis uses contemporary literature and film to demonstrate that masculinity was restless, shying away from domesticity and commitment, during the late 1940s and 1950s. Francis wrote that this flight from commitment was "most likely to take place at the level of fantasy (individual and collective)." In focusing on culture, it is difficult to gauge the degree to which films such as Scott of the Antarctic represented the era's masculine fantasies. Michael Roper's call to focus on the subjectivity of masculinity addresses this cultural bias, because broad understanding is set aside for an examination "of what the relationship of the codes of masculinity is to actual men, to existential matters, to persons and to their psychic make-up" (Tosh's human experience).

According to Tosh, the culture of masculinity has outlived its usefulness because it cannot fulfill the initial aim of this history (to discover how manhood was conditioned and experienced) and he urged "questions of behaviour and agency". His work on Victorian masculinity uses individual experience in letters and sketches to illustrate broader cultural and social customs, such as birthing or Christmas traditions.

Stefan Dudink believes that the methodological approach (trying to categorize masculinity as a phenomenon) undermined its historiographic development. Abigail Solomou-Godeau's work on post-revolutionary French art addresses a strong, constant patriarchy.

Tosh's overall assessment is that a shift is needed in conceptualizing the topic back to the history of masculinity as a speciality aiming to reach a broader audience, rather than as an analytical tool of cultural and social history. The importance he places on public history hearkens back to the initial aims of gender history, which sought to use history to enlighten and change the present. Tosh appeals to historians to live up to the "social expectation" of their work, which would also require a greater focus on subjectivity and masculinity. This view is contrary to Dudink's; the latter called for an "outflanking movement" towards the history of masculinity, in response to the errors he perceived in the study. This would do the opposite of what Tosh called for, deconstructing masculinity by not placing it at the center of historical exploration and using discourse and culture as indirect avenues towards a more-representational approach. In a study of the Low Countries, Dudink proposes moving beyond the history of masculinity by embedding analysis into the exploration of nation and nationalism (making masculinity a lens through which to view conflict and nation-building). Martin Francis' work on domesticity through a cultural lens moves beyond the history of masculinity because "men constantly travelled back and forward across the frontier of domesticity, if only in the realm of the imagination"; normative codes of behavior do not fully encompass the male experience.

Media images of boys and young men may lead to the persistence of harmful concepts of masculinity. According to men's-rights activists, the media does not address men's-rights issues and men are often portrayed negatively in advertising. Peter Jackson called hegemonic masculinity "economically exploitative" and "socially oppressive": "The form of oppression varies from patriarchal controls over women's bodies and reproductive rights, through ideologies of domesticity, femininity and compulsory heterosexuality, to social definitions of the value of work, the nature of skill and the differential remuneration of 'productive' and 'reproductive' labor."

Gender-role stress

In 1987 Eisler and Skidmore studied masculinity, creating the idea of "masculine stress" and finding three elements of masculinity which often result in emotional stress:

1. The emphasis on prevailing in situations requiring body and fitness
2. Being perceived as emotional
3. The need for adequacy in sexual matters and financial status

Because of social norms and pressures associated with masculinity, men with spinal-cord injuries must adapt their self-identity to the losses associated with such injuries; this may "lead to feelings of decreased physical and emotional prowess with lowered self-esteem and a loss of male identity. Feelings of guilt and overall loss of control are also experienced." Research also suggests that men feel social pressure to endorse traditional masculine male models in advertising. Brett Martin and Juergen Gnoth (2009) found that although feminine men privately preferred feminine models, they expressed a preference for traditional masculine models in public; according to the authors, this reflected social pressure on men to endorse traditional masculine norms.

A discussion of masculinities relative to a man's social status and political power has begun. According to Joseph Pleck, a system of male-to-male relationships exists in North American patriarchal society. Hierarchies are demarcated by levels of masculinity, equated with physical composition in youth and the acquisition of wealth and women with age.

In their book Raising Cain: Protecting The Emotional Life of Boys, Dan Kindlon and Michael Thompson wrote that although all boys are born loving and empathic, exposure to gender socialization (the tough male ideal and hyper masculinity) limits their ability to function as emotionally-healthy adults. According to Kindlon and Thompson, boys lack the ability to understand and express emotions productively because of the stress imposed by masculine gender roles.

"**Masculinity in crisis"**

A theory of "masculinity in crisis" has emerged; Australian archeologist Peter McAllister said, "I have a strong feeling that masculinity is in crisis. Men are really searching for a role in modern society; the things we used to do aren't in much demand anymore". Others see the changing labor market as a source of stress. Deindustrialization and the replacement of smokestack industries by technology have allowed more women to enter the labor force, reducing its emphasis on physical strength.

The crisis has also been attributed to feminism and its questioning of male dominance and rights granted to men solely on the basis of sex. British sociologist John MacInnes wrote that "masculinity has always been in one crisis or another", suggesting that the crises arise from the "fundamental incompatibility between the core principle of modernity that all human beings are essentially equal (regardless of their sex) and the core tenet of patriarchy that men are naturally superior to women and thus destined to rule over them."

John Beynon examined the disussion of masculinity in crisis, finding that masculinity and men are often conflated and it is unclear whether masculinity, men or both are allegedly in crisis. According to Beynon, the "crisis" is not a recent phenomenon; he illustrated several periods of masculine crisis throughout history (some predating the women's movement and post-industrial society), suggesting that due to masculinity's fluid nature "crisis is constitutive of masculinity itself." Film scholar Leon Hunt agreed: "Whenever masculinity's 'crisis' actually started, it certainly seems to have been in place by the 1970s".

Source: Masculinity Wikipedia https://en.wikipedia.org/wiki/Masculinity

Workshop 4: Expressing emotions

Goal: Understand the function and usefulness of emotions and to understand the barriers our emotions can create

Objective: - to recognize and understand the role of the four basic emotions (fear, anger, sadness, joy).
- to recognize the difficulties young men face in expressing certain emotions and the consequences for themselves and their relationships.
- to recognize our emotional hot buttons.
- to learn to control our emotional hot buttons

Recommended time: 1.5 hours

Materials required: Flipchart paper, markers, small pieces of paper, and Resource Sheet.

Methodology: Active involvement, brainstorming, game

Planning notes: Prior to the session, it is recommended that the facilitator go through this activity individually and reflect about his or her own ways of expressing emotions. It is also important to identify local counseling centers or professionals to whom young men can be referred if necessary.

Steps

Part one. **Know your emotions** (Resource Paper A) the participants will discuss about the basic most common emotions like fear, anger, affection, sadness and happiness and will try to rank them when mostly feel. The activity will be followed by some questions and additional information

Part two. **Hot Buttons** (Resource Paper B) participants thru this activity will identify their own hot buttons and what is making them so sensitive, as well is learn how to cope when being pushed

Part three. **Closing part**

Resource papers

Resource Paper A

Know your emotions

1. Draw five columns on flipchart paper and write the following emotions as headings: Fear, Affection, Sadness, Happiness, and Anger (see the Resource Sheet for an example of how to arrange the words and ranking described below).

2. Explain to the participants that these are the emotions which they will be discussing in this activity and that they will be thinking about how easy or difficult it is for young men to express these different emotions.

3. Give each participant a small piece of paper and ask them to write down the five emotions that are being discussed, in the order that you have written them on the flipchart paper. Next, read the following directions: Think about which of these emotions you express with greatest ease. Put a number one (1) next to the emotion which is the easiest for you to show. Now think about the emotion you express easily but not as much as the first. Put a number two (2) next to that emotion. Put a number three (3) next to the emotion that falls in between; that is, it is neither too hard nor too easy to express. Put a number four (4) next to the one you have some difficulty expressing. Finally, put a number five (5) next to the emotion which you have the greatest difficulty expressing.

4. After the participants have finished ranking their emotions, collect the pieces of paper and write down the rankings in the columns on the flipchart (see example).

5. With the entire group, reflect on the similarities and differences found among the participants. Explain that:

• The emotions that we numbered as 1 and 2 are the ones we have often learned to express in an exaggerated way;

• Numbers 4 and 5 are those that we have learned to express less, or maybe even to repress or keep hidden;

• Number 3 may represent the emotion that we do not exaggerate nor repress but probably deal with more naturally.

6. Use the questions below to facilitate a discussion

Discussion questions:
1. Have you discovered anything new about yourself from this activity?
2. Why do people exaggerate or repress certain emotions? How do they learn to do this? What are the consequences of exaggerating or repressing emotions?
3. Are there similarities in how men express certain emotions?
4. Are there differences between how men and women express emotions? What are the differences?
5. Do you think women express certain emotions more easily than men? Why do you think this is?
6. Why do men and women have different ways of expressing emotions? How do peers, family, community, media, etc. influence how men and women express emotions?
7. How does the way we express our emotions influence our relationships with other people (partners, family, friends, etc.)?
8. Is it easier or harder to express certain emotions with peers? With family? Intimate partners?
9. Why are emotions important? Give examples if necessary: Fear helps us in a dangerous situations; anger helps us to defend ourselves. Ask the participants for examples, also.
10. How do you think expressing your feelings more openly can affect your well-being and your relationships with other people (romantic partners, family, friends, etc.)?

11. What can you do to express your emotions more openly? How can you be more flexible in expressing what you feel? NOTE: It might be interesting to brainstorm as a large group different strategies for dealing with emotions and then encourage each of the participants to make a note of his personal reflections and, if he so desires, share his reflections with the others in small groups.

12. **Below** is an example of how to organize the columns of emotions and participant responses. During the discussion, the facilitator should help the participants identify similarities and differences in rankings. For example, the table below shows that there is almost an even split in the number of participants who find it easy to express anger and those who find it difficult. This could lead to a discussion of why these differences exist and, whether or not young men, in general, find it easy or hard to express anger. Another interesting pattern in the sample below is that most of the participants find it difficult to express fear. Often, men are indeed expected to be brave and fearless and this example would be interesting to use as a basis for discussion about socialization and gender norms.

	Fear	Affection	Sadness	Happiness	Anger
Participant #1	5	4	3	2	1
Participant #2	2	3	4	1	5
Participant #3	4	1	3	2	5
Participant #4	4	3	5	2	1
Participant #5	5	1	3	2	4

13. **Finally**, it is important to remember that the collection and listing of rankings in the table should be anonymous. That is, each line of the table above should represent a different participant's ranking but should not include his name. As in the example above, the facilitator can instead write a number to which the participants can easily refer during the discussion.

Resource Paper B

Hot Buttons

Procedure
Tell the participants that it's time to release some pent-up stress. For the next five minutes, they are going to get a chance to tell the other members of their team how to push their emotional hot buttons. Ask them to write down as many specific things as they can. For example:
How to push my buttons . . .
- Rude tone
- "Shut up!"
- Bad grammar
- Pushy individuals
- Whining
- Know-it-alls
- "What you should do is . . ."
- People who don't get to the point
- "You never/always . . ."

Tips
Have teams of four to seven see how many emotional hot buttons they can come up with.

Discussion Questions
1. Now that you are aware of some of your emotional hot buttons, what can you do about it?
2. What are some ways we can learn to recognize and to control our hot buttons when interacting with others?
3. What if we push someone else's buttons?
4. How does this activity help us deal with conflict more effectively?

Closing
Emotions can be seen as a form of energy that allows you to perceive what is oppressing you or bothering you. Different emotions are simply the reflection of different needs, and it is best to learn how to deal with all of your emotions as they appear in your lives. Being able to express your emotions without causing harm to others helps to make you stronger individuals and helps you to relate better with the world around you. How each person expresses his or her emotions varies. However, it is important to note a number of tendencies that emerge, particularly related to how boys are brought up. For example, it is often common for young men to hide their fear, sadness, and even their kindness. But it is also often common for them to express their anger via violence. Although you are not responsible for feeling certain emotions, you are responsible for what you do with what you feel. It is critical to distinguish between "feelings" and "acting" in order to find forms of expression that do not bring harm to yourself or to others.

Resource Paper C

Theoretical Frame

Men and emotions

Our emotional state often dictates how we behave. Men and women may handle emotions in quite different ways.

When upset, women are more likely to express their feelings directly, and to seek the support of friends and family, whereas men might hide their emotions or withdraw.

Men often feel that they need to be self-reliant. They are sometimes focussed on providing for their loved ones and hide their own emotions. This behaviour is reinforced everyday in the stereotype of the heroic male, so often represented in popular culture. Fearless, resourceful, stoic and usually facing adversity alone, these characters tell us a lot about what is considered to be ideal male behaviour within our society.

More powerful than film characters are the roles we see our parents playing. Many men have experienced fathers who were emotionally distant, who rarely, if ever, cried or expressed affection outwardly. The way we see our parents behave becomes the unconscious template for our own behaviour.

The four basic emotions

It is helpful to think in terms of four basic human emotions:

- Sadness
- Anger
- Happiness
- Fear

Of these four emotions, happiness is considered the most acceptable in society. Yet anger, fear and sadness are universally felt by everyone. These emotions serve valuable purposes and are normal responses to threat and loss.

As emotions such as fear and sadness are generally not as accepted, men might try to hide these from themselves and those around them. They feel that they should be able cope on their own.

Individuals might try to cope with 'negative' emotions in one or more of the following ways:

- Withdrawing from family and friends
- Working longer hours
- Spending more time away from home
- Consuming more alcohol
- Behaving recklessly and/or violently

We might not always be able to identify what we're feeling or have the words to describe our emotions. Men may feel uncomfortable talking to someone about them, leading to frustration in relationships when they cannot express their needs, fears and grief.

Why talk about it?

The restriction of emotional expression in many men's lives can lead to:

- A greater sense of isolation
- Less support being available from loved ones
- Health issues, due to carrying chronic tension in the body and other bad coping strategies
- Relationship difficulties due to an inability to resolve emotional conflicts and/or a perceived lack of ability to be intimate
- Psychological problems such as depression, insomnia and anxiety.

Getting in touch

Men are often told they have to 'get in touch with their feelings,' but what does this really mean and how do you do it? Here are some strategies for getting to know your own feelings better:

- Be aware of the sensations in your body. Emotion always manifests somewhere in the body. Anger might be experienced as a flush of heat in the face, sadness as a tightening of the throat, anxiety as a knot in the stomach. Take a moment to acknowledge the feeling(s) and take a few breaths to help identify these sensations and understand what they mean.
- If you are feeling angry, ask yourself what other emotions you might be feeling? Are you really sad underneath, or afraid?
- Learn to put words to what you are feeling. Often it helps to write down or brainstorm ideas before a conversation.
- Identifying and expressing feelings is a learnt behaviour – and like driving a car, it only takes practice.
- Take the risk of showing your vulnerability with people who you feel safe with. Give yourself permission to be human, it could bring you closer to others and may even bring a sense of relief.

Source: Talk it over Men: https://www.mensline.org.au/emotions-and-mental-wellbeing/men-and-emotions

Workshop 5: Labeling

Goal: To recognize how labeling people can limit individual potential and affect relationships

Objective: - to learn how to avoid labeling.
- to discover the ways in which we are similar to and different from other team members.
- to begin the process of building trust within the team

Recommended time: 1 hour and 30 minutes

Materials required: Pieces of paper, tape, and pens/pencils, sticky notes

Methodology: Game, Active involving

Planning notes: It is important to make sure that none of the participants become aggressive or offended by any of the labels used.

Steps

Part one. **Brainstorm the negative and positive labels that are commonly used in the community**

Part two. **Game "Labels on the forehead"** (Resource Paper A)

Part three. **Discussion with the group** participants will discuss with the animator how important is to avoid to "label" anyone and how labeling may affect and result to isolation of the individual or other forms of abuse

Part four. **Game "Common and Uncommon"** (Resource Paper B) the participants will discover their uniqueness and their common characteristics and how this can benefit the relationships as well how they can impact the communication effectively or help to result a conflict

Part five. **Closing**

Resource papers

Resource Paper A

Labeling

1. Brainstorm positive and negative labels or stereotypes that are commonly used in the community in which the young men live. These might include labels such as: smart, lazy, shy, violent, etc. Try to think of at least as many different labels as there are participants in the group.
2. Write these labels on pieces of paper and tape a piece of paper on the back of each participant. Note: In order for this activity to be effective, it is very important that the participants should not be able to see the labels on their own backs; they should only be able to see other people's labels.
3. At random, ask two or three participants to carry out a short role play in which they relate to each other according to the labels they have been given.
4. Ask each of the participants in the role play to try to guess what their label is based on the way they were treated and then think about the following questions:
   a. How did it feel having someone treat you according to a label?
   b. How did it feel treating someone else according to a label?
   c. After the volunteers have answered these questions, ask the larger group for reactions to the role play.
5. Ask for other volunteers to carry out other role plays, allowing time after each role play for the volunteers to try to guess their labels and to reflect on how they felt.
6. Open up the discussion to the larger group.

Discussion questions:
1. How do you react when you are treated according to a label?
2. How do you react when you, or someone else, treat another person according to a label?
3. Are these labels commonly used in your community? What other examples of labels do people use?
4. Why do people label others?
5. What are the effects of labeling individuals? What are the effects on relationships?
6. Thinking about the previous activity about power and relationships, what do you think is the link between labeling and power?
7. What have you learned here that you can apply in your own lives and take back to your communities?
8. How can you avoid labeling others?
9. How can you encourage other young people to not label others?

Resource Paper B

Common Uncommon

Procedure

Split large groups into teams of five to eight people. Give each team a sheet of paper and a pen or pencil. For the first part of the activity, team members find out and write down what they have in common. To make the list, the commonalities must apply to everyone on the team and must be something you could not identify by simply looking at them (we all work at the same place, we all have

brown hair, we are all wearing shoes). After five minutes, have someone from each team read their list.

If working with a large group, for the second part of the activity, you can either have half of each smaller team rotate to another team or have participants remain in their original teams. On the back side of the paper, have the team write down what is unique about each team member. That would be something that applies to only one team member (again, going beyond the superficial). Challenge teams to discover at least two things for each person. After seven minutes, have each person say one of the ways in

which they are unique.

This is an excellent activity for conflict resolution as it builds awareness that team members have more in common than they may realize. The discovery and recognition of each other's unique characteristics is beneficial as knowledge that we all have something different to offer the team.

Variations

Have participants partner with someone they don't know and discover something they have in common that is not visible. This technique can be used over and over again.

Discussion questions:
1. Were you surprised at how many things you had in common?
2. How does this promote unity on the team?
3. How does discovering commonalities benefit the relationships?
4. How does an awareness of our unique characteristics benefit the relationships?
5. How does this influence the level of trust in each other?
6. How does this impact our ability to communicate effectively and resolve conflict?

Closing:

Labels and stereotypes affect people as individuals as well as their relationships with others. It is important to think critically about how you treat people and the way that people treat you and how you can "unlearn" some of the ways that you interact with others.

For example, how to not:
1. Be judgmental of someone before you get to know them;
2. Use labels or negative nicknames;
3. Discriminate based on sex, religion, ethnicity, or socioeconomic class;
4. Make someone in the family and/or community a scapegoat;
5. Be inflexible or stubborn in your attitudes;
6. Show indifference, silence, or spite.

The feeling of belonging to a group and being accepted for who we are, are fundamental for learning and for developing our individual and collective potential. As you move forward with these sessions and with your daily lives, you should actively try to move beyond labels and be more open-minded in how you relate to others.

Link: This activity is related to violence. You could recall from the introductory section on violence that labeling young men as delinquents or violent actually encourages violence.

Resource Paper C

Theoretical Frame

What is Labeling?
Labeling can be understood as the act of attaching a label to an individual or else putting someone in a category. In most instances, labeling can be negative and harmful for the individual. In sociology, labeling is being studied as a theoretical concept in Symbolic Interactionism. It was Howard Becker who introduced the labeling theory in relation to deviance. He believed that, in the day to day interactions with others, people develop labels for others. For example, a person can be labeled as a 'criminal.' Once such a label has been created for an individual, this becomes his master status. The individual is unable to go back to his normal lifestyle because of this label. This highlights that labeling can be negative for the individual who has been labeled.

Now, let us comprehend the connection and difference between labeling and stereotyping. Imagine, you see an extremely beautiful girl in school. You label this person as a beauty. Simultaneously, it crosses your mind that she must be proud and arrogant. This is our stereotypic belief or else the generalization that we have.

What is Stereotyping?
A stereotype is a generalization of a group of people. This can be based on a prior assumption of a group from which the individual build a simplified outlook to that particular group. For example, boys are naughty, girls are weak are some examples of stereotyping. This points out that it provides a generalized opinion of a group, which can be false for a majority or minority. There can be positive stereotyping as well as negative stereotyping.

Gordon Allport, a renowned psychologist, stated 'stereotypes emerge as a result of normal human thinking.' People usually build mental categories to sort information. These are referred to as 'schemas.' Schemas or else mental shortcuts allow us to make sense of the world. Once a schema has been developed it allows us to identify other individuals in accordance to the characteristics that we have complied. For example, think of a doctor, or a teacher. You will notice that there are certain expectations about the appearance and behavior of that particular individual. These are schemas.

Stereotyping takes place based on differences in people. It can be gender, religion, race, etc. Most stereotypical beliefs concerning people of different religions, races, and even nationalities can be faulty and result in discriminatory acts.

Source: Stereotyping and labeling http://www.differencebetween.com/difference-between-stereotyping-and-vs-labeling/

Workshop 6. Power & Relationship

Goal: To increase awareness about the existence of power in relationships and reflect on how we communicate about and demonstrate power in relationships.

Objective: - to help participants to recognize the existence of power in relationships, and to make them think how they use with different social actors
- to help participants better understand each other and each other's needs
- to show the importance of solving conflicts in a nonviolent way.

Recommended time: 1.5 hour

Materials required: Flip chart, markers.

Methodology: Active involvement, game, brainstorming

Planning notes: Generally, when power roles are inverted and those who hold power are forced to be submissive, the person repeats the same power relationships, despite having undergone experiences that were considered unjust. It is important, as facilitators and educators, to emphasize power in relationships and in our lives. Discuss how people who use and abuse power often do not even respect or accept themselves, are generally dissatisfied with themselves, and often feel they have to exercise power over others to feel that they are in control. In sum, emphasize that the way some men (and women) use power over others is harmful to others, but usually has a cost for men as well.

Step

Part one. **"Mirror activity"** (Resource Paper A) participants will play a game that will help them to better understand the other person and perhaps will help them to make some changes if needs in their own relationship

Part two. **"Persons and things"** (Resource Paper B) will make participants to think how they treat each other every day and how power it's important to use not to show the supremacy but in solving and mediating any conflicts or other issues

Part three. **Closing**

Resource papers

Resource Paper A

Mirror activity

1. Ask the participants to stand up and get into pairs. Each pair should then decide which one of them will be the "person" and which will be the "mirror'. Explain that, within each pair, the "mirror" must imitate every movement done by the "person". Give them 2-3 minutes to do this.
2. Ask each pair to swap roles and to repeat the process.
3. Use the questions below to facilitate a discussion about what happened:
    a. How did you feel when you were the "person"?
    b. How did you feel when you were the "mirror"?
    c. In your lives, are there times when you feel like you did as a "person"? When?
    d. In your lives, are there times when you feel like you did as a "mirror"? When?

Discussion questions:
1. Are these skits realistic?
2. In your daily life, do others use their power in negative ways? Who? Why?
3. In your daily life, do you use your power in negative ways? Who? Why?
4. Why do people treat each other like this?
5. What are the consequences of a relationship where one person might treat another person like an "object"?
6. How does society/culture perpetuate or support these kinds of relationships where some people have more power over other people?
7. How can this activity help you think about and perhaps make changes in your own relationships?

Resource Paper B

Persons and Things

1. Divide the group in two with an imaginary line. Each side should have the same number of participants.
2. Tell the participants that the name of this activity is: **Persons and Things**. Choose, at random, one group to be the "things" and the other the "persons" or people.
3. Explain the rules for each group:
4. Ask the group of "persons" to take "things" and do what they want with them. They can order them to do any kind of activity.
5. Give the group 15 to 20 minutes for the "things" to carry out the designated roles (in the room itself).
6. Finally, ask the groups to go back to their places in the room

Things	Persons
• cannot think • cannot feel • make decisions • have no sexuality • have to do what the "persons" tell them to do. • If a thing wants to move or do something, it has to ask the person for permission.	• can think • can make decisions • have sexuality • can feel • can do the things they want.

Discussion questions

1. What was the experience like?
2. For the "things," how did your "person" treat you?
3. What did you feel? Why?
4. In our daily life, do we treat others like this? Who? Why?
5. How can we change this kind of treatment?

Closing:

There are many different types of relationships in which one person might have more power over another person. As you will discuss throughout many of the activities in this manual, the unequal power balances between men and women in intimate relationships can have serious repercussions for the risk of STIs, HIV/AIDS, and unplanned pregnancy. For example, a woman often does not have the power to say if, when, and how sex takes place, including whether a condom is used, because of longstanding beliefs that men should be active in sexual matters and women should be passive (or that women "owe" sex to men). In other cases, a woman who is dependent on a male partner for financial support might feel that she does not have the power to say no to sex. In cases of cross-generational sex, the age and class differences between men and women can further create unequal power relations that can in turn lead to risk situations.

There are also other examples of power relationships in your lives and communities. Think of relationships between youth and adults, students and teachers, employees and bosses. Sometimes the power imbalances in these relationships can lead one person to treat another person like an object. As you discuss gender and relationships between men and women, it is important to remember the connection between how you might feel oppressed in some of your relationships and how you, in turn, might treat others, including women, like "objects." Thinking about these connections can help motivate you to construct more equitable relationships with other men and with women in your homes and communities

Resource Paper C

Theoretical Frame

Some relationships involve behaviour that is damaging to the other partner and, in some cases, may be criminal.

Healthy relationships should be based on equality and respect between partners.

When one partner uses tactics to control the other partner, it can be harmful to both parties. This control or power imbalance can take many forms, including intimidation, threats, 'stalking' behaviour, and physical abuse.

This usually results in one partner being frightened of another, leaving them feeling unsafe in the relationship.

What sort of behaviours can be called domestic or family violence?

Examples of behaviours that constitute family violence include:
- Physical assault – punching, kicking, slapping, choking or using weapons against the victim. All threats of physical violence should be taken seriously.
- Sexual assault - any non-consenting (not fully agreed to by both partners) sexual act or behaviour; any unwanted or disrespectful sexual touch, rape (with or without threats of other violence), forced compliance in sexual acts, indecent assaults; and forced viewing of pornography.
- Using coercion and threats- telling the person she/he, the children, pets or property will be hurt or damaged.
- Using intimidation - making a person afraid by using looks, actions or gestures.
- Psychological/emotional/verbal abuse - using words and other strategies to insult, threaten, degrade, abuse or denigrate the victim.
- Using children, for example, by making the other parent feel guilty about the children; threatening to take the children away, or to report the partner to Child Protection authorities.
- Using visitation, following separation, to harass the partner, using the children to relay messages.
- Using isolation - controlling what the partner does, who the partner sees and talks to, what she or he reads and where they go.
- Economic abuse - controlling and withholding access to family resources such as money and property.

7 Strategic ways to get more power in relationship

There are power dynamics at play in every type of relationship. So it should come as no surprise that there will be a power dynamic in your romantic relationship as well. In some partnerships there is an equal amount of power and respect, and in others, one partner holds most of the power. To make things even more complicated, the power can shift at different points in your relationship. Maybe in the beginning you two never thought of power and respect because it felt equally distributed. But then, as time went on, you noticed things shifting and you felt like your boyfriend or girlfriend somehow had more power. Wait a second, weren't you the Beyonce of this couple?

It's normal for the power dynamic to shift in a relationship. Many things could have made the partnership structure change. But once it has swayed into a new direction (one that you may not love), how do you get on equal footing? If your man has gotten a little too "Kanye West" on you, how do you gain more power and respect in the relationship? How do you turn this ship around and sail towards a more peaceful and happy sea?

Below are some ways you can gain more power and respect in your romantic relationship.

1. Speak up

One way to become more powerful is to use your voice. Be clear about your wants and needs. If you don't speak up for yourself, who else will? Remember, your partner ain't no Syliva Browne, he or she can't read your mind. Therefore, you need to use your words and tell him/her what you want and need in your partnership.

2. Be more independent

Destiny's Child wasn't wrong when they told us to be independent. Being strong and independent doesn't mean you don't need your partner in any way, it just shows that you are capable of doing things on your own, as a powerful individual. Being able to be self-sufficient while in a relationship is crucial. Your partner will admire you for this autonomy, and so will you.

3. Have boundaries

Everyone has their own set of rules and boundaries that they are comfortable with. You will have boundaries in your relationship and it's vital you keep them. There are some things that will cross the line for you and you need to be able to draw that line firmly.

4. The golden rule

Instead of following the yellow brick road, how about you follow the golden rule. An easy way of gaining respect is to treat your partner the way you would like to be treated. If you want respect and consideration you have to give it to your significant other as well.

5. Follow through on your word

Saying something and doing the opposite is one way to quickly lose respect. Actions speak louder than words — especially in relationships. So, if you tell your partner that there will be certain repercussions for something and you don't follow through, he or she won't take you seriously. Or even if you make a small promise to your lover, you must keep it. Say what you mean, and mean what you say.

6. Do not settle

There's nothing more confident and attractive as somebody who knows what he or she deserves. If you're in a relationship where your partner knows he or she can get away with anything, well then, your power and respect have already gone out the window. Stand up for yourself and don't be afraid to walk away from a relationship that isn't beneficial to you.

7. Respect yourself

If you don't respect yourself, then who else will? It starts with yourself. You have to show how you want to be treated. This will come through with how you treat yourself. How do you talk about yourself? Do you give yourself any power? How do you view yourself? Take a moment to truly think about how you respect yourself. Remember, confidence is contagious.

Source: Misuse of power and control in relationship
http://www.relationships.org.au/relationship-advice/relationship-advice-topics/relationship-difficulties/misuse-of-power-and-control-in-relationships
Source: 7 ways to get power and respect in relationship
http://www.bustle.com/articles/73687-7-ways-to-gain-more-power-respect-in-your-relationship

Workshop 7. Violence

Goal: To identify different types of violence that may occur in relationships, family communities

Objective: - to have participants by their own to define what's violence for them personally and in group
- to identify the nature of violence and forms it may take
- to sensitize participants more about gender base violence and what consequences it may have
- to find out some methods how to lower the level of violence in own community

Key messages: Violence is any use of force or threat of force by an individual or group that causes harm to another. Violence could be physical, mental, emotional, verbal, economic or sexual.

Recommended time: 1.5 hours

Materials required: Balloons, one per participant, Poster: What is violence?, Three large-size cards, each card with one of the following words written on it: *Violence, No violence, Not sure*

Methodology: Game, Discussion, Poster presentation

Planning Notes:
Prior to the sessions on violence, it is important to research locally relevant information concerning violence, including existing laws and social supports for those who use and/or suffer from violence. It is also important to be prepared to refer a participant to the appropriate services if he reveals that he is suffering violence or abuse (also see Planning Notes for the following activity- Understanding the Cycle of Violence). The case studies included in Resource Sheet A depict diverse examples of violence, including men's use of physical, sexual and emotional violence against women in intimate relationships, men's use of physical violence against women outside the context of an intimate relationship, physical violence between men, and community-level, or institutional violence against individuals and groups of people. If necessary, you can make adaptations to these case studies or create new ones to address other types of violence that also occur in intimate relationships, families and/or communities. The use of the talking stick is suggested for this activity. However, the facilitator should think about if it is necessary or appropriate. The flipchart paper with the meanings of violence discussed in Part 1 below will also be useful for the next activity, "Understanding the Cycle of Violence."

Steps

Part one (activity is described in the Resource Paper A) the activity is design to allow the participants to express and debate about what it is violence the nature of it and to try to define for themselves what violence mean
Part two (use Resource Paper B) this activity is design to understand the variety of form that can take violence and how it can affect everybody, even if sometime it's not as evident
What is violence and gender base violence the animator will explain more about the nature of the violence and will distinguish specifically gender base violence, and will try with the group to find the causes and the effects it may cause
Parte three. **Closing**

Resource papers

Resource Paper A

Part One

Distribute balloons to the participants. After they have blown and tied up their balloons, tell them that they will be playing a 5-minute game.

The objective of the game is simple: to collect as many balloons as possible. The player with the maximum number of balloons at the end of 5 minutes is the winner. There are, of course, no points for burst balloons.

Play the game. It is likely that all the balloons would be burst well before the end of the game; if not, declare the winner(s) and end the game.

Ask the group to describe what happened in the game.
- Did anyone try to push or hit others or try to forcibly snatch their balloons?
- Would you describe this as 'violence'?

Encourage participants to think about why they would or would not describe the pushing/ shoving/trying to snatch another person's balloon, etc. as 'violence'.

Allow the participants to express and debate different views for some time. It is likely that the group will not be able to come to any agreement on whether there was any violence involved in the game. You do not need to arrive at a conclusion at this stage. Tell them that in the next part of the activity, we will try to understand what exactly the term 'violence' means.

Resource Paper B

Part Two

Put up POSTER. Read out the poster to help participants understand the meaning of the term 'violence'.

Then put up the three cards in different parts of the room. Give participants the following instructions for the game:

In order to further clarify the meaning of 'violence', we will play a game. Three cards have been put up. I am going to read out descriptions of a few situations. If you think that the situation is a case of violence, then go and stand near the card that says **Violence**. If you think that the situation does not depict a case of violence, then take your place near the card that says **No violence**. If you are undecided, take your place near the card that says *Not Sure*.

Once the instructions have been understood, play the game. Read out one situation at a time and let the participants take their positions.

Ask the three groups to explain their reasons for taking that particular position.

Let each group convince the other groups about their position. In the course of the discussion, if anyone wants to change sides, he is free to do so.

After this discussion, sum up the situation. Points for summing up have been provided for your reference at the end of each situation.

Encourage the groups to participate enthusiastically. The more they discuss and argue, the livelier the game will be
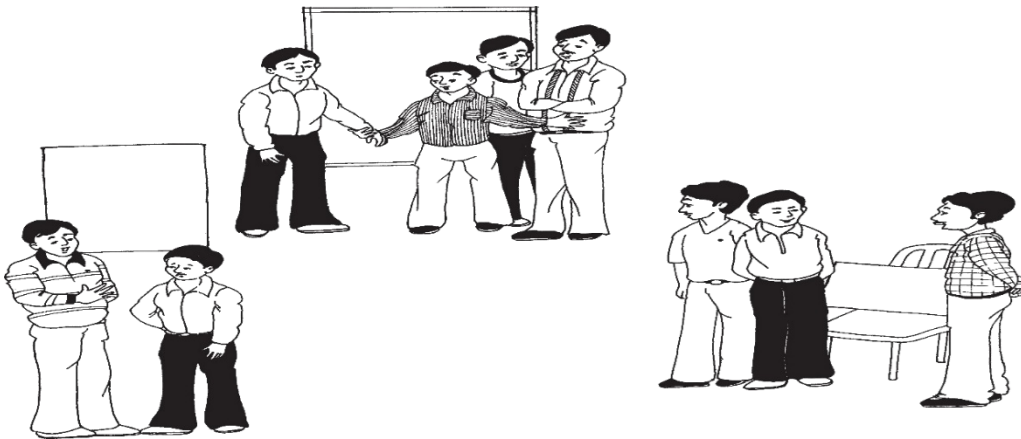
Situation 1

A girl is standing near a movie theatre, waiting for her friends. A group of boys, who are waiting nearby, call out to her and pass remarks on her clothes and make-up. They ask her if she wants to join them.

- Would you call the boys' behavior violent? Why?

Points for sum up
The boys' behavior is an act of sexual harassment, even if the boys were just doing it for 'fun'. This is also a form of sexual violence. Even though they might not have harmed the girl physically, their remarks could have hurt and humiliated the girl; since she was alone, she might have been frightened as well.

Situation 2

A 12-year-old boy has just come home with his examination results. He has failed. His parents shout at him; his mother refuses to give him any food that day, while his father threatens to teach him a lesson he will not forget.

- Would you describe what the parents did to the boy as violence? Why?

Points for sum up
While the boy's father has threatened physical violence which will definitely hurt the boy, the mother's behavior can also harm him physically and mentally. Therefore what the parents did to the boy can be described as violence. It is natural for the parents to be angry at their son's behavior, and they do have a right to scold him and tell him to improve his performance the next time. But 'disciplining' their son cannot be an excuse for using physical force or depriving him of basic necessities.

Situation 3

In a school, children belonging to a particular ethnicity (Roma) are made to sit separately because they considered to be 'inferior'.

- Would you say there is any violence involved in this situation? Why?

Points for sum up
Every individual has the right to be treated equally and fairly, regardless of religion or sex or ethnicity. In this case, the children are being forced to sit separately because of their ethnicity. This will definitely harm them mentally and emotionally, and they will grow up feeling inferior. This is therefore an act of violence. It is also against the law to discriminate on the basis of ethnicity.

Situation 4

A woman and her husband work in the same company. The woman has just got a promotion while the man has not. So he is upset and has stopped talking to his wife; he taunts her in front of his friends, telling them that she is now "too big" for him.

- Do you think there is any violence involved in this situation? Why?

Points for sum up

Yes, the husband's behavior is a form of violence. It will cause emotional and mental harm to the woman. It is his jealousy that is making the man hurt his wife in this manner. Also, most men are brought up to believe that they are 'superior' to women; so when his wife does better than him at her job, he probably feels inferior, he feels he is 'less of a man'. But the fact is that, like a man, a woman too has a right to have a career, and to secure a promotion based on her hard work and good performance.

Situation 5

A well-off couple have employed a 13-year-old girl to work as a domestic help. The girl is expected to do all the housework, including washing the clothes and vessels, cleaning the house, taking care of the couple's two-year-old baby and buying things from the market. She is expected to work seven days a week. She gets a salary and two meals every day.

- Do you think there is any violence involved in this situation? Why?

Hints for sum up

Yes, this is a form of violence. This is a clear example of child labor. And every case of child labor causes serious mental, emotional and even physical harm to the child.

The law prohibits child labor. However, this is a common situation in our country. Children often work in hazardous and extremely harsh conditions. This deprives them not only of basic rights like education, but they also lose out on their childhood. Children are employed because they provide cheap labor; employing a child does not mean that the employer is 'helping' the child's family. Employing an adult in the child's place would not only put an end to this practice, but also reduce the large-scale prevalence of adult unemployment in our country

Situation 6

Alex is 14 years old and studies in Class IX. He is very particular about his appearance and likes to dress well. He is a rather quiet boy and does not have many friends. Every day when Alex goes for his tuition classes, a group of boys tease him; they whistle at him and call him names like 'gay'. This has been going on for the last one month. Alex is now scared to take that route or go anywhere near that street.

• Do you think there is any violence involved in this situation? Why?

Points for sum up

Yes, this is a form of violence. The behavior of the boys has frightened and humiliated Alex. Even if the boys are not causing him any physical harm, and even if they think they are having some "harmless fun", the fact is that their behavior has hurt Alex; it is therefore a form of violence.

Now, discuss the following question with the group:
Were you surprised that any particular situation was indeed an act of violence? Why?

Closing:

In every situation that we discussed, there was some form of violence. While the violence was clearly evident in some cases, in other cases it was less so. This violence took different forms – in some cases, it was sexual violence, while in other cases it was verbal, physical, emotional or economic violence.

In each case, the person at the receiving end suffered either physical or emotional hurt. Violence is therefore not only causing physical injury – causing emotional or mental trauma or economic deprivation is also violence.

When we try to decide whether an action is an act of violence or not, we need to look at two things – the intention of the person committing the violence and the impact on the person at the receiving end. So, even in a game, where there may be no intention to cause hurt, if someone does get hurt there is violence. In other words, while the violence may be deliberate in some cases, it may not be deliberate in other cases.

What is Gender-Based Violence?

In many settings, most laws and policies use "family violence" or "domestic violence" to indicate acts of violence against women and children by an intimate partner, usually a man. However, there has been an increasing shift toward the use of "gender-based violence" or "violence against women" to encompass the broad range of acts of violence that women suffer from intimate partners, family members, and other individuals outside the family.

These terms also draw focus to the fact that gender dynamics and norms are intricately tied to the use of violence against women (Velseboer, 2003). In its essence, the concept of GBV seeks to distinguish violence that is based on gendered expectations and/or on the sex or gender identity of another person from other types of violence. While GBV can apply to women and men, girls and boys the focus of most GBV efforts is on ending the violence against women and girls, since it is they who are overwhelmingly affected.

Below is a definition of gender-based violence and violence against women based on the United Nations General Assembly Declaration on the Elimination of Violence Against Women in 1994:

…any act that results in, or is likely to result in, physical, sexual or psychological harm or suffering to women because of being women and men because of being men, including threats of such acts, coercion or arbitrary deprivation of liberty, whether occurring in public or in private life.

…shall be understood to encompass, but not be limited to the following:

> **a.** Physical, sexual and psychological violence occurring in the family, including battering, sexual exploitation, sexual abuse of children in the household, dowry-related violence, marital rape, female genital mutilation and other traditional practices harmful to women, non-spousal violence and violence related to exploitation

> **b.** Physical, sexual and psychological violence occurring within the general community, including rape, sexual abuse, sexual harassment and intimidation at work, in educational institutions and elsewhere, trafficking in women and forced prostitution

> **c.** Physical, sexual and psychological violence perpetrated or condoned by the State and institutions, wherever it occurs.

Resource Paper C

Theoretical Frame

Violence is defined by the World Health Organization as "the intentional use of physical force or power, threatened or actual, against oneself, another person, or against a group or community, which either results in or has a high likelihood of resulting in injury, death, psychological harm, maldevelopment, or deprivation", although the group acknowledges that the inclusion of "the use of power" in its definition expands on the conventional meaning of the word. This definition involves intentionality with the committing of the act itself, irrespective of the outcome it produces. However, generally, anything that is excited in an injurious or damaging way may be described as violent even if not meant to be violence (by a person and against a person).

Violence in many forms is preventable. There is a strong relationship between levels of violence and modifiable factors such as concentrated poverty, income and gender inequality, the harmful use of alcohol, and the absence of safe, stable, and nurturing relationships between children and parents. Strategies addressing the underlying causes of violence can be effective in preventing violence

Types

Violence can be divided into three broad categories:
- self-directed violence
- interpersonal violence
- collective violence

Violent acts can be:
- physical
- sexual
- psychological
- emotional

This initial categorization differentiates between violence a person inflicts upon himself or herself, violence inflicted by another individual or by a small group of individuals, and violence inflicted by larger groups such as states, organized political groups, militia groups and terrorist organizations. These three broad categories are each divided further to reflect more specific types of violence.

Violence is primarily classified as either instrumental or reactive / hostile

Interpersonal violence

Interpersonal violence is divided into two subcategories: Family and intimate partner violence – that is, violence largely between family members and intimate partners, usually, though not exclusively, taking place in the home. Community violence – violence between individuals who are unrelated, and who may or may not know each other, generally taking place outside the home. The former group includes forms of violence such as child abuse, intimate partner violence and abuse of the elderly. The latter includes youth violence, random acts of violence, rape or sexual assault by strangers, and violence in institutional settings such as schools, workplaces, prisons and nursing homes. When interpersonal violence occurs in families, its psychological consequences can affect parents, children, and their relationship in the short- and long-terms.

Child maltreatment

Child maltreatment is the abuse and neglect that occurs to children under 18 years of age. It includes all types of physical and/or emotional ill-treatment, sexual abuse, neglect, negligence and commercial or other child exploitation, which results in actual or potential harm to the child's health, survival, development or dignity in the context of a relationship of responsibility, trust or power. Exposure to intimate partner violence is also sometimes included as a form of child maltreatment

Child maltreatment is a global problem with serious lifelong consequences, which is, however, complex and difficult to study.

There are no reliable global estimates for the prevalence of child maltreatment. Data for many countries, especially low- and middle-income countries, are lacking. Current estimates vary widely depending on the country and the method of research used. Approximately 20% of women and 5–10% of men report being sexually abused as children, while 25–50% of all children report being physically abused.

Consequences of child maltreatment include impaired lifelong physical and mental health, and social and occupational functioning (e.g. school, job, and relationship difficulties). These can ultimately slow a country's economic and social development. Preventing child maltreatment before it starts is possible and requires a multi sectorial approach. Effective prevention programmes support parents and teach positive parenting skills. Ongoing care of children and families can reduce the risk of maltreatment reoccurring and can minimize its consequences.

Youth violence

Following the World Health Organization, youth are defined as people between the ages of 10 and 29 years. Youth violence refers to violence occurring between youths, and includes acts that range from bullying and physical fighting, through more severe sexual and physical assault to homicide.

Worldwide some 250,000 homicides occur among youth 10–29 years of age each year, which is 41% of the total number of homicides globally each year ("Global Burden of Disease", World Health Organization, 2008). For each young person killed, 20-40 more sustain injuries requiring hospital treatment. Youth violence has a serious, often lifelong, impact on a person's psychological and social functioning. Youth violence greatly increases the costs of health, welfare and criminal justice services; reduces productivity; decreases the value of property; and generally undermines the fabric of society.

Prevention programmes shown to be effective or to have promise in reducing youth violence include life skills and social development programmes designed to help children and adolescents manage anger, resolve conflict, and develop the necessary social skills to solve problems; schools-based anti-bullying prevention programmes; and programmes to reduce access to alcohol, illegal drugs and guns. Also, given significant neighbourhood effects on youth violence, interventions involving relocating families to less poor environments have shown promising results. Similarly, urban renewal projects such as business improvement districts have shown a reduction in youth violence

Factors

Violence cannot be attributed to a single factor. Its causes are complex and occur at different levels. To represent this complexity, the ecological, or social ecological model is often used. The following four-level version of the ecological model is often used in the study of violence:

The first level identifies biological and personal factors that influence how individuals behave and increase their likelihood of becoming a victim or perpetrator of violence: demographic characteristics (age, education, income), genetics, brain lesions, personality disorders, substance abuse, and a history of experiencing, witnessing, or engaging in violent behaviour.

The second level focuses on close relationships, such as those with family and friends. In youth violence, for example, having friends who engage in or encourage violence can increase a young person's risk of being a victim or perpetrator of violence. For intimate partner violence, a consistent marker at this level of the model is marital conflict or discord in the relationship. In elder abuse, important factors are stress due to the nature of the past relationship between the abused person and the care giver.

The third level explores the community context—i.e., schools, workplaces, and neighborhoods. Risk at this level may be affected by factors such as the existence of a local drug trade, the absence of social networks, and concentrated poverty. All these factors have been shown to be important in several types of violence.

Finally, the fourth level looks at the broad societal factors that help to create a climate in which violence is encouraged or inhibited: the responsiveness of the criminal justice system, social and cultural norms regarding gender roles or parent-child relationships, income inequality, the strength of the social welfare system, the social acceptability of violence, the availability of weapons, the exposure to violence in mass media, and political instability.

Success strategies
- Serve as a mentor, tutor, or volunteer at schools and youth-serving organizations to support the healthy development of all young people.
- Provide meaningful and appropriate opportunities through businesses and social/civic groups for youth to develop their interests, skills, and talents.
- Praise good behavior and take immediate action to stop youth violence when it occurs.
- Stop and think before saying or doing anything that could hurt others, act in nonviolent ways, and get help from a trusted adult or safe place
- Spend time with people and in places that are at low risk for violence..
- Help others be violence-free, and support those who have been hurt by violence.
- Show others how to stay safe.
- Get involved in violence prevention work.

Source: Preventing Youth Violence Opportunities for Action http://www.cdc.gov/ violenceprevention/ youthviolence/pdf/opportunities-for-action.pdf

Source: Term of violence https://en.wikipedia.org/wiki/Violence

Workshop 8: Understanding the cycle of violence

Goal: To discuss the relationship between the violence that young men suffer and the violence that they use against others

Objective: - to learn about the cycle of violence and how it may escalate with time if not taken care
        - to encourage empathy with persons from different realities and discuss the origin of violence associated with persons from different ethnic groups
        - to learn that seeking for help it's something normal

Recommended time: 2 hours

Materials required: Flipchart paper, markers, pens/pencils, and five small pieces of paper for each participant

Methodology: Group discussion

Planning notes: During this activity, you might notice that it is easier for participants to talk about the violence they have suffered outside their homes than the violence they have suffered inside their homes or the violence they have used against others. The young men might not want to go into details about these experiences and it is important that you do not insist that they do. Being a victim of interpersonal violence is associated with committing acts of violence later in life. Moreover, in talking about violence which they have committed, the participants might seek to justify themselves, blaming the other person for being the aggressor. Helping young men to recognize the cycle of violence and to reflect on the pain that violence has caused them is a potential way of interrupting the victim-to-aggressor cycle of violence. If necessary, this activity can be extended for two sessions. Prior to the session, consult local and national laws regarding mandatory reporting procedures in the case that a minor (or individual under a certain age) reveals that he is suffering violence or abuse. It is also important to clarify with your organization any ethical and legal aspects related to dealing with situations that might come up during the discussions on violence.

Steps

Part one (Resource Paper A) this activity was design to help participants to recognize the cycle of violence and to reflect on pain violence and abuse can cause

Part two (Resource Paper B) will seize the participants that violence cannot be just physical but can include such form as emotional institutional, and that violence of any kind it's not normal or "cool"

Part three. **Closing**

Resource papers

Resource Paper A

Part One

1. Before the session, tape five pieces of flipchart paper to a wall. On each paper write one of the five categories below:
   a. Violence used against me
   b. Violence that I have used against others
   c. Violence that I have witnessed
   d. How I feel when I use violence
   e. How I feel when violence is used against me
2. At the beginning of the session, explain to the participants that the purpose of this activity is to talk about the violence in our lives and our communities. Review the flipchart from the previous activity with the meanings of violence.
3. Give each participant the five small pieces of paper
4. Ask the participants to think for a while about the five categories from above and then write a short reply for each on the pieces of paper that they have received. They should put one response on each paper, and they should not put their names on the paper.
5. Allow about 10 minutes for this task. Explain to the participants that they should not write much, just a few words or a phrase, and then tape it to the corresponding flipchart paper.
6. After taping their papers to the flipchart, read out loud some responses from each category.
7. Open up the discussion with the questions below. Use the talking stick, if appropriate.
8. After the discussion, ask the group what it was like for them to talk about the violence they have experienced. If anyone in the group shows a need for special attention due to an act of violence they have suffered, you should consider referring the individual to the appropriate services and discuss the issue with other staff at your organization.

Discussion questions:

1. What is the most common type of violence used against us?
2. How do we feel about being a victim of this type of violence?
3. What is the most common type of violence we use against others?
4. How do we know if we are really using violence against someone?
5. How do we feel when we use violence against others?
6. Is there any connection between the violence we use and the violence that is used against us?
7. Where do we learn violence?
8. Is any kind of violence worse than another?
9. Is there a link between violence and power? Explain.
10. In general, when we are violent or when we suffer violence, do we talk about it? Do we report it? Do we talk about how we feel? If we do not, why not?
11. How does the media (music, radio, movies, etc.) portray violence? (see box below)
12. What is the link between violence in our families and relationships and other violence that we see in our communities?
13. Some researchers say that violence is like a cycle, that is to say, someone who is a victim of violence is more likely to commit acts of violence later. If this is true, how can we interrupt the cycle of violence?

Resource Paper B

Diversity and Rights: Me and Others

1. Before the group begins these activities, choose phrases that you consider to be most appropriate according to the list below. Write these phrases on a sheet of paper. Select a suitable number of sentences for each participant. If you like, create other phrases, other examples or repeat some, as required.
2. Ask the participants to sit in a circle and close their eyes. Explain that a sheet of paper will be placed in their hands containing a word or phrase. After receiving the paper, the participants should read the phrase without making a comment and reflect personally on what they would do if they were in that situation.
3. Ask each person to take a piece of tape and stick the paper on the front of his shirt.
4. Ask everyone to stand up and slowly walk around the room, reading the phrases of the other participants, greeting each other, but without speaking.
5. Afterwards ask the participants to form a circle and look at each other. Explain that each one should impersonate a character and invent a story that has something to do with the phrase they have received—a story that talks about the situation or reality of their character. Allow some time (5 minutes or so) for them to come up with their story.
6. Ask if someone will volunteer to begin. Then, each one, at random or going round the circle, talks about his story until everyone has had their turn. In some cases, one can allow participants to exchange their "case" with another participant.
7. Once everyone has told their story, ask them to return to their places, with the paper still stuck to their shirts.

Ask the participants, while still retaining their characters, to ask the others questions about their lives, their present situation, their problems and their realities. Allow 20 to 30 minutes for this.

Possible sentences

I am bulled in school	I am a criminal (member of a gang or a drug trafficker)
I cannot read	My father is in jail
My girlfriend cheated on me	I am of Black
I hit my girlfriend once	I can't read
I am an executive	I have had sexual relations with another man, but I am not gay
I once tried to kill myself	I am a street kid
I lost my arm in an accident	My girlfriend hit me
I am a street kid	I am a cocaine addict
I am a father and I take care of my children	I am a millionaire
I am an alcoholic	I am unemployed
I'm Roma	I am deaf

Discuss the following questions

- Do you know any young person who has faced a similar situation to that described on your paper?
- What was it like for you to impersonate this character? How did you feel?
- In many places a young man that is "different" or who represents a minority is a target for discrimination and violence. Where do you think this hate comes from?
- How can the fact that someone is "different" from us lead to violence?

Closing:

You can conclude this activity by asking the participants about other examples of different persons or even of minorities that were not included. Sometimes examples of persons perceived as being different or minorities about which we have not thought provide more material for the activities and the work with young men.

When people talk about violence, they think mainly of physical aggression. It is important, however, to remember that there are other forms of violence, including emotional and institutional. It is also important to think about the acts of violence that you as young men might perpetrate, because

Note:

Some studies have found that viewing violent media images may be associated with carrying out violence, but the causal connection is not entirely clear. Watching violence on TV or in movies

Very often you might think that it is only other people who are violent but never yourselves. The purpose of this session was to help you recognize the cycles of violence in your lives and communities and think about how you can help stop it.

Probably does not "cause" boys' violence, but it can contribute to some boys' beliefs – and our general belief as a society – that men's violence is normal, or even cool.

Resource Paper C

Theoretical Frame

The cycle of violence is a term applied to the pattern of violent behaviors exhibited in abusive relationships. The behaviors, actions or events are repeated over and over with similar beginnings and endings and often increase in intensity over time. Victims often believe that they have done something to deserve the abuse or have said something to provoke the abuser.

The cycle is most commonly associated with domestic violence but cycles of abuse are also found in the workplace, classroom or any environment where an abuser has power or authority over another person. Abuse occurs when one person in an intimate relationship seeks to gain power or control over the other person.

Who Are the Victims of Violence and Abuse?

Domestic violence has no race or age restrictions. It can happen to anyone regardless of geography or gender, social or economic background, educational level, family history or religion. It occurs in marriages, dating relationships, family relationships. It can happen in the home or anyplace where an abuser is in a close relationship with another person.

Women and children represent the highest number of physical abuse victims but men are also victims of physical and other types of abuse. As the population grows older incidents of domestic violence against the elderly has notably increased. Abuse and violence of elderly living in nursing homes or short term care facilities is also on the rise.

A cycle of violence is difficult to break and is very often passed from one generation to the next.

Types of Abuse

Recognizing the types of abuse is the first step toward understanding what happens during the cycle of abuse. Abuse comes in many forms including physical, sexual, emotional, and verbal abuse. All or one plays a part in completing the cycle of violence or abuse.

Physical Abuse: Physical acts like hitting, punching, pushing, hair pulling, pinching, severe beatings or any physical act or advance toward another person with the intention of hurting or injuring.

Sexual Abuse: Includes but is not limited to marital rape, forced sex, abuse of sexual body parts. Acts are committed against adults and children alike. Sexual abuse includes forced or unconsented performance of sexual acts as well as attempts to coerce sexual contact or behavior.

Emotional and Verbal Abuse: This type of abuse is classified as "non-physical". Behaviors include but are not limited to screaming, yelling, threatening, name calling, "in your face" verbal intimidation, public embarrassment, verbal harassment.

Threats, monitoring activity, stalking, ordering the victim to do things, controlling who they see, what they wear, controlling spending, making them feel guilty about lack of sex, affection or attention are also examples of emotional abuse.

The Cycle of Violence Has Three Phases

The cycle of violence "social cycle *theory*" was developed and documented in the '70s by Lenore E. Walker, Founder of the Domestic Violence Institute. It explains patterns of behavior in an abusive relationship.

According to Walker there are three phases that occur during a cycle of violence/abuse that form a pattern with a specific beginning and end. The pattern repeats again and again, thus described as a cycle. Each phase is distinctly separate and begins with violent, dangerous or abusive acts that may intensify over time.

Walker's theory is explained fully in her book "*The Battered Woman Syndrome*". Below is a summary of the key points.

Phase I: Tension Phase

The tension phase can last for days, weeks or months. During this phase the abuser may verbally abuse the victim and minor incidents of violence sometimes occur. The most commonly expressed feeling by victims is of "walking on eggshells" waiting for something to happen or for the abuser's mood to change.

Phase II: Acute or Crisis Phase

After a period in which tension builds, the tension finally erupts into severe abuse or violence lasting up to 72 hours. During this time the abused victim is in survival mode and takes one or more courses of action including submission, hiding, or escape. The abuse may result in serious injury, even death.

Phase III: Calm or Honeymoon Phase

The victim wants to believe that the abuser is telling the truth and that the abuse won't happen again. Children, family members, or others close to the victim also want to believe that it won't happen again. '

But it does… again and again, sometimes with changes in the length of each phase. The "calm" phase may become shorter, violence may increase and in some cases the abuser never fully reaches the "calm" phase other than exhibiting a decrease in tension before the cycle starts again.

Abuse Is a Learned Behavior

Domestic violence affects the abused and everyone associated with the victim. It has a negative impact on family, friends and those who witness the abuse. Those most seriously affected are children who typically end up with emotional problems or conditions and who then continue the cycle of violence (intergenerational cycle of violence/abuse).

"Intergenerational cycle of violence" is a is a term applied to abuse behaviors passed from parent to child, sibling to sibling, uncles or aunts to nieces and nephews or any family member to another. It is a learned behavior that starts when a child is very young and may be confined to immediate family or may be widespread across layers of relatives and generations.

When a child grows up in an abusive environment he or she quickly learns that violence or abusive treatment is a regular part of relationships. Even though the child may not be the direct victim of the abuser, the witnessed behaviors become subconsciously ingrained into the child's emotional development and destined to become part of the child's own adult behavior.

The cycle is difficult to break but by using available resources younger family members can stop the violence from being passed to the next generation.
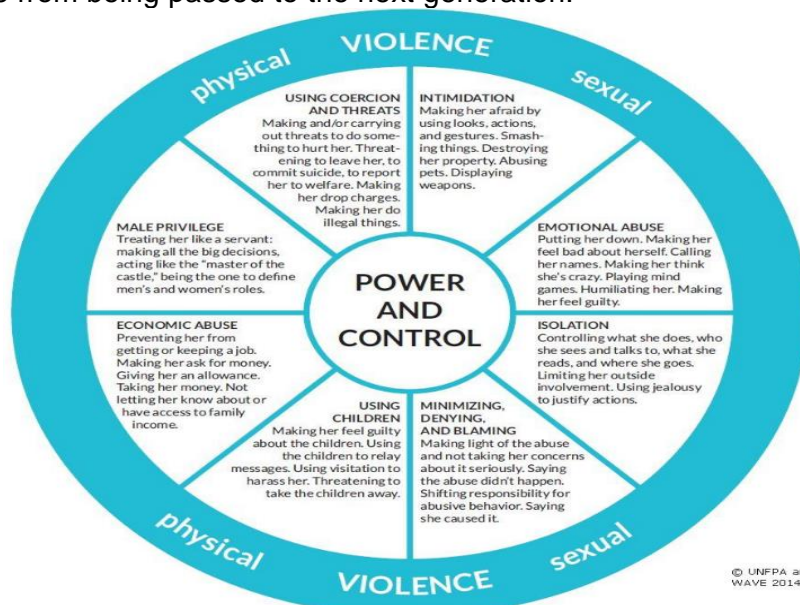
Workshop 9: Healthy Relationship

Goals: To walks young people through the process of defining what makes a strong, stable, lasting relationship for them

Objectives: - It is an activity that asks youth to determine what they feel is important in a relationship and offer reasons as to why.
- The purpose of this module is to help participants identify what is important to them in a relationship in a fun way. While we know that material values can't actually buy happiness, but it can be fun to pretend.

Recommended time: 1 hour

Materials required: Flip chart, Pens, Markers, Play money for each group (optional), small pieces of paper for each participant

Methodology: Game, Group activity

Planning Notes: There might be different opinions about what qualifies as a healthy or unhealthy relationship. Prior to starting the activity, the facilitator should work with the group to come to a consensus.

Steps

Part one **"Relationship Pyramid"** (Resource Paper A) It is an activity that asks youth to determine what they feel is important in a relationship and offer reasons as to why

Part two **"Money can't buy me love?"** The purpose of this module is to help participants identify what is important to them in a relationship in a fun way. While we know that material values can't actually buy happiness, but it can be fun to pretend.

*Part three.* **Presentation and discussion. Ways of making your relationship healthy**

Part four. **Closing, discussions**

Resource papers

Resource Paper A

Relationship pyramid

1. In the large group lead a brainstorm about what might be involved in relationships (both good and bad). These could be words like 'respect', 'trust', 'loyalty' 'violence', or 'power'.
2. If you are working in groups, have participants draw the outline of a triangle on their papers. Then get them to divide it into three sections.
3. The base of the pyramid is the strongest part of the structure. Have participants label a maximum of four things that are the most crucial pieces of a relationship to them. These are the things that create the base, or foundation of all their relationships. These are the 'must haves' or needs of a relationship.
4. In the middle section, ask participants to write a maximum of three things that they feel are important, but not crucial to their relationships. These are the things that are really nice to have, but you could do without one or two of them.
5. In the final section at the very top, have participants write no more than one thing they think is a bonus in a relationship. For example, someone might write "laughter" or "money".
6. Ask for volunteers to share their responses with the group. Have them also explain why they ordered the words in the way they did.
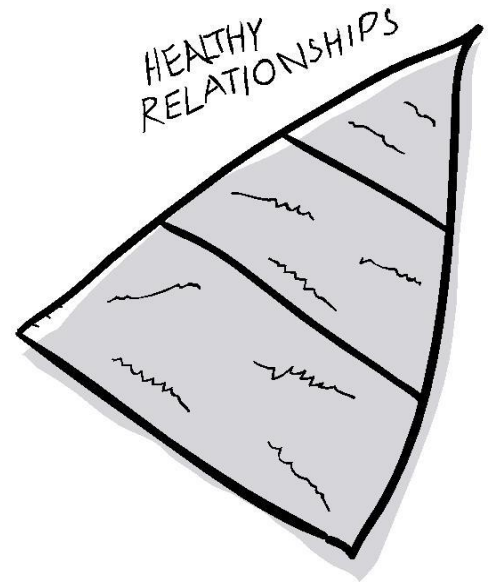
Discussion questions:
1. Was it hard to separate what you need and what you want in a relationship? Why or why not?
2. What happens if one of your foundational needs is missing? How does the relationship work?
3. Why do different people value different things?

Facilitator Notes:
- This activity works well in conjunction with the "Million Dollar Question" modules in this workshop.
- You might find that some participants have difficulty in ordering their priorities. This is okay as it shows both the importance and the interconnections of the elements of a relationship.
- You might also find if you work in groups, that participants' priorities may differ drastically. If this is the case, try to assist them in talking out a compromise.

Resource Paper B

Money Can't Buy Me Love?

Materials Needed

- A copy or two of both the Price and Purchase Lists and something to write with for each group or individual (depending on how you plan to run this activity.)
- Play money for each group (optional)

Steps :

1. If doing this module in small groups, break participants into groups of four or five. Designate one member of the group as the 'banker'. Note, this will be you if doing this individually.
2. Distribute the money and the worksheets. Explain that participants get to 'buy' the items listed for sale on the Price List. There are no limits as to how much of one item they can purchase, however there are limited funds. Each group (or individual if you are not doing this in groups) will only receive $1 million. (Even if they buy 'money; they can't spend more than one million dollars.) Each item is worth $100,000.00 (so they can purchase up to ten items.) As a group they will collectively have to decide what is important enough to spend money on.
3. Give each group their own space in the room and about 5 minutes to decide what they want to buy. The banker does not get to choose which items the group gets to buy, rather, they act as the broker. The banker will get to fill out the purchase sheet and hold the money once it is spent.
4. Once everyone is done, have participants report back to the larger group explaining why they bought what they did.

Facilitator Notes:

If you did this in small groups, you might want to follow this up with a brief series of questions for the larger group.

1. Did everyone in the group agree on everything? Why or why not?
2. What role did each person play in the group? How did this affect (if at all) what your group bought?
3. Do you think this would have been easier to do individually? Why or why not?
4. Is it hard to prioritize what you really want in a relationship? Why or why not?
5. Did anyone buy money, jealousy, violence, control or power? Why or why not? Are these items always bad to have in a relationship? Why or why not?

Discussion questions:

1. What are the most common characteristics of healthy relationships?
2. What are the most common characteristics of unhealthy relationships?

3. Do you think young people in your community usually have healthy or unhealthy relationships? Explain.
4. What are the greatest challenges to building a healthy relationship? How can these challenges be faced?
5. What should you do if you think you are in an unhealthy relationship?
6. What could you do if a friend is in an unhealthy relationship?

Closing:

A healthy relationship is one that is based on mutual respect and free of physical or emotional manipulation, control or abuse. It is important to know what you value in romantic relationships and to know how to be assertive (as opposed to aggressive or dominant) as well as how to listen. Everything that happens in a relationship, whether it is a choice of what to do on a date or what sort of physical relations to engage in or not, should be a matter of mutual discussion, mutual respect, and consent

Money Can't Buy Me Love?
Price List

Each of the following items cost $100,000. Note that that there are ten $100,000s in $1 million. Remember to choose which ones matter the most to you in a relationship.

RESPECT

MONEY

UNDERSTANDING

HONESTY

FRIENDSHIP

JEALOUSY

LOYALTY

LOVE

SECURITY

COMMUNICATION

POWER

HAPPINESS

TRUST

VIOLENCE

FAITH

SUPPORT

INDIVIDUALITY

CONTROL

FORGIVENESS

Money Can't Buy Me Love?
Purchase List

Money Remaining	Item Name	Why we chose this item
$ 1 Million		
$ 900,000		
$ 800,000		
$ 700,000		
$ 600,000		
$ 500,000		
$ 400,000		
$ 300,000		
$ 200,000		
$ 100,000		

Resource Paper C

Theoretical Framework

Ways to Make Your Relationship Healthy
  Respect Each Other
- Show you really care by sharing your thoughts and feelings. Listen to what your partner has to say.
- Ask About The Other Person's Interests
- Talk about sports, music, or movies—whatever helps you get past any awkward feelings and get to know each other better.
- Have A Life Outside The Relationship
- People are more attractive to each other if they have other interests. Keep up with your schoolwork, friends, and the activities you enjoy that do not involve your partner.
- Resolve Disagreements With Love and Respect
- People don't always have to agree on movies, music, or favorite sports, or even on how often to call or see each other. It is only natural for people to disagree. The important thing is how you reach an agreement. With a good attitude, you can have a healthy disagreement.

Signs of an [Unhealthy Relationship](#)
- Feelings of fear, stress, and sadness are not part of a healthy relationship.
- Lack of respect
- You "go along" with something even if you think it is not right. You feel bad about what happens when you are together.
- Being held back
- Your partner does not let you [succeed in school](#), or you are made to feel guilty about doing things that interest you.
- Controlling behavior
- You may hear, "If you love me, I need to know where you are." Your partner does not care about your friends.
- Feeling "crazy in love"
- One or both of you calls the other all the time. You feel your partner is possessive and smothering.
- Getting blamed for your partner's problems
- You hear, "This is all your fault."
- Feeling jealous most of the time
- A little bit of jealousy is normal. A lot of jealousy, or allowing jealousy to control what goes on between the two of you, will hurt the relationship.
- Trying to change the other person's behavior
- One of you tells the other, "My way or no way."
- When you can talk about a problem, an unhealthy relationship can become a healthy one. But, if you can't find ways to enjoy the time that you spend together, it may mean that it is time to end the relationship.

  Crossing the Line
  There are some things that should never happen in a relationship. Your relationship has serious problems if any of the following things are happening.
  Verbal Abuse : Screaming, swearing, bullying, or calling each other names is never all right.
  Pushing, Shoving, Hitting, or Kicking In Anger

Trying To Control The Other Person's Behavior : You always have the right to refuse attention or affection.

Threats: If one of you does not get your way, a threat is made to hurt either the other person or yourself.

Breaking or Hitting Objects during an Argument: If your relationship is crossing the line, the behavior needs to stop right away or the relationship needs to end. If you are having trouble ending a relationship, seek the help of an adult who cares about your well-being. Talk with an adult you trust about how to end an abusive relationship safely. Use what you have learned to help make your next relationship better.

No excuse for abuse nothing you say or do is a reason to be abused

When things have calmed down, try saying:

"I hated it when you swore at me. Don't do that again."

"Don't treat me that way. I have done nothing to deserve being _____."

"If you are upset, tell me. I can try to help, but yelling, screaming, and swearing at me does not help."

"If you treat me like that again, it's over."

Obedience Is Not Respect

Nothing anyone says or does is a reason for you to be abusive

By changing your behavior, you can get the true respect, support, and love that you deserve.

Source: Expect Respect: Healthy Relationships https://www.healthychildren.org/English/ages-stages/teen/dating-sex/Pages/Expect-Respect-Healthy-Relationships.aspx

Workshop 10. Young Men's Health

Goal: To discuss how gender norms influence the most common health problems of young men and review basic hygiene practices

Objective: - with the help of participants to identify the most common health problems young men may face.
- to inform participants how to take care of themselves and talk about basic hygiene
- to reflect on how a good health meaning physical and emotional are important not just for us but for people that surround us and we have a relationship with.

Recommended time: 1.5 hour

Materials required: Flipchart paper, small pieces of paper, tape and markers, Lottery card (check the resource sheet) Resource Sheet.

Methodology: Game, Group discussion

Planning notes: If possible, it might be interesting to follow-up this activity with a visit to a local health facility where the young men can meet and talk with health professionals.

Steps

Part one. (Resource Paper A) will help participant to identify the most common health problems that face young men, their causes and future effect if ignore

Part two. **"Lottery of life"** (Resource Paper B) will reflect how a good health condition and tacking care of yourself can decrease the stress level, depressions etc. and help in increasing the mood, quality of relationships etc.

Part three. **Closing** animator will inform the participants about basic hygiene tips

Resource papers

Resource Paper A

Part One

1. Give each participant two small pieces of paper and ask them (in silence and individually) to write two typical characteristics that are related to being a man (they should write one on each piece of paper). Ask them to hold on to these pieces of paper for a later stage in the exercise.
2. Tape two or three sheets of flipchart paper together and ask for a volunteer to serve as a model to draw the outline of a body.
3. Once they have drawn the outline, ask them to fill-in the sketch with details to make him a young man – give him a face, dress him, and give him a personality. For example, what does he like to do for fun, or what does he do on the weekends? Everyone should take part in the drawing exercise. Ask the participants to give a name to the young man that they have drawn.
4. Next, draw another outline of a body on two or three new sheets of flipchart paper. Ask for a volunteer to sketch the genitals on the body. If the participants are too embarrassed to do this, the facilitator can do so.
5. When the two outlines are finished, give each participant two small pieces of paper and ask them to write two common health problems/needs that men face (they should write one on each piece of paper).
6. When they have finished writing, ask each participant to read out loud the health problems/needs, and stick them on the part of the body where this health problem appears. It does not matter if some problems are repeated.
7. Next, ask the participants to read out loud the characteristics of being a man that they wrote at the beginning of the activity. After reading a characteristic, each participant should stick the piece of paper on the body next to the health problem/need with which the characteristic can be associated. Remind them of the previous activity and the discussion which they had about socialization and the health risks men face. For example, the masculine characteristic of having many sexual partners might be stuck next to the groin area of the body to signify its association with risk for STIs.
8. Probe to see if the participants identify alcoholism, violence, suicide, HIV/ AIDS, and substance use as health problems. If they have not mentioned them, ask if these are problems that young men face in their community.
9. Use the questions below to facilitate a discussion.

Discussion questions:
1. What health problems/needs do men have?
2. What are the causes of these health problems? What are the consequences of these health problems?
3. Is there a relationship between men's health needs and the characteristics of being a man that we identified?
4. How does a man's role in his family or community affect his health?

5. Do men and women take care of their bodies and health in the same way? How do young men take care of their health?
6. When men are ill or sick, what do they do? Do they usually look for help as soon as they feel ill, or do they wait? When women are ill or sick, what do they do?
7. What is hygiene? What kind of personal hygiene should men practice? What kind of personal hygiene should women practice? (Review Resource Sheet).
8. Where can young men in your community go to ask questions about their health or to seek services for health problems?
9. What can you do in your own lives to take better care of our health? What can we do to encourage other young men to take better care of their health?

Resource Paper B

Lottery of Life

Planning tips

The cardboard can be replaced with a blackboard or flip-chart. If no such material is available, one can simply read out the questions and answers.

For groups with reading difficulty, the card can be replaced by reading out loud.

Steps

1. Divide the participants into groups of 5 or 6.
2. Tell the participants that they will be taking part in a lottery and the person that scores the highest will win a prize.
3. Hand out a "lottery of life" card to each group.
4. Explain the card to the participants, pointing out that there are three columns: Man, Woman and Both. The group should answer the questions on the card, marking with an X the reply they think correct.
5. Allow 20 minutes for the group to discuss and mark the answers.
6. Then collect the cards.
7. Write the questions on a large poster, flipchart paper or on the blackboard and then read out each question; ask how the groups replied and mark with an X the correct answer. (The correct answer for every question is Men!)
8. Explore the replies of the group, asking them to justify their replies, particularly when they have marked Woman or Both.
    1. At the end, clarify that for all the categories, men are in the majority. Open up the discussion: Did you know this? Why do you think this happens? How is it possible to avoid this?

Questions for reflection

- If men took more care of themselves, would this situation be the same?
- What kinds of stresses do men face? Why?
- What kinds of stresses do women face? Why?
- When you are ill or sick, what do you do?
- Do you usually look for help as soon as you feel ill, or wait?
- How often do you go to the doctor?
- Who usually worries more about their appearance?
- Can a man be vain or worried about his appearance, women or men? Why?

Resource Paper C

Theoretical Frame

Teens and young adults face many emotional and physical changes. How young men deal with these changes can affect their health — both now and in the future. Young men need to make choices in many areas, from drugs to sex and from driving to doctor's visits. Smart choices matter. They can help young men feel strong, look good, and achieve their goals in school, sports, and more.

Check out some ways to develop a lifetime of good habits:

- **Stay away from drugs and alcohol.** They can hurt your mind, body, and relationships. Remember that drinking or doing drugs can lead to risky behaviors, such as unprotected sex. And using muscle-building drugs like anabolic steroids can be dangerous, too.
- **Drive safely.** In the U.S., motor vehicle accidents are the leading killer of 15- to 24-year-old males. Always wear a seatbelt and follow road rules. Never drive after drinking or doing drugs, and don't ride with an impaired driver.
- **Avoid violence.** Nearly 4 out of 10 high school boys in the U.S. said they fought in the past year. Try to stay away from dangerous situations, and learn positive ways to deal with conflict.
- **Don't smoke.** Smoking affects every part of your body, your looks, and your athletic ability — and it is highly addictive. Don't light up, and try to avoid other people's smoke. Also, remember that smokeless tobacco and electronic cigarettes aren't safe either.
- **Exercise and eat well.** The number of overweight teens in the U.S. has more than tripled in the past 20 years. Overweight teens are at risk for serious health problems, including diabetes. Exercise and good nutrition can help you stay a healthy weight — and help you stay strong in many ways.
- **Take care of your sexual health.** Almost half of new sexually transmitted infections (STIs) reported each year are among 15- to 24-year-olds. A person can have an STI and not know. If you are having sex, use condoms every time. You might also consider getting the HPV vaccine, which helps protect against genital warts and anal cancer.
- **Visit the doctor.** Make sure to schedule routine checkups so your doctor can find any problems early. Check-ups also are a chance to ask questions, review healthy habits, and discuss any personal problems. Stay up to date on any vaccines you need. Ask if you need to get vaccinated for meningitis if you're heading off to a college dorm for the first time.
- **Take care of your mental health.** Many mental health problems first develop in the teen and young adult years — and suicide is a leading cause of death among young men. Treatment works well, so get help as soon as possible.
- **Watch out for environmental health risks.** Make sure your home is tested for radon and has a carbon monoxide detector. If you work with chemicals, wear the right safety gear. Apply sunscreen to protect your skin from sunburn. Find out if your tap water has lead in it and, if so, learn ways to reduce your risk from it. And don't forget to protect your ears from noise pollution by turning your music down.

Hygiene Base

Puberty causes all kinds of changes in your body. Your skin and scalp may suddenly get oily very easily. Every day it seems you have new hair growing in different places. At times, you seem to sweat for no reason — and you may notice there are odors where you never had them before. What should you do about it?

These bodily changes are a normal part of becoming an adult. Still, some of them can be a real source of anxiety. Who wants to worry about whether their underarms smell, anyway?

Read below for information on some hygiene basics — and learn how to deal with greasy hair, perspiration, and body hair.

Oily Hair

The hormones that create acne are the same ones that can make you feel like you're suddenly styling your hair with a comb dipped in motor oil. Each strand of hair has its own sebaceous (oil) gland, which keeps the hair shiny and waterproof. But during puberty, when the sebaceous glands produce extra oil, it can make your hair look too shiny, oily, and greasy.

Washing your hair every day or every other day can help control oily hair. Dozens of shampoos are available in drugstores and supermarkets for you to choose from — most brands are pretty similar, although you might want to try one that is specially formulated for oily hair. Use warm water and a small amount of shampoo to work up a lather. Don't scrub or rub too hard — this doesn't get rid of oil any better and can irritate your scalp or damage your hair. After you've rinsed, you can follow up with a conditioner if you like; again, one for oily hair might work best. When you're styling your hair, pay close attention to the products you use. Some styling gels or lotions can add extra grease to your hair, which defeats the purpose of washing it in the first place! Look for formulas that say "greaseless" or "oil free."

Sweat and Body Odor

Perspiration, or sweat, comes from sweat glands that you've always had in your body. But thanks to puberty, these glands not only become more active than before, they also begin to secrete different chemicals into the sweat that has a stronger smelling odor. You might notice this odor under your arms in your armpits. Your feet and genitals might also have new smells.

The best way to keep clean is to bathe or shower every day using a mild soap and warm water. This will help wash away any bacteria that contribute to the smells. Wearing clean clothes, socks, and underwear each day can also help you to feel clean. If you sweat a lot, you might find that shirts, T-shirts, socks, and underwear made from cotton or other natural materials will help absorb sweat more effectively.

If you're concerned about the way your underarms smell, you can try using a deodorant or deodorant with antiperspirant. Deodorants get rid of the odor of sweat by covering it up, and antiperspirants actually stop or dry up perspiration. They come in sticks, roll-ons, gels, sprays, and creams and are available at any drugstore or supermarket. All brands are similar (and ones that say they're made for a man or for a woman are similar, too, except for some perfumes that are added).

If you choose to use deodorant or antiperspirant, be sure to read the directions. Some work better if you use them at night, whereas others recommend that you put them on in the morning. But keep in mind that some teens don't need deodorants or antiperspirants. So why use them if you don't have to? Deodorant and antiperspirant commercials may try to convince you that you'll have no friends or dates if you don't use their product, but if you don't think you smell and you take daily baths or showers and wear clean clothes, you may be fine without them.

Body Hair

Body hair in new places is something you can count on — again, it's hormones in action. You may want to start shaving some places where body hair grows, but whether you do is up to you. Some guys who grow facial hair like to let it develop into a mustache and beard. Some girls may decide to leave the hair on their legs and under their arms as is. It's all up to you and what you feel comfortable with.

If you do decide to shave, whether you're a guy or girl, you have a few different choices. You can use a traditional razor with a shaving cream or gel or you can use an electric razor. If you use a regular razor, make sure the blade is new and sharp to prevent cuts and nicks. Shaving cream and gel are often a better bet than soap because they make it easier to pull the razor against your skin. Some of the newer razors contain shaving gel right in the blade area, making even beginners feel comfortable shaving.

Whether you're shaving your legs, armpits, or face, go slowly. These are tricky areas of your body with lots of curves and angles, and it's easy to cut yourself if you move too fast. An adult or older sibling can be a big help when you're learning to shave. Don't be afraid to ask for tips. You might want to avoid shaving your pubic hair because when it grows back in, the skin may be irritated and itchy. Also, guys may think twice about shaving their chests, and girls should avoid shaving their faces because the stubble that grows back will look prickly and thicker, forcing you to shave over and over.

If you're a girl and you're worried about hairs on your upper lip, step back from the mirror and you may see that the hair everyone really sees is probably not as bad as you think.

If you do decide you want to get rid of unwanted facial hair, research the options and ask an adult or older sibling for advice. Many products are made for facial hair — everything from bleach that lessens its appearance to hair removers that are specially made for hair on the face. And some new oil-free facial moisturizers on the market contain substances to make facial hair softer and less visible. You may want to try one before you opt for bleaching or hair removal. In the rare case where a girl's facial hair growth is enough to cause anxiety, a dermatologist or skin specialist can use permanent removal techniques such as electrolysis. In some cases, excess hair growth in girls can be a sign of a medical condition, like polycystic ovary syndrome. If you're a girl who is worried about hair growth, talk to your doctor.

Washing the Body

Washing the body helps one to stay clean, avoid infection, and avoid becoming sick. Bathe with water or soap and water once or twice per day. Wash hands before and after meals. Wash hands after using the bathroom to prevent the spread of bacteria and infection. Washing the face at least twice a day with soap and water can help keep acne away or make it less severe.

Smelling Good

Use deodorant, baby powder, or the most common product in your country for smelling good under your arms.

Teeth and Mouth

Use what is most common in your country to clean the teeth twice a day, including before bed each night. Cleaning teeth helps avoid cavities or rotted teeth. Using toothpaste with fluoride can also help to strengthen your teeth.

Underwear

Wear clean underwear every day to avoid infection and keep the genital area clean.

Genital Area

It is important to wash and clean the penis every day. Wash the scrotum, between the scrotum and the thighs, in between the buttocks, and the anus with soap and water every day. For uncircumcised men, it is important to pull back the foreskin and gently clean this area. Being uncircumcised is not in and of itself unhygienic but uncircumcised men do need to take extra care in their hygiene. For all men, it is important to wash and clean the penis and the area around the anus every day.

Source: Hygiene basic, taking care of your body **http://kidshealth.org/teen/your_body/take_care/hygiene_basics.html#**

Source: Teen and young adults http://womenshealth.gov/mens-health/teens-fathers-minorities-older-men/teens-and-young-adults.html

Resources

Workshop 1: Gender Awareness. Understanding of Gender and Development
Activity
Part one:
Authors: Nazir Ahmad, Gulcheen Aqil, Ingrid Nyborg: Training Manual for Gender Awareness/ Sensitisation Workshop for Community Representatives. April 2002
Part two:
Authors: Nazir Ahmad, Gulcheen Aqil, Ingrid Nyborg: Training Manual for Gender Awareness/ Sensitisation Workshop for Community Representatives. April 2002
Part three: Quiz
Authors: Angelika Blickhäuser, Henning von Bargen: Fit for Gender Mainstreaming. Source www.fit-for-gender.org Berlin 2007
Part four: Video once Upon a boy
Authors: Promundo, Comunicaçao Em Sexualidade, Instituto Papai, Salud Y Genero, A.C. With The Support Of International Planned Parenthood Federation. Source YouTube : https://www.youtube.com/watch?v=eQlSZ5Me3Do

Workshop 2: Sex and Gender or what is this thing called gender?
Activity
Authors: CARE International, NW Balkans Status M, Zagreb Croatia Center for Healthy Lifestyles: E8, Belgrade Serbia Perpetuum Mobile, Banja Luka BiH Association XY, Sarajevo, BiH Promundo, Brazil / US: Program M: A Training Manual for Educators and Youth Workers Young Men's Manual. 2011

Workshop 3: Masculinity. Notion of masculinity
Activity
Authors: EngenderHealth India: Engaging Men as Partners (MAP®) to Reduce Gender Based Violence
A Manual for Community Workers. 2006

Workshop 4: Expressing emotions
Activity
Part One: Know your emotions
Authors: CARE International, NW Balkans Status M, Zagreb Croatia Center for Healthy Lifestyles: E8, Belgrade Serbia Perpetuum Mobile, Banja Luka BiH Association XY, Sarajevo, BiH Promundo, Brazil / US: Program M: A Training Manual for Educators and Youth Workers Young Men's Manual. 2011

Part Two: Hot buttons
Authors: Mary Scannell: The big book of conflict resolution games. Quick, Effective Activities to Improve Communication, Trust, and Collaboration. 2010

Workshop 5: Labeling
Activity
Part one : Labeling
Authors: CARE International, NW Balkans Status M, Zagreb Croatia Center for Healthy Lifestyles: E8, Belgrade Serbia Perpetuum Mobile, Banja Luka BiH Association XY, Sarajevo, BiH Promundo, Brazil / US: Program M: A Training Manual for Educators and Youth Workers Young Men's Manual. 2011

Part Two: Common Uncommon
Authors: Mary Scannell: The big book of conflict resolution games. Quick, Effective Activities to Improve Communication, Trust, and Collaboration. 2010

Workshop 6. Power & Relationship
Activity
Part one: Mirror activity
Authors: CARE International, NW Balkans Status M, Zagreb Croatia Center for Healthy Lifestyles: E8, Belgrade Serbia Perpetuum Mobile, Banja Luka BiH Association XY, Sarajevo, BiH Promundo, Brazil / US: Program M: A Training Manual for Educators and Youth Workers Young Men's Manual. 2011

Part two: Persons and things
Authors: Yaari Dosti: Young Men Redefine Masculinity A Training Manual 2006

Workshop 7. Violence
 Activity
Part one:
EngenderHealth India: Engaging Men as Partners (MAP®) to Reduce Gender Based Violence A Manual for Community Workers. 2006

Part Two:
EngenderHealth India: Engaging Men as Partners (MAP®) to Reduce Gender Based Violence A Manual for Community Workers. 2006

 Additional Info: Authors: CARE International, NW Balkans Status M, Zagreb Croatia Center for Healthy Lifestyles: E8, Belgrade Serbia Perpetuum Mobile, Banja Luka BiH Association XY, Sarajevo, BiH Promundo, Brazil / US: Program M: A Training Manual for Educators and Youth Workers Young Men's Manual. 2011

Workshop 8: Understanding the cycle of violence
Activity
Part one :
Authors: CARE International, NW Balkans Status M, Zagreb Croatia Center for Healthy Lifestyles: E8, Belgrade Serbia Perpetuum Mobile, Banja Luka BiH Association XY, Sarajevo, BiH Promundo, Brazil / US: Program M: A Training Manual for Educators and Youth Workers Young Men's Manual. 2011

Part two: Me and others
Authors: Yaari Dosti: Young Men Redefine Masculinity A Training Manual 2006

Workshop 9: Healthy Relationship
Activity
Part one: Relationship pyramid
Authors: The Students Commission of Canada: Project Not So Many's Healthy Relationships Workshop. 2006

Part two: Money can't buy you love
Authors: The Students Commission of Canada: Project Not So Many's Healthy Relationships Workshop. 2006

Workshop 10. Young Men's Health
Activity
Part one:
Authors: CARE International, NW Balkans Status M, Zagreb Croatia Center for Healthy Lifestyles: E8, Belgrade Serbia Perpetuum Mobile, Banja Luka BiH Association XY, Sarajevo, BiH Promundo, Brazil / US: Program M: A Training Manual for Educators and Youth Workers Young Men's Manual. 2011

Part two: Lottery of life
Authors: Yaari Dosti: Young Men Redefine Masculinity A Training Manual 2006